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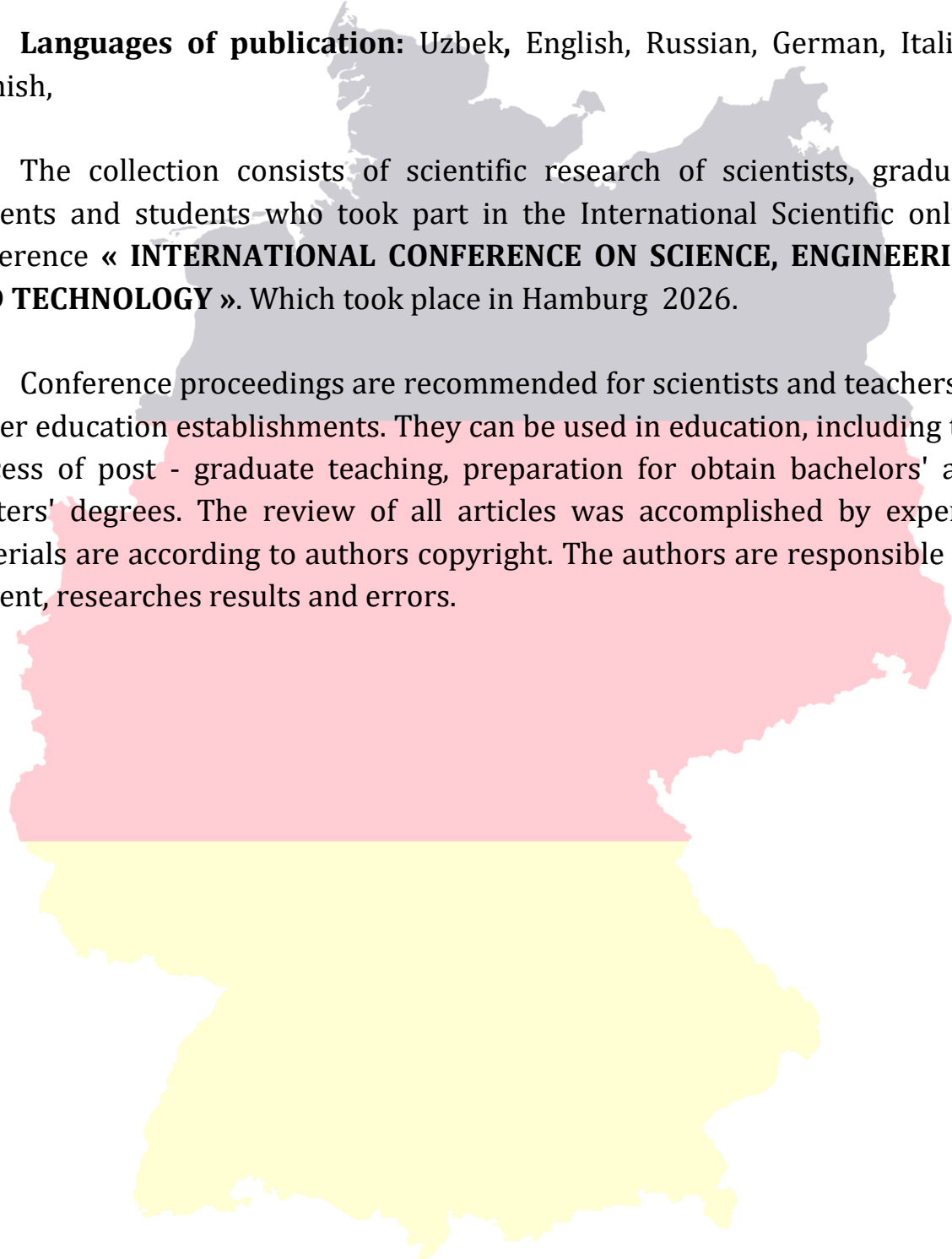


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THE ROLE AND IMPORTANCE OF SPEECH STRUCTURES IN DEVELOPING COMMUNICATIVE COMPETENCE IN THE GERMAN LANGUAGE

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Abstract: This article highlights the role and importance of speech structures in developing communicative competence in the process of teaching the German language. Communicative competence refers not only to learners' grammatical knowledge of the language, but also to their ability to use it freely and correctly in real communication situations. In this process, speech structures — such as dialogues, monologues, standard expressions, and grammatical constructions — serve as important tools. The research substantiates that mastering speech structures positively influences the development of learners' oral and written speech, expands their vocabulary, and helps to form communication skills. In addition, it is emphasized that the use of interactive methods and modern pedagogical technologies within the framework of the communicative approach increases the effectiveness of speech activity. Systematic teaching of speech structures in the German language is considered one of the main factors in developing communicative competence and greatly contributes to strengthening learners' practical communication abilities.

