

INTERNATIONAL JOURNAL OF
WORLD LANGUAGES

ДОБРЕДОДОВТЕ WÉLLKOMM स्वागत छ
VÄLKOMMEN FÄILTE VÍTEJTE HERZLICH ΚΑΛΩΣ ΗΡΘΑΤΕ
Laipni lūdzam كَبِ اَلْهَأُ WILLKOMMEN
BEM VINDA Сардэчна запрашаем 환영
ÜDVÖZÖLJÜK आपले स्वागत आहे 歡迎 ようこそ
WELCOME DOBRODOŠLI स्वागत हे
BIENVENUE HOŞGELDİNİZ FÄILTE
BENVENUTO Tuhiŋga o mua SELAMAT DATANG
VELKOMINN walujeung sumping
SALUTATIO வரவரேல் BI XÉR HATÍ
BINE ATI VENIT ಸವಾಗತ

International Journal of World Languages

Volume 4, No. 2, March 2024

Internet address: <http://ejournals.id/index.php/IJWL/issue/archive>

E-mail: info@ejournals.id

Published by ejournals PVT LTD

Issued Bimonthly

Requirements for the authors.

The manuscript authors must provide reliable results of the work done, as well as an objective judgment on the significance of the study. The data underlying the work should be presented accurately, without errors. The work should contain enough details and bibliographic references for possible reproduction. False or knowingly erroneous statements are perceived as unethical behavior and unacceptable.

Authors should make sure that the original work is submitted and, if other authors' works or claims are used, provide appropriate bibliographic references or citations. Plagiarism can exist in many forms - from representing someone else's work as copyright to copying or paraphrasing significant parts of another's work without attribution, as well as claiming one's rights to the results of another's research. Plagiarism in all forms constitutes unethical acts and is unacceptable. Responsibility for plagiarism is entirely on the shoulders of the authors.

Significant errors in published works. If the author detects significant errors or inaccuracies in the publication, the author must inform the editor of the journal or the publisher about this and interact with them in order to remove the publication as soon as possible or correct errors. If the editor or publisher has received information from a third party that the publication contains significant errors, the author must withdraw the work or correct the errors as soon as possible.

OPEN ACCESS

Copyright © 2024 by Thematics Journals of Applied Sciences

EDITORIAL BOARD

Ambreen Safdar Kharbe,
Najran University,, Saudi Arabia

Erdem Akbaş,
Erciyes University, Turkey

Oksana Chaika,
National University of Life and Environmental
Sciences of Ukraine, Ukraine

Fatma Kalpakli,
Selzuk University, Turkey

Zekai Gül,
University of Minnesota, Islamic College of
Languages and Translation

Birsen Tütüniş,
Kültür University, Turkey

Nurdan Kavakli,
Izmir Democracy University, Turkey

Anette Ipsen,
University College Copenhagen, Denmark

Lotte Lindberg,
University College Copenhagen, Denmark

Miriam Eisenstein,
New York University, United States

Boudjemaa Dendenne,
University of Constantine I, Algeria

Ismail Hakki Mirici,
Hacettepe University, Turkey

Lily Orland Barak,
University of Haifa, Israel

Maggie Sokolik,
University of California, Berkeley, United States

Manana Rusieshvili-Cartledge,
Tbilisi State University, Georgia

Maryam Zeinali,
Urmia University, Iran Islamic Republic

Zebiniso Ibroximovna Odinayeva,
National University of Uzbekistan

Sidikova Khulkar,
Jizzakh state pedagogical university
named after Abdulla Kadyri

Normamatova Dilfuza Turdikulovna,
Gulistan State University

Mehmet Demirezen,
Ufuk University, Turkey

Sejdi M. Gashi,
Institute of Albanology-Pristina(Kosovo), Albania

Priti Chopra,
The University of Greenwich, Greece

Rome Aboh,
University of Uyo, Nigeria

Salam Yusuf Nuhu Inuwa,
Kano State College of Arts and Sciences, Nigeria

Zelege Arficho Ayele,
Hawassa University, Ethiopia

Mustafo Zhabborovich Bozorov
Samarkand State Institute of Foreign Languages

Martaba Numonovna Melikova
Samarkand State Institute of Foreign Languages

Mastura Mizrobovna Oblokulova
Samarkand State Institute of Foreign Languages

Erkinov Sukhrob Erkinovich
Samarkand State Institute of Foreign Languages

Eko Susanto
Menegment of journal Indonesia

Shirinova Inobat Anvarovna
Guliston State University

Akramjon Abdikhakimovich Shermatov
Samarkand State Institute of Foreign Languages

Akhmedova Shoira Nematovna
Professor of the Department of Uzbek Literature,
Bukhara State University

Aslonova Malokhat
Akramovna PhD, associate professor Navoi State
Pedagogical Institute

Bobojanov Sharipboy Xudoshukirovich
Dr., associate professor at
Pedagogical Institute of Karshi State University

Ibragimova Rano Isakovna,
Karakalpak Institute of Agriculture and Agrotechnologies

Nadim Muhammad Humayun,
Department of Uzbek Language and Literature,
Termiz State University

Sidikova Khulkar,
Jizzakh state pedagogical university,
named after Abdulla Kadyri

Narmatova Ayjan

Teacher,

National University of Uzbekistan

Abstract: This article is about blended learning technology. Blended learning combines elements of traditional classical learning with the use of technology and online resources. The article describes some ways in which this technology can be used in German lessons. Blended learning technology provides many benefits for both teachers and students, facilitating more efficient, flexible and effective learning.

