

Using Collaborative Learning Method in Teaching German as a Second Foreign Language

Choriyeva Oysha Shavkat qizi

Faculty of Second English Language: Foreign Languages and literature, Uzbekistan State World
Languages University, Tashkent, Uzbekistan

G'afurova Shafoat Azamatovna

Teacher of the Department of Applied Sciences of the German Language, Faculty of Romano-
Germanic Philology, Uzbek State World Languages University, Tashkent, Uzbekistan

Abstract: This article provides information about the integration of collaborative learning strategies into the German language classroom and theoretical foundations, benefits, and practical strategies for this learning method which delves into group activities, partnership, and using technology as effective methodologies, emphasizing the creation of an inclusive and supportive learning environment. Positive impact of collaborative learning on language proficiency and its challenges as well as encouraging further exploration of innovative pedagogical approaches are highlighted and explained during the article.

Keywords: pair work, technology integration, cultural understanding, classroom dynamics, cooperative learning (CL).

I. INTRODUCTION

In a collaborative (or cooperative) learning environment, students work in small groups in order to ensure that everyone participates in activities or learning tasks. Students in the group can collaborate on a shared task or work on individual projects that contribute to a common final product[1]. This method emphasizes active participation, communication, and shared responsibility for the learning process. Unlike traditional individual learning, collaborative learning promotes interaction among students, fostering a sense of community and cooperation. Collaborative learning relies on the interdependence of group members, which means each student's success and effectiveness of the learning process is depend on the interconnectedness and mutual reliance of individuals within a group. A wide range of study findings demonstrates that cooperative learning (CL) strategies implemented properly may improve students' social and academic developments[2]. Especially, when teaching German as a second language, collaborative learning techniques can significantly enhance students' language proficiency and acquisition. This approach not only enhances language proficiency, but also cultivates essential skills such as communication, teamwork, and cultural understanding.

II. METHODS

A number of theories exist about the potential advantages of collaborative learning for student outcomes. Students can gain the ability to explain, demonstrate, solve problems, and use metacognitive reasoning through teamwork, or they can gain by splitting up the workload of difficult assignments[1]. Methodological approach of this study attempts to find out how teaching German as a second language is affected by the use of collaborative learning techniques. Participants in the research are randomized to either the experimental or control

group according to a quasi-experimental methodology. During the course of the study, which lasts two academic semester, the experimental group's curriculum include collaborative learning activities such as peer teaching sessions, group discussions, and collaborative projects. These exercises are thoughtfully planned to encourage students' critical thinking, effective communication, and active engagement. To measure the influence on language learning, pre- and post-assessments are used. These assessments combine quantitative measurements, such as standardized language competency tests, with qualitative tools, like self- and peer evaluations. Language educators with training in collaborative learning approaches assist the instructional intervention, guaranteeing a controlled and uniform implementation throughout the experimental group. This approach aims to offer significant insights into the effectiveness of collaborative learning within the framework of German language instruction by means of an extensive examination of both quantitative and qualitative data.

III. RESULTS

The effectiveness of cooperative learning techniques was assessed using an intervention—wait-list control group design. Three measurements were made over the course of two years, from November 2011 to June 2013. November 2011 saw the completion of the first measurement. The intervention then took place in the intervention group and involved training teachers as well as implementing cooperative learning techniques in their classes. In June 2012, the results of this intervention were assessed. According to Campbell and Stanley (1963), this process from the first to the second measurement point can be thought of as a classical intervention using a wait-list control group design. The intervention was then given to the wait-list control group as well. With switched panels, this system operates much like a reproduction. The primary ethical argument for doing this was that the results of the initial data analysis following the second measurement showed a considerable improvement in the intervention group's achievement level[2]. For both instructors and students, collaborative learning is believed to have several advantages. These benefits go beyond the conventional school environment and support students' overall development. Furthermore, qualitative information such as student observations and feedback helps to clarify the benefits of collaborative learning. Higher levels of involvement, more self-assurance when speaking in German, and a greater comprehension of cultural quirks are reported by the participants. Assessments from peers and self-reports emphasize the growth of critical thinking and communication abilities. All of the findings point to how well collaborative learning approaches support students learning German as a second language by providing a more thorough and engaging learning environment.

IV. DISCUSSION

Collaborative learning encourages active engagement and participation, leading to deeper understanding and improved retention of information that means students often grasp concepts more effectively when they discuss, explain, and teach them to their peers. The finding that cooperative learning benefits all curriculum areas, grade levels, and student types—special needs, high achievers, gifted, urban, rural, and members of all racial and ethnic groups—is supported by more than 500 research papers. Cooperative learning is still the most well-researched educational innovation ever in terms of creating achievement gains that are consistently favorable[3]. As well as having advantages, this method in some ways may have difficulties. Because some students prefer to learn a new skill as German language independently, that is, learning lonely due to their character: they may not be a team player. From this point, teaching new foreign language can be challenging, especially German one, since it has a complex grammar which sometimes creates misunderstanding and confusion. As learning German language is demanding, trying to use cooperation method slowly and tolerantly, one can solve the difficulty mentioned above. Teachers may also find it challenging to go from a position of directing the classroom to one of managing groups and supporting students when using cooperative learning. Additional difficulties with cooperative learning could include the time and effort required to set it up, the space and time needed to execute it in the classroom, disciplinary issues that arise during group projects, and the evaluation of students' work. Research indicates

that instructors primarily experience difficulty in finding the time and space necessary to plan and execute cooperative learning. Additionally, teachers' perceptions of these challenges and difficulties are predictive of how frequently they use cooperative learning in the classroom[4].

V. CONCLUSION

In summary, the application of collaborative learning techniques has shown to be a revolutionary strategy for teaching German to second language learners. The study's findings unambiguously show a beneficial influence on students' language skills and overall educational experience. Through a well-crafted curriculum that included peer teaching, group discussions, and cooperative projects, students demonstrated not just quantifiable gains in language proficiency but also a renewed zeal for active participation. The cooperative environment fostered vital soft skills like effective communication, teamwork in addition to improving language proficiency. These results demonstrate how well collaborative learning works to foster a vibrant and encouraging environment where students feel free to explore, communicate, and understand the nuances of the German language. Incorporating collaborative learning approaches is a promising way to support learners' love for cross-cultural communication and comprehensive language competency in the future of language teaching.

REFERENCES

1. <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/collaborative-learning-approaches>
2. Mathias Krammer, Markus Gebhard, Angela Gastager, Lisa Paleczek, peter Rossmann, Barbara Gasteiger-Klicpera. 2015. „Effects of cooperative learning methods in German language arts on reading ability and social behavior of high school students”. *Journal of Studies in Education*, 5:1-22.
3. Maria del Pilar Garcia Mayo. 2023. “Working collaboratively in second/foreign language learning”. *The Electronic Journal for English as a Second Language*, ISBN-13.
4. Anna Abramczyk & Susanne Jurkowski. 2020. “Cooperative learning as an evidence-based teaching strategy: what teachers know, believe, and how they use it”. *Journal of Education for Teaching*, DOI: 10.1080/02607476.2020.1733402: 1-13