

# Some reflections on mutual and collaborative learning issues in German language teaching

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**Received:** 17 December 2024; **Accepted:** 19 January 2025; **Published:** 21 February 2025

**Abstract:** In research related to the topic of foreign language acquisition, the impact of the environment surrounding language learners on language learning and teaching is also of significant importance. Foreign language lessons, like all lessons in general, are based on teacher-student or student-student relationships. The nature of such interaction is of great importance for foreign language lessons. In such cooperation, mutual learning can be noted as one of the most important requirements of a foreign language lesson.

**Keywords:** Mutual and collaborative learning, foreign language acquisition, surrounding language learners.

**Introduction:** In the learning process, in addition to random interaction, the teacher also uses learning tasks purposefully directed at mutual learning. For example, various texts are read together with language learners, or exercises and tasks in the textbook are completed. The language learning environment offers language learners a variety of German language learning materials, input is provided by the teacher, and as a result, the language learners' linguistic competencies are improved.

At this point, we would like to dwell on the input hypothesis. The process of learning any language, whether it is the process of learning a first language or a second foreign language, does not take place without sufficient input. Input refers to information provided in any form related to a foreign language. For example, a text in a foreign language, audio and video recordings for listening and viewing, songs or poems, television broadcasts, websites, or blogs can be examples of input.

But of course, input should not only be available in terms of quantity, but also the information received as input must be of high quality. Only then will they serve to achieve positive results in the foreign language

teaching and learning process.

Language learners effectively receive the information being learned when it is delivered in an optimal way. For this, it is necessary to provide information in a slightly higher order than the previously acquired knowledge, that is, in a continuously developing order.

Optimal does not mean that the teacher should not make any mistakes at all when communicating with language learners, but it means that the foreign language teacher must always create an interesting, motivating, and encouraging environment for language learners.

However, it should not be forgotten that no matter how motivating a learning environment the teacher creates, not all language learners will show equally good results by the end of the lesson. Despite the fact that several people in the group have already answered the question being asked, some language learners still give the wrong answer. This language learner who gave the wrong answer continues to make mistakes, even though they initially received input from the teacher and then from their partners next to them. This process can be explained as follows.

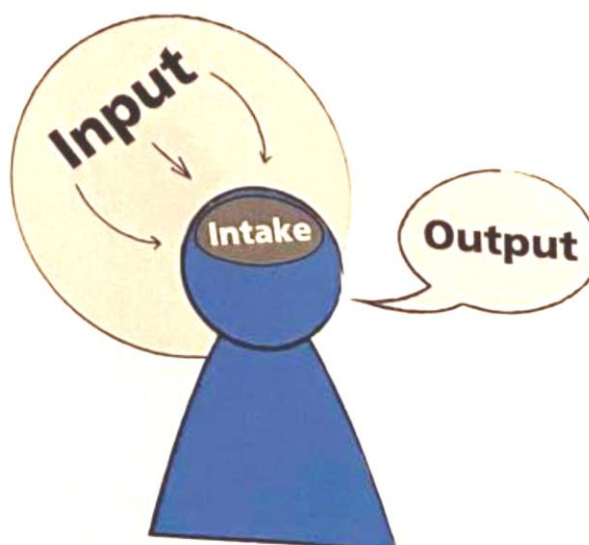
If the teacher gives positive feedback to the language learner who answered or corrects their answer, the other language learners may not listen to it. They may be busy with other things at this time or preparing to answer. Of course, input is not always equally received by everyone. This can also be understood from one side as follows. The language learner is tired, distracted, has their mind elsewhere, as a result, they do not pay attention to all the details in the conversation, and they read the given text only superficially, understanding it or not. Therefore, there are also the concepts of input and intake in the learning process.

Input is what the language learner hears from their teacher or partners during the lesson or what they read or see during the lesson, while intake is the information received as a result of processing what has been heard, seen, or read by the language learner. It can be said that the intake rate of each language learner differs from each other.

Therefore, a foreign language teacher should look for ways to turn input into intake. Consciously carrying out this process is even more important. As we mentioned above, in the language learner who made a mistake

while hearing the correct answer from the teacher and their partner, the input remained as input, that is, it was not processed to become intake. Regularly used information, say words or rules, is better remembered than those used less frequently. According to the input hypothesis, newly learned information must be actively and consciously processed. Therefore, DRILL exercises based on schematic repetitions are considered ineffective according to the input hypothesis.

Now, we would like to dwell on the output hypothesis. The teacher witnesses the mistakes made by language learners during their oral responses or when checking their written work. As a teacher, it can be understood that input has turned into intake when the language learner correctly uses words, sentences, or grammatical structures. Output is the productive use of a foreign language by the language learner. Based on this, it can be said that output shows the result of the language learning process. It is appropriate to use it to analyze the knowledge acquired by language learners and to plan the next stages of learning.



**Figure No. 1. Input-intake-output process**

The foreign language learning process is successful if the outputs of language learners are developed, corrected, and modified together. Therefore, it is important for language learners to learn together and from each other, and to correct each other's mistakes in the language learning process. If output shows the knowledge acquired during the lesson, their long-term effective application is called Outcome, and it shows the competencies of language learners.

As a result of views on input and output, interaction is formed. According to the interaction hypothesis, a lesson is the process of learning between

the teacher and language learners or the mutual learning of language learners. According to this hypothesis, language is truly learned not only by simply speaking or listening, but also when what is being learned is discussed with each other. For this, language learners must perform tasks together, tell their partners something, and know what they have learned and what else they need to learn.

#### **CONCLUSION**

In the process of communicating with their partners, language learners also prepare for communication in

the real process. This is one of the main goals of learning foreign languages.

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