

"ENHANCING ORAL PROFICIENCY IN GERMAN LANGUAGE LESSONS THROUGH AUDIO-VISUAL MEDIA: AN EMPIRICAL STUDY"

<https://doi.org/10.5281/zenodo.20278624>

Kamila Joldasbaevna Nurabullaeva

Doctoral Student at Nukus State Pedagogical Institute named after Ajiniyaz
nurabullaevakamila33@gmail.com

Abstract

This article is aimed at enhancing the German language learning process among schoolchildren through the strategic integration of media technologies. Acquisition of a foreign language often presents significant cognitive and pedagogical challenges for learners. To address these difficulties, the study primarily focuses on the development of students' communicative competence. The inclusion of audio and video materials substantially expands language learning opportunities by allowing students to perceive not only the linguistic content but also the speaker's intent, psycho-emotional state, facial expressions, and paralinguistic cues such as gestures. Research indicates that the integration of such digital tools creates a high degree of realism and prepares students for real-world communicative situations. Furthermore, the role of ICT in modern pedagogy is crucial for fostering an engaging and interactive atmosphere, which significantly improves students' overall language proficiency and motivation. By utilizing media resources, teachers can bridge the gap between theoretical knowledge and practical speech application.

Keywords

Video-based conversation, communicative competence, speaking skills, ICT, German language teaching, media technology.

This article defines the process of developing the speaking competence of A1 level learners, specifically focusing on students at School No. 38 in the Chimboy district. Speaking is one of the four fundamental skills that learners must acquire, as the oral communication component is of decisive importance for the daily activities of a foreign language learner. The productive skill of speaking and the receptive skill of listening are interdependent; in oral communication, a two-way interaction between speakers and listeners occurs simultaneously. Teaching oral communication in a foreign language is considerably more arduous than merely explaining linguistic rules. With the widespread adoption of the Audio-Lingual

Method in the 1960s, the establishment of language laboratories became standard practice, shifting the primary focus from written to oral speech [4:8].

Consequently, establishing contact and interacting with others can be quite challenging when individuals struggle to clearly convey their thoughts, facts, and emotions, often leading to discomfort when speaking a foreign language. There are three essential components of speech: accuracy, order, and clarity. The ability to pronounce words accurately is closely linked to the category of fluency. Advanced learners can correctly integrate grammar, phonetics, and conversational components into their speech. Speaking remains one of the most significant abilities in foreign language acquisition, as it serves as the primary foundation for communication while being one of the most complex skills to master. New curricula aimed at "teaching communication" (*Befaeigung zur Kommunikatsion*) have been adopted to define the primary goals of foreign language education [2:527]. Speaking skills are particularly difficult for beginners; in German language lessons, students often hesitate or stutter due to a lack of exposure to authentic, real-life situations that necessitate communication solely in German. Research indicates that virtual linguistic simulations and authentic media materials can effectively bridge this gap by preparing students for real-world communicative interactions.

Many educational theories emphasize that discussion is the most effective method for expanding vocabulary. Role-playing and conversational activities are vital for the improvement of speech activity. Classroom interaction—whether between teacher and student or among students—fosters a comfortable learning environment and encourages students to engage more deeply with the language. The integration of media technologies and communication-oriented exercises significantly assists in developing speech activity, allowing students to enhance their German speaking skills through digital tools .

Researchers have selected media and discussion-based methods after extensive study, concluding that these technologies have a substantial impact on improving speech activity. The linguistic material involved in speaking, categorized as active vocabulary and grammar, is fundamental to all other forms of speech activity [5:39]. Modern ICT tools not only provide a more interactive atmosphere but also empower teachers to create multifaceted lessons that cater to diverse learning strategies.

Methodology

Another form of establishing interpersonal relationships is through media. Media creates convenience for regular engagement, regardless of location or circumstances. Effective communication emerges through the use of media rather than merely applying the influence of a program or instruction. This refers to the

teacher's ability to establish relationships with students through media and utilize it throughout the lesson. Media enables the instructor to present information to students and facilitates the formation of various responses during lessons, leading to subsequent productive experience acquisition.

Video is a highly complex mass media tool that encompasses diverse demonstration programs as well as extensive supplementary listening exercises for oral communication. The teacher's responsibilities include selecting appropriate demonstration tools based on their experience and suitability for the lesson situation. Furthermore, the teacher must be capable of responding to questions in videos when needed, creating and selecting demonstration tasks, and implementing follow-up exercises after video or audio materials suitable for the lesson. The use of videos by the instructor during lessons should provide the primary impetus for understanding the complete meaning of the course being studied. Videos prepared by the language instructor should be carefully examined and prepared as supplementary sources in accordance with the course. Using video to introduce or develop concepts or topics already covered in the lesson plan represents one method of achieving this objective. Language proficiency implies the ability to engage in excellent conversation with others. Additionally, it emphasizes the pragmatic goals of communicating with other language users, highlighting that language learning almost always serves this function.

