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LINGUODIDACTIC APPROACHES TO TEACHING GERMAN AND THEIR POSSIBILITIES OF APPLICATION IN A DIGITAL LEARNING ENVIRONMEN

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Abstract: This study investigates the linguodidactic foundations of using digital applications in German language teaching within higher education. The research aims to develop and empirically validate a model integrating digital tools into communicative language instruction. The methodology combines theoretical analysis and experimental design involving 150 philology students (77 experimental, 73 control). Results demonstrate a 13% improvement in communicative competence in the experimental group. The findings confirm that digital applications, when aligned with linguodidactic principles, significantly enhance individualized learning, student engagement, and communicative outcomes. The study contributes to EdTech and foreign language pedagogy by proposing a structured integration model grounded in digital pedagogy and competence-based education.

Keywords: digital pedagogy, German language teaching, linguodidactics, communicative competence, EdTech, digital applications

1.Introduction

In the context of globalization and digital transformation, foreign language education is undergoing profound structural changes. Digital pedagogy has emerged as a new paradigm redefining teaching methodologies, learning environments, and educational outcomes. As noted in contemporary educational discourse, digital technologies are not merely auxiliary tools but transformative elements reshaping pedagogical practice .

In Uzbekistan, these transformations are institutionally supported by national strategies such as *"Digital Uzbekistan-2030"* and *"Uzbekistan-2030"*, emphasizing the integration of digital technologies and competence-based education. Within this framework, the teaching of German in philological higher education institutions requires new linguodidactic approaches that integrate digital tools with communicative learning objectives.

Despite extensive research on digital education [6] there remains a gap in developing a **systematic linguodidactic model** for integrating digital applications specifically in German language teaching. This study addresses this gap.

Research aim:
To develop and empirically validate a linguodidactic model for using digital applications in German language teaching.

Research questions:

1. How can digital applications be integrated into German language teaching based on linguodidactic principles?
2. What is their impact on students' communicative competence?
3. How does digital pedagogy influence individualization and learning effectiveness?
4. **2. Methods**

2.1 Research design

The study employed a **quasi-experimental design** with control and experimental groups.

- Total participants: **150 students**
- Experimental group: **77 students**
- Control group: **73 students**

2.2 Intervention

The experimental group was taught using digital platforms:

- Wordwall
- Kahoot
- Quizizz
- Padlet
- LMS tools (Google Classroom, Moodle)

The control group followed traditional instruction methods.

2.3 Theoretical framework

The study is grounded in:

- **Digital pedagogy** (Selwyn, 2016)
- **Five-stage model of e-learning** (Salmon, 2013)
- **EdTech design principles** (Bates, 2019)
- **DigCompEdu framework** (Redecker, 2017)

These frameworks conceptualize digital learning as a **multimodal, interactive, and learner-centered process** .

2.4 Assessment criteria

Communicative competence was measured through:

- Speaking (dialogue performance)
- Writing (structured tasks)
- Reading comprehension
- Digital literacy skills

Evaluation was conducted using a 3–5 grading scale.

3. Results

3.1 Quantitative results

Group	Before (%)	After (%)	Improvement
Control (73)	62%	68%	+6%
Experimental (77)	60%	73%	**+13%**

The experimental group showed a significantly higher improvement.

3.2 Grade distribution analysis

Experimental group:

- Grade 5: increased from 18% → 31%
- Grade 4: increased from 42% → 48%
- Grade 3: decreased from 40% → 21%

Control group:

- Minor improvements, no structural shift

3.3 Qualitative findings

The integration of digital applications resulted in:

- Increased student motivation
- Enhanced interactive participation
- Improved autonomous learning skills
- Development of multimodal communication competence

Digital tools enabled **contextualized language use**, aligning with communicative language teaching principles.

4. Discussion

The findings confirm that digital applications significantly enhance communicative competence when integrated within a **linguodidactic framework**.

Consistent with Selwyn (2016), technology should not be viewed as an end in itself but as a **socio-pedagogical system**. Similarly, Salmon's model highlights the importance of staged interaction, which was reflected in improved student engagement.

The study also supports the argument that digital tools facilitate:

- **Individualization of learning**

- **Adaptive instruction**
- **Multimodal input/output**

However, the research also reveals limitations:

- Over-reliance on technology may reduce real communicative interaction
- Digital tools require pedagogical alignment, not mere implementation

Thus, the effectiveness of digital education depends on the **balance between technology and didactic goals** .

5. Conclusion

This study demonstrates that digital applications, when systematically integrated into German language teaching, significantly improve communicative competence and learning efficiency.

Key contributions:

- Developed a **linguodidactic model of digital integration**
- Empirically validated effectiveness (+13%)
- Bridged theory (EdTech) and practice (language teaching)

Implications:

- Digital tools should be aligned with communicative objectives
- Teachers must develop digital pedagogical competence
- Curriculum design should incorporate adaptive digital learning models

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