Keywords: blended learning technology, online resource, interactive exercise, virtual classroom, mobile application.

Аннотация. В данной статье речь идет о технологии смешанного обучения. Смешанное обучение сочетает в себе элементы традиционного классического обучения с использованием технологий и онлайн-ресурсов. В статье описываются некоторые способы, как можно использовать эту технологию на уроках немецкого языка. Технология смешанного обучения предоставляет множество преимуществ как для учителей, так и для учеников, способствуя более эффективному, гибкому и результативному обучению.

Ключевые слова: технология смешанного обучения, онлайн-ресурс, интерактивное упражнение, виртуальный класс, мобильное приложение.

Blended learning technology, or blended learning, has become widely used in various educational contexts, including the study of foreign languages such as German. Blended learning combines elements of traditional classical learning with the use of technology and online resources. The article describes some ways in which this technology can be used in German lessons.

First of all, you need to pay great attention to video lessons and audio materials during the German language lesson. The teacher can use videos and audio recordings to demonstrate correct pronunciation, as well as to create realistic communication situations in German. Online platforms and applications for language learning play an important role in blended learning technology. There are many online platforms and mobile apps that offer German courses with interactive exercises, tests and games, such as Duolingo, Babbel, Rosetta Stone and others. Students can use them to independently study the language outside of class. Blended learning technology is characterized by virtual classes and video conferencing. Teachers can organize virtual classes and video conferencing using platforms such as Zoom or Google Meet to conduct German lessons online. This allows students from different geographic regions to participate in lessons without being physically present in class. The main role in blended learning technology is played by interactive textbooks and online resources. Teachers can use interactive textbooks and online resources such as interactive grammar exercises, online games, webinars, etc. to make German lessons more interesting and effective. Forums and discussion groups are an integral part of blended learning technologies. Creating online forums or discussion groups allows students to communicate in German outside of class, exchange opinions, ask questions and discuss topics of the material being studied. Blended learning technology also provides individual work with a teacher. The teacher can offer students individual guidance and feedback via online chats, email or video conferencing to help them learn German more effectively. Using blended learning in German lessons can help teachers create more dynamic and interactive lessons, as well as provide students with more

opportunities to independently learn and practice the language outside the classroom.

As stated above, the use of video lessons and audio material increases the student's interest in mastering the target language. The use of video lessons and audio materials in German lessons can significantly increase the effectiveness of learning for several reasons:

1. This is an increase in auditory perception. Video lessons and audio materials allow students to hear German spoken in an authentic language, which helps develop their auditory perception and understanding of speech in German.

2. These are examples of real communication. Video lessons can present realistic communication situations in German, such as dialogues between native speakers, interviews, news, etc. This helps students understand not only language structures, but also the context in which they are used.

This is pronunciation and intonation. Video lessons allow students to watch native speakers pronounce words and phrases, which helps them improve their pronunciation and intonation in German.

4. This is a visual support. Videos can include visual support, such as animations, subtitles, or images, to help students better understand the content and remember new words and expressions.

5. It's interactive and motivating. Using interactive video lessons can make lessons more interesting and exciting for students, which encourages their motivation and active participation in the learning process.

6. It is accessibility and flexibility. Video lessons can be viewed at any convenient time and place, which makes them a convenient tool for independent language learning outside of class.

Thus, the use of video lessons and audio materials in German lessons can significantly improve the effectiveness of learning, helping students develop a variety of language skills and improve their knowledge and skills in German.

There are many online platforms and mobile apps available for learning different languages, including German. For example, here are several popular online platforms and applications for learning languages:

- Duolingo is one of the most popular and accessible language learning apps. It offers a playful approach to learning, including exercises for audio and written comprehension, grammar and vocabulary.

- Babbel offers interactive language courses, including German. It provides listening, speaking, reading and writing exercises, as well as personalized lessons based on your level and interests.

- Rosetta Stone offers an immersive approach to language learning using speech samples, images, and context-based exercises. It also includes speech recognition for pronunciation training.

- Memrise specializes in memorizing words and phrases using mnemonics and interactive exercises. It also offers courses created by users, allowing you to access a variety of materials for learning German.

- Busuu provides courses in various languages, including German, with the opportunity to interact with native speakers and receive feedback through exercises and dialogues.

- HelloTalk is a social network for language learning where you can find language exchange partners and communicate with native speakers through text messages, voice messages and video calls.