Keywords: Communicative competence, speech structures, language skills, interactive methods, grammatical competence, competency-based approach.

If education is recognized worldwide as the main factor determining the development of society, then improving the educational process is considered a priority aspect of enhancing enlightenment and spirituality. Today, in order to develop students' speech structures in a foreign language, it is important to organize lessons effectively, improve the linguodidactic and methodological foundations of educational content, master communicative components in a foreign language, pay special attention to dialogic speech, and compare the components of foreign-language speech communication with those of the native language.

The effective organization of lessons, the use and implementation of innovative technologies and various systems of exercises require great responsibility from the teacher. In accordance with the demands of the modern era, it should be noted that the main goal of teaching foreign languages today is the formation of communicative competence in students. While learning one of the foreign languages, namely German, students' ability to communicate freely and express their thoughts correctly and fluently is of great importance. Therefore, mastering speech structures perfectly in the process of teaching German plays a significant role in developing communicative competence among students.

A speech structure is the organization of language units based on a certain grammatical, phonetic, lexical, and pragmatic (semantic) order. In order to master the



German language thoroughly, primary attention is paid to the formation of speech structures. This greatly helps learners acquire skills such as constructing sentences, asking questions, expressing opinions, and maintaining conversations. Through teaching speech structures in German, students' listening comprehension, speaking, reading, and writing skills are effectively developed.

Communicative competence is defined as a person's ability to use language means effectively in various situations. Along with mastering grammatical knowledge, communicative competence also implies the ability to perform speech activities. A student learning a language should not only know the rules, but also be able to apply them correctly in practical communication.

The main goal of teaching foreign languages at all stages of the continuous education system in the Republic of Uzbekistan is to form and gradually develop learners' communicative competence in a foreign language so that they can function effectively in daily, academic, and professional spheres within a globalized world. Communicative competence is regarded as the ability to apply the acquired knowledge, skills, and abilities in the target foreign language during the process of communication. In this regard, it is necessary to understand the meaning of the term "competence." The word "competence" originates from the Latin word *competo*, which means "I achieve" or "I correspond." Therefore, competence refers to the educational preparation and requirements necessary for a specialist to carry out activities in a particular field.

The concept of competence emerged in the West in the late 1960s and early 1970s, while in local scholarly literature a special direction known as the competence-based approach in education appeared in the late 1980s. In the competence-based approach, particular attention is paid to educational outcomes. In this process, an individual's ability to act effectively in various problematic situations is emphasized, and educational results are recognized as important even beyond the educational system itself.

In teaching German to students, the formation of speech structures as a pedagogical issue should first of all be considered in relation to high-quality curricula, syllabi, methodological support, and assessment. All these components are closely interconnected. Just as in organizing lessons for all subjects, the organization of foreign language classes also depends on the curriculum, syllabus, and methodological support. First of all, the subject syllabus created on the basis of the curriculum may include audiovisual materials, recommendations for assessing skills and competencies, as well as a list of literature related to the subject. In short, the syllabus consists of three parts (an explanatory note, the main section — the core syllabus, and an appendix), within which the aims and content of education are described.

The syllabus prepared for each subject occupies a central place in the creation of textbooks and in organizing educational activities. In higher education institutions, subject syllabi are developed by teachers of specialized disciplines. On the basis of

the prepared syllabus, teaching complexes and overall methodological support are created. For the first time, a draft syllabus was published in Russian in 1968. After extensive discussions, it was introduced into schools in the 1970/71 academic year, and textbooks based on this syllabus were used in practice until 1999. A new curriculum was approved in 1999, and new textbooks were gradually developed on its basis. Today, modern changes and improvements continue to be introduced into the content of curricula and textbooks.