Effective oral communication requires not only oral communication skills but also the ability to use language in social contexts, including paralinguistic components of speech such as volume, stress, and intonation. Furthermore, non-linguistic elements including facial expressions, body language, and emotions compensate for our limited vocabulary in speech. Social communication plays a significant role in the interpersonal communication function. In these functions, what we say is as important as how we say it through body language, gestures, eye contact, physical distance, and other indicators. Information production, reception, and processing represent all stages in the interactive process of meaning creation in conversational language. The context in which this occurs, including the individuals themselves and their shared experiences, influences the form and meaning of speech. Learning how to construct languages in specific areas such as grammar, punctuation, or vocabulary constitutes one component of speech structure, and students must understand when and how to use language appropriately (sociolinguistic competence). A competent communicator integrates these diverse abilities and information to achieve success in a particular speech act.

In this study, a true experimental design was employed with two groups randomly assigned to each other, both of whom underwent testing at the

conclusion of the research. A German language proficiency test was administered as both pre-test and post-test. Eight lesson plans utilizing video-based discussion were implemented with the participation of 30 students. Students were surveyed about their daily lifestyle both before and after the lesson completion. The researcher utilized data analysis for description and conclusion drawing.

Results

The pre-test and post-test results obtained from students were categorized using several parameters. The pre-test scores from the group demonstrate the experience and control results. In the experimental group, no student achieved special, excellent, or very poor grades. However, one student (2.78%) received an excellent grade, six students (16.67%) received satisfactory grades, nine students (47.22%) received very poor grades, and fourteen students received poor grades.

The post-test results from both the experimental and control groups were determined. Both groups' scores increased. However, the experimental group's performance indicates that video-based instruction in the classroom significantly improved learning outcomes. We analyzed that in the experimental group, no student obtained excellent, poor, or very poor scores. Meanwhile, 5 students (19.44%) received excellent grades, 10 students (33.33%) received good grades, and 15 students (47.22%) received average grades.

In the control group, 2 students (11.11%), 8 students (22.22%), and 20 students (66.67%) received various grades, while no student obtained excellent, very good, or very poor grades. Tables 1 and 2 below display the mean scores and standard deviation for both experimental and control groups

Table: Comparison of Pre-test and Post-test Gain Scores

| No | Group | P | Post-t | Gain |
|----|--------------|----|--------|-------|
| | | | MMea | |
| 1 | Experi il | 1. | 3.286 | 1.547 |
| 2 | Control | 1. | 2.245 | 0.759 |

The increase in scores in both groups indicates an overall improvement in speaking skills. However, the gain score of the experimental group (1.5473) is significantly higher than that of the control group (0.7597). This demonstrates that organizing video-based discussions in lessons is more effective for developing oral competence. The methodology was evaluated based on three primary aspects:

fluency, accuracy, and comprehensibility. Each aspect was measured on a six-point scale: Excellent, Very Good, Good, Average, Poor, and Very Poor.

The data presented in the table illustrates the shift in speaking ability scores. By implementing a video-based discussion method, the researcher provided pre-tests and post-tests for assessment. The results confirm that video-based discussions play a crucial role in enhancing students' speaking skills. Compared to methods used in the control group (which relied solely on discussion), the video-integrated approach had a more profound impact. Consequently, these findings align with and support previous research regarding the effectiveness of multimedia in language pedagogy.

Conclusion

Based on the data analysis and discussions, the researcher has reached the following conclusions:

a) Impact of Video-Based Discussion: The use of video-based discussions can significantly increase students' speaking skills. Data analysis shows that after the intervention, students' oral abilities improved substantially. The mean post-test score of the experimental group (3.2869) was higher than the mean post-test score of the control group (2.2456). This validates the alternative hypothesis, confirming that video-based interaction facilitates higher speech performance. This finding is consistent with the effectiveness of virtual linguistic simulations in preparing learners for real communicative situations.

b) Vocabulary Expansion: During the initial pre-test (conducted as an interview), many students in both groups struggled to answer questions due to a lack of necessary vocabulary. However, exposure to video materials helped participants expand their lexical range before the final assessment. As a result, students achieved better results in the post-test, as digital tools provided a more authentic and stimulating learning environment..

c) Pedagogical Adaptability: Although teachers initially faced challenges with time management, they began to successfully adapt to the strategy by the second and subsequent lessons. This highlights that while ICT integration requires a learning curve for educators, it ultimately fosters a more creative and productive teaching environment.

REFERENCES:

1. Juraboev, B. B.. Communicative approach in teaching the German language. *Science and Education*, 1, 215-220.

2. Sanaqulov, Z.. Modern methods in foreign language teaching. *Academic Research in Educational Sciences*, 523-532.
3. Otepbergenov, J. S.. *Information technologies in education*. Tashkent: "Yosh avlod matbaa", 55-58.
4. Khodjaev, M., & Qahharova, M.. *Methodology of teaching foreign languages*. Tashkent: "Fan va texnologiya".
5. Jamalov, J.. *Methodology of teaching foreign languages*. Tashkent: "O'qituvchi" Publishing House.