

FORMATION OF AN INDIVIDUAL LEARNING TRAJECTORY IN TEACHING GERMAN AS A SECOND FOREIGN LANGUAGE BASED ON DIGITAL EDUCATIONAL PLATFORMS

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Annotation