These online platforms and apps provide a variety of tools and resources for learning German, from basic lessons to advanced exercises, making them a great choice for self-study whenever and wherever you want. Organizing virtual classes and video conferencing to learn German can be an effective way to learn in an online environment.

Of no small importance in blended learning is the organization of virtual classes and video conferencing for learning the German language, which can be an effective way of learning in an online environment. First, you need to choose a suitable platform for conducting virtual classes and video conferencing. Some of the more popular options include Zoom, Google Meet, Microsoft Teams, and Skype. You also need to make sure that the chosen platform supports the necessary functions such as screen sharing, the ability to record classes and chat. The next step is to schedule your classes. The teacher must notify students of the dates and times of virtual classes. Preparation of materials takes some time. Required teaching materials for classes, such as presentations, exercises, reading texts and audio materials, should be checked in advance to ensure that they are available to students.

During class, active interaction with students, asking questions, leading discussions and exercises to keep students motivated and engaged in the learning process will help achieve the desired result. The use of interactive teaching methods such as games, role-playing games and group exercises adds a vibrant flavor to the lesson. Before starting classes, you must make sure that all participants have access to the necessary equipment (computer or mobile device with camera and microphone) and a stable Internet connection. After completing a lesson, it is important to provide feedback to students about their progress and areas for improvement. You also need to make sure that students understand the material and can apply it in practice. Organizing virtual classes and video conferencing requires good organization and planning, but with the right approach it can be an effective German language teaching tool that keeps students interacting and engaged in the learning process.

When choosing a blended learning technology platform, there are several key criteria to consider to help determine the most suitable option for your educational institution or project. You should pay attention to the following criteria:

- Learning objectives are the definition of the purpose and requirements for the platform. Some platforms may be better suited for certain types of learning or content, for example if you need interactive lessons with built-in exercises, or the ability to conduct video conferencing, or create customized courses.

- Functionality is an assessment of the functionality of the platform and its capabilities for creating and managing educational content, organizing the educational process, tracking student progress, conducting assessments and feedback, and integrating with other tools and resources.

- Ease of use is choosing a platform that is easy to implement and use for both teachers and students. The user interface should be intuitive, and the process of creating and managing courses should be simple and efficient.

- Support. It is important to pay attention to the level of support provided by the platform. It is necessary to be able to get help and advice if problems or questions arise.

- Security and privacy. Ensuring data security and student privacy should be a priority when choosing a platform. The teacher must ensure that the platform complies with modern security standards and provides the necessary tools to protect personal information.

- Price. The teacher should evaluate the cost of using the platform, including subscription fees, support and maintenance costs, and additional costs associated with integration and customization.

- Reviews and recommendations. By researching user reviews and recommendations of your chosen platforms to gain first-hand insight into their advantages and disadvantages.

Considering these criteria, you can choose the most suitable platform for implementing blended learning technology in your educational process. Thus, blended learning technology provides many benefits for both teachers and students, facilitating more efficient,

flexible and effective learning.

Used literature.

1. Clayton Christensen, Michael Horn, and Curtis Johnson *Disrupting Class: How Disruptive Innovation Will Change the Way the World Learns*. 2008.
2. Anthony J. Picciano and Charles D. Dziuban *Blended Learning: Research Perspectives* 2014
3. K. Bausch, K. Hans-Jürgen *Handbuch. Fremdsprachenunterricht* 5th Ed. Tübingen: A. Franke, 2007. C 655 ISBN 978-3-8252-8043-7
4. K. Dauvilier, D. Levy-Hillerich. *Spiele im Deutschunterricht*. Munich: Goethe Institute, 2004. P. 200. ISBN 3-468-49646-2, S. 9
5. J. Harmer. *The Practice of English Language Teaching*. London: Longman, 1991, P 371. ISBN 978-1-4058-4772-8
6. D. Homberger. *Lexikon Deutschunterricht: Fachwissen für Studium und Schule*. Ed. Schneider, 2013, p. 491.
7. Catlin R. Tucker *Blended Learning in Grades 4-12: Leveraging the Power of Technology to Create Student-Centered Classrooms*. 2012
8. D. Randy Garrison and Norman D. Vaughan *Blended Learning in Higher Education: Framework, Principles, and Guidelines*. 2008.
9. H. Meyer. *Unterrichtsmethoden II.: Praxisband*. 11. Ed. Frankfurt am Main: Cornelson, 2000, P.464.
10. G. Neuer. H. Hunfeld. *Methoden des fremdsprachlichen Unterrichts*. Berlin: Langendscheid 5th edition, 1999, P.184. ISBN 978-3468496769
11. D. Rösler. *Deutsch als Fremdsprache*. Stuttgart: 1994. P. 301. ISBN 3-476-10280-7
12. Michael B. Horn and Heather Staker *The Blended Workbook: Learning to Design the Schools of our Future*. 2012.
13. A. Spier. *Mit Spielen Deutsch lernen*. Frankfurt am Main: Cornelson 1981. P. 155. ISBN 3-589-20781-7