
CONFERENCE ARTICLE

**THEORETICAL AND METHODOLOGICAL FOUNDATIONS OF TEACHING GERMAN BASED ON
BLENDED LEARNING**

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ABSTRACT

This thesis examines the theoretical and methodological foundations of teaching German on the basis of blended learning. In contemporary language education, the integration of face-to-face instruction with digital learning environments has become one of the most effective ways of improving the quality of foreign language teaching. Blended learning creates conditions for combining the communicative advantages of classroom interaction with the flexibility, accessibility, and individualization provided by digital technologies. The study analyzes the pedagogical essence of blended learning, its relevance for German language education, and the methodological principles that ensure its effective implementation. Particular attention is given to learner autonomy, communicative orientation, digital support of language practice, and the integration of synchronous and asynchronous learning tasks. The findings show that teaching German through blended learning strengthens motivation, expands opportunities for differentiated instruction, and supports the development of linguistic, communicative, and intercultural competence. The thesis concludes that blended learning should be regarded not as a temporary technical format, but as a theoretically grounded and methodologically productive model of modern German language teaching.

KEYWORDS

Blended learning, German language teaching, digital education, foreign language methodology, communicative competence, learner autonomy, digital platforms, interactive learning, language skills, teaching model.

INTRODUCTION

The rapid development of digital technologies has brought substantial changes to the field of foreign language education. Traditional classroom teaching is no longer viewed as the only effective format for language instruction, since modern educational practice increasingly requires flexibility, accessibility, and learner-centered organization. In this context, blended learning has emerged as one of the most promising models because it combines direct pedagogical interaction with digital learning resources and online educational environments. This approach is especially relevant in teaching German, where the development of listening, speaking, reading, writing, and intercultural competence requires both systematic guidance and broad opportunities for independent practice.

The relevance of the topic lies in the growing need to create effective learning models that respond to the educational realities of the digital age while preserving the pedagogical value of face-to-face teaching. German language instruction demands regular communicative interaction, repeated exposure to authentic material, and gradual development of language skills. Blended learning makes it possible to organize these processes more effectively by combining classroom explanation, collaborative work, and digital practice. The purpose of this thesis is to analyze the theoretical and methodological foundations of teaching German based on blended learning and to determine its pedagogical significance in modern foreign language education.

The study is based on theoretical analysis of research in language pedagogy, digital didactics, blended learning methodology, and communicative language teaching. The methodological framework combines the communicative approach, the competence-based approach, the learner-centered approach,

and the digital pedagogical approach. The communicative approach makes it possible to view German language teaching as a process of developing practical communicative ability. The competence-based approach allows the analysis of blended learning as a means of forming integrated linguistic and intercultural competence. The learner-centered approach emphasizes the importance of autonomy, flexibility, and individual pace in learning. The digital pedagogical approach makes it possible to interpret online tools as methodological instruments rather than simple technical additions.

Conceptual analysis and synthesis were used to clarify the core principles of blended learning and to determine how they function in German language teaching. Comparative interpretation made it possible to examine the relationship between traditional and digital components within a unified instructional model.

The analysis shows that the theoretical foundation of blended learning in German language teaching is based on the idea of pedagogical integration rather than mechanical combination. Blended learning is effective not because it adds technology to teaching, but because it creates a structured connection between face-to-face interaction and digital practice. In classroom settings, students receive direct explanation, communicative guidance, and immediate corrective feedback. In digital environments, they gain opportunities for repeated practice, flexible access to materials, self-paced completion of tasks, and independent revision. This integration strengthens continuity in learning and allows German language instruction to extend beyond the physical classroom.

One of the key methodological foundations of teaching German through blended learning is communicative orientation.

Language is acquired most effectively when it is used as a means of meaningful communication. In blended learning, classroom sessions can focus on live speech interaction, pair and group work, pronunciation practice, and discussion, while digital components can support vocabulary development, grammar reinforcement, listening comprehension, and written tasks. Such distribution of functions increases the methodological efficiency of the learning process and makes each format pedagogically purposeful.

Another important foundation is learner autonomy. German language learning requires sustained and regular engagement, which cannot be limited to classroom hours. Blended learning encourages students to take greater responsibility for their own progress by interacting with digital tasks, revising previously studied material, and monitoring their individual development. This autonomy is especially significant in foreign language education because long-term success depends on repeated exposure, practice, and self-regulation. At the same time, the study shows that autonomy must be guided pedagogically. Students need clear instructions, meaningful tasks, and structured feedback so that independence does not turn into disorientation.

The results further indicate that blended learning supports differentiation in German language teaching. Learners differ in their pace of comprehension, prior knowledge, motivation, and learning style. Digital environments allow the teacher to provide additional exercises, varied levels of task difficulty, and supplementary resources that are difficult to organize in a purely traditional format. This strengthens the methodological principle of individualization and makes German language instruction more adaptive.

An additional methodological advantage lies in the use of authentic digital materials. German can be taught more effectively when students work with real language input such as videos, dialogues, online texts, and interactive tasks. In a blended model, such resources can be integrated systematically without replacing teacher guidance. This increases learners' contact with living language and strengthens both linguistic and cultural awareness.

The discussion confirms that blended learning is not simply a technological trend but a pedagogically meaningful model for teaching German. Its effectiveness depends on methodological balance. If digital tools are used without communicative and pedagogical logic, they may fragment the learning process. However, when online and classroom components are integrated according to clear aims, blended learning becomes a powerful means of improving language education.

For German teaching, this is especially important because the language requires systematic practice across all skills. The classroom remains essential for communicative interaction, pronunciation support, and pedagogical mediation, while the digital component expands practice time and learning flexibility. Thus, the methodological value of blended learning lies in combining structure with openness, guidance with autonomy, and collective learning with individualized practice.

CONCLUSION

In conclusion, the theoretical and methodological foundations of teaching German based on blended learning are grounded in pedagogical integration, communicative orientation, learner autonomy, differentiation, and meaningful use of digital resources. Blended learning strengthens the continuity and flexibility of foreign language education and creates favorable conditions for the development of communicative competence. Its value in German language teaching lies in its ability to unite the strengths of classroom pedagogy with the possibilities of digital learning. Therefore, blended learning should be regarded as an effective and theoretically substantiated model for modern German language instruction.

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