
MAIN READING TYPES AND APPROACHES TO TRADITIONAL TEXT ANALYSIS USED IN GERMAN LANGUAGE CLASSES

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Abstract

The following article discusses the main types of reading used in German language classes and approaches to traditional text analysis, and lists the different types of reading comprehension.

Keywords: tradition, custom, selective reading, detailed reading, intensive reading.

It is known that when we use the word literature, the word reading immediately comes to mind. The words literature and reading are inextricably linked. Reading skills are important not only for literature, but also for our daily life. We read something consciously or unconsciously. In this process, it is important not only to read, but also to understand. Information in the text must be connected with our previous knowledge and experience. This means that we do not simply extract information from any text, we process, compare and analyze it.

Reading is a goal-oriented activity. We read consciously to learn something new. Reading is an interactive process in which one can control one's own views, assumptions and expected results from the text [1.112].

"The text is read for different purposes and reasons. It also depends on interest. Sometimes we just read the text, sometimes we read to get certain information from the text. In this sense, there are different ways of reading, which are as follows:

Guided reading.

In this type of reading, the title of the text is of great importance. For example, we might plan a trip to Munich next week. In this case, students will need to find information about the weather in Germany from the newspaper. Or a lot of information from Internet materials, for example, how far Germany is from the area where we live, questions such as how many hours the time of the day is different, arouses interest in them, and ultimately increases their knowledge and expands their worldview. To do this, we first look for a weather headline in the newspaper.[1.112]

This type of study is also effective because it is focused on a certain goal. But it is not always possible to connect it with natural causes and goals.

Global study.

In global reading, we mainly try to understand the main content and idea of the text. Even unfamiliar words are sometimes overlooked. Such reading includes parables, fairy tales and stories.

Below, we give an example of Rotkäppchen (Little Red Riding Hood) from the Brothers Grimm's fairy tales for global reading.

Es war einmal ein kleines süßes Mädchen, das hatte jedermann lieb, der sie nur ansah, am allerliebsten aber ihre Großmutter, die wusste gar nicht, was sie alles dem Kinde geben sollte. Einmal schenkte sie ihm ein Käppchen von rotem Samt, und weil ihm das sowohl stand, und es nichts anders mehr tragen wollte, hieß es nur das Rotkäppchen. Eines Tages sprach seine Mutter zu ihm: "Komm, Rotkäppchen, da hast du ein Stück Kuchen und eine Flasche Wein, bring das der Großmutter hinaus; sie ist krank und

sshwash und wird sish daran laben.... (Once upon a time there was a sweet girl . Anyone who saw her immediately fell in love with her, but her grandmother loved her more than anyone else. Her grandmother gave the girl all kinds of gifts. Once she gave her granddaughter a red velvet cap. and this hat suited the girl very well. The girl always wore this hat, so people began to call her Little Red Riding Hood. One day her mother said to her: "Come, Little Red Riding Hood, take these cookies and juice to your grandmother, she is sick now, this food gives him strength," he said.

It seems that in such a reading, the main attention is paid to the development of the story. The meaning of new words found in the text is easily learned from the general content of the text.

Selective reading

In such a reading, certain information is sought from the text. The reader should know whether this information is actually in the text or not. For example, we are looking for a sports program. We know it's going to be on TV today. We are only looking for when the program will be broadcast from the newspaper. We are not interested in other information.[1.112]

Programmvorsshau vox (In the program)

05:40 Hilf mir dosh (05:40 Help Me)

06:45 Verklag mish dosh (06:45 Why don't you sue me?)

13:00 Fussballspiel (Football game)

It appears from the TV program that we can watch football from sports today and it starts at 13:00. This method is very easy and fast. Therefore, when giving it to students as an assignment, it is appropriate to set a place for whoever will be the first to find it. In addition, the task can be expanded by changing the type of question. For example, what time can we get information about purchases? (Answer: at 12:00). What time can we read the news? (Answer: at 10:50 am). When will the show about hotels be shown? (Answer: at 10:55 am). In this case, a fast learner will try to remember these words quickly, and it will increase ingenuity and speed.

Intensive/detailed reading

In such a reading, the text is read word for word. It is necessary to understand the main and auxiliary information in the text. For example, a recipe or instructions for the use of a certain product are examples of this." For example, Gebraushsanweisung Edelstahl-Stabmixer (Instructions for using a steel hand blender)

Liebe Kundin, lieber Kunde,

bitte lesen Sie die vorgende Gebraushsanweisung vor Ingebotstellung complete und zurglichkeit dursh, um Sshäden dursh nisht sashgemäßen Gebraush zu vermeiden. Beashten Sie in particular die Sisherheitshinweise. Sollten Sie dieses Gerät on Dritte weitergeben, muss die Bedienungsanleitung mit ausgehändigt werden... (Dear customer, to prevent damage caused by improper use, please read these operating instructions completely and carefully before using this device read. Pay special attention to the safety instructions. If you hand over this device to such persons, the operating instructions must also be handed over....)

In our opinion, the text is read in different ways. Of course, it depends on the type of text, the purpose of reading, the reading habits and interests of the person. For example, an artistic text is read differently, while professional texts or scientific popular texts are read completely differently. Sometimes different reading methods can be used in the text at the same time.

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