

# The Role Of Multimedia And Interactive Teaching Methods In Developing Students' Tolerance In German Language Learning

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## Annotation

The article examines the role of multimedia and interactive teaching methods in the process of forming students' tolerance in German language learning. The pedagogical potential of digital educational technologies in the development of intercultural competence, communicative skills, and tolerant behavior of students is substantiated. The psychological and pedagogical foundations of using multimedia and interactive forms of work in foreign language lessons were analyzed. The results of the analysis of pedagogical practice confirming the effectiveness of these methods in the formation of cognitive, emotional-value, and behavioral components of tolerance are presented.

**Keywords:** multimedia, interactive methods, German language, tolerance, digital technologies, students, intercultural communication.

## Introduction

In the context of globalization, the intensification of academic mobility, and the expansion of intercultural contacts, the problem of forming tolerance among student youth is becoming particularly relevant. The modern university serves as a space for intensive interaction between representatives of different cultures, languages, and value systems, which requires the purposeful formation of tolerant behavior and intercultural competence among students.

Learning a foreign language, particularly German, has significant educational potential, as it involves familiarization with the culture, traditions, and socio-cultural norms of other countries [2.; 47]. In this regard, the use of multimedia and interactive teaching methods, which expand the possibilities of pedagogical influence and contribute to the active involvement of students in intercultural dialogue, is of particular importance.

The purpose of the article is to theoretically substantiate and analyze the role of multimedia and interactive teaching methods in the formation of student tolerance in German language learning.

## Methods

The research used a complex of complementary theoretical and empirical methods that ensure the systematicity, objectivity, and reliability of the obtained results. The use of multifaceted methodological tools made it possible to comprehensively consider the problem of forming students' tolerance in the process of learning German using multimedia and interactive teaching methods.

The theoretical methods of research include analysis, synthesis, and generalization of psychological-pedagogical, methodological, and linguodidactic literature aimed at identifying scientific approaches to the problem of tolerance, intercultural communication, and digital technologies in teaching foreign languages. This method made it possible to define the conceptual and categorical apparatus of the research, clarify the essence of key concepts, and substantiate the theoretical foundations of using multimedia and interactive learning forms.

As an empirical method, pedagogical observation, carried out during classroom sessions in German, as well as during group and pair work with students, was used. Observation allowed for the recording of real manifestations of tolerant and intolerant behavior, features of educational interaction, the nature of interpersonal relationships, and the degree of students' involvement in intercultural dialogue.

An important place in the research is occupied by the analysis of learning situations modeled and implemented using multimedia and interactive learning tools (authentic video materials, digital educational platforms, interactive presentations, role-playing and business games). This method ensured the identification of the pedagogical potential of specific methodological techniques in the formation of cognitive, emotional-value, and behavioral components of tolerance.

In order to scientifically comprehend and generalize the obtained empirical data, the interpretation method was used, which allowed for the correlation of the results of pedagogical observation and analysis of students' learning activities with the theoretical provisions of pedagogy and educational psychology, as well as the identification of stable trends and patterns in the formation of tolerance in the student environment [3.; 214].

The methodological basis of the study was a competency-based approach aimed at forming students' intercultural and communicative competence; a personality-oriented approach that ensures the consideration of students' individual characteristics, value attitudes, and educational needs; and an intercultural approach that assumes a dialogue of cultures and awareness of cultural diversity in the process of German language teaching.

The implementation of these approaches ensured the holistic nature of the research and allowed us to consider the formation of tolerance as a result of targeted pedagogical influence. Thus, the combination of the methods and methodological approaches used ensured the scientific validity of the research and allowed for a reliable assessment of the role of multimedia and interactive teaching methods in the formation of student tolerance in learning German.

Analysis of pedagogical practice has shown that the systematic use of multimedia and interactive teaching methods has a stable positive impact on the formation of students' tolerance in the process of learning German. The obtained data indicate a comprehensive impact of these methods on the cognitive, emotional-value, and behavioral components of tolerance.

It has been established that the use of multimedia teaching aids, including authentic video materials, interactive presentations, and digital educational platforms, contributes to a significant expansion of students' socio-cultural knowledge. Students demonstrated a deeper understanding of the cultural norms, traditions, and communicative characteristics of the German-speaking countries, which positively impacted their readiness for intercultural dialogue.

Additionally, working with multimedia content contributed to the formation of empathy and respect for representatives of other cultures, as well as the development of intercultural communication skills based on accepting cultural diversity [6.; 119].

The results of pedagogical observation showed that interactive teaching methods - discussions, role-playing and business games, the case method, project activities - ensure the active involvement of students in the educational process and create conditions for modeling real communicative situations of intercultural interaction. During such forms of work, students demonstrated readiness for cooperation, the ability to consider the partner's position in communication, and the desire to constructively resolve communicative difficulties.

Project and role-playing activities were of particular importance, within which students gained the opportunity to practically apply their linguistic knowledge in situations requiring tolerant behavior. A decrease in the level of communicative secrecy, an increase in confidence in intercultural communication, and an increase in the ability to express one's position with reasoning and respect were noted.

Overall, the research results confirm that the integration of multimedia and interactive methods of teaching German contributes to increasing the level of conscious acceptance of cultural differences, the formation of positive intercultural attitudes, and the development of students' tolerant behavior in the educational environment.

## **Discussion**

The obtained results confirm the position that the formation of students' tolerance is most effectively carried out in conditions of active, dialogic, and personally significant learning activities. Unlike traditional reproductive teaching methods, multimedia and interactive technologies create an educational environment focused on cooperation, intercultural interaction, and conscious acceptance of cultural differences, which meets modern requirements for training specialists in a globalized society [5.; 83].

Analysis of the research results showed that the use of authentic materials in the German language, reflecting real socio-cultural situations, contributes to a deeper understanding of cultural norms, values, and behavioral patterns of representatives of other cultures. Working with such materials allows students to move beyond formal assimilation of language structures and transition to meaningful intercultural dialogue, forming a respectful attitude towards cultural diversity and reducing the level of stereotypical perception.

Interactive forms of organizing educational activities, including discussions, role-playing, and business games, the case method, and project work, provide conditions for the development of skills in argumentative dialogue, the ability to listen to a communication partner, consider alternative viewpoints, and constructively resolve communicative difficulties. During such interaction, tolerance manifests itself not declaratively, but as a practical experience of interpersonal and intercultural communication, which confirms the stability of the results obtained.

Discussion of the obtained data in comparison with the theoretical provisions of pedagogy and foreign language teaching methodology allows us to assert that multimedia and interactive methods act not only as an effective means of improving the quality of students' language training, but also as a significant tool of educational influence. Their purposeful and methodologically sound use contributes to the formation of tolerant consciousness, the development of intercultural competence, and students' readiness for professional and social activities in a multicultural environment.

### **Conclusion**

The conducted research allows us to conclude that multimedia and interactive methods of teaching German have significant pedagogical potential in the formation of student tolerance. Their purposeful use contributes to the development of intercultural competence, communicative culture, and stable attitudes towards tolerant behavior in the context of educational interaction.

It has been established that the effectiveness of forming tolerance is ensured by the systematic and pedagogically sound application of digital technologies, the use of authentic socio-cultural materials, and the orientation of the educational process towards cultural dialogue. Actively involving students in interactive forms of work creates conditions for the conscious acceptance of cultural differences and the formation of a positive experience of intercultural communication.

The obtained results confirm the expediency of integrating multimedia and interactive methods into the practice of teaching German in higher educational institutions. The research materials can be used in the development of curricula, methodological recommendations, and professional development courses for teachers focused on developing students' tolerance and intercultural competence.

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