Methods such as dialogues, monologues, question-and-answer activities, role plays, and discussions in teaching the German language ensure the formation of speech structures and facilitate easier language acquisition. For example, speech patterns such as “Wie geht es dir?”, “Ich denke, dass...”, and “Meiner Meinung nach...” help learners engage more easily in everyday communication. Modern pedagogical technologies, multimedia tools, and interactive methods also effectively contribute to the development of communicative competence. Through audio and video materials, students listen to natural German speech, learn correct pronunciation, and generally acquire the ability to use speech structures appropriately.

Thus, speech structures are considered one of the main components of communicative competence in the German language. They help students think freely, engage in communication, and apply the language in practical situations. Therefore, special attention should be paid to the formation of speech structures in teaching German.

At the republican level, foreign language teachers have accumulated considerable experience in the use of technical teaching aids in foreign language classes. One such educator was the German and English language teacher from Kokand, candidate of pedagogical sciences, and Honored Teacher of Uzbekistan, Erkin Ergashev. During his many years of activity at schools No. 23 and 29, the experienced pedagogue published his rich professional experience in the form of a special book [1. E. Ergashev, 1984].

As is well known, historically teaching methods have been grouped into four categories, whose names are associated with the terms “translation,” “direct (or non-translation),” “comparative (or conscious-comparative),” and “mixed.” All methods in the centuries-long history of foreign language teaching have been classified into these four categories. Each of them requires brief analysis because some of their characteristics are still applied in modern methodology in certain forms. The history of teaching methods was deeply studied by the distinguished methodologist Professor Ivan Vladimirovich Rakhmanov [2. I. V. Rakhmanov. *Essay on the History of Methods of Teaching New Foreign Languages; Main Directions in the Methodology of Teaching Foreign Languages in the 19th–20th Centuries*. Moscow: Pedagogika, 1972].

Mastering communicative competence in a foreign language and teaching a foreign language through goal-oriented comparison with the native language lead to thorough language proficiency. The German methodologist and philologist Ph.



Aronstein, in his monographic work consisting of two books published in German in 1922 and 1926, discussed general issues of foreign language teaching and the teaching of English. He supported educational and moral objectives in language teaching. He emphasized the necessity of consciousness and comparison, especially in teaching languages belonging to different systems. Ph. Aronstein was among the first scholars to advocate dividing language material into active and passive components, and speech activity into receptive and reproductive forms.

The system of Peter Hagboldt also deserves attention. He began his pedagogical career as a German language teacher at M. Berlitz School in Belgium. Later, he moved to the United States, where he worked in secondary schools and colleges and spent the last ten years of his creative and pedagogical activity at the University of Chicago. Professor P. Hagboldt summarized his experience in foreign language teaching in the following theoretical works: *How to Study Modern Languages in High School* (Chicago, 1925), *How to Study Modern Languages in College* (Chicago, 1925), *Language Learning* (The University of Chicago Press, 1935), and *The Teaching of German* (Chicago, 1940). He also prepared several practical manuals in German. He supported both practical and general educational approaches in teaching. Speaking, listening comprehension, writing, and reading were all included among practical objectives [Russian edition: *Изучение иностранных языков*. Moscow: Uchpedgiz, 1963, p.132, where practical aims are discussed]. [3. J. Jalolov, 1912, pp.110–112].

In conclusion, it should be emphasized that the development of communicative competence is considered one of the priority directions of the modern education system. This competence forms an individual's ability to use language means purposefully, logically, and effectively, and enables active communication within a socio-cultural environment.

In foreign language teaching, lessons organized on the basis of the communicative approach activate students' speech activity and develop skills such as independent thinking, free expression of ideas, and clear articulation of opinions. Furthermore, the use of interactive methods, innovative pedagogical technologies, and practical exercises reveals students' communicative needs and increases their motivation to learn languages. As a result, learners acquire the competence to participate effectively in real communicative situations, choose appropriate communication strategies in problematic circumstances, and collaborate successfully in professional and social activities.

Therefore, the development of communicative competence not only increases the effectiveness of language teaching, but also serves as an important factor in shaping a well-rounded and competitive individual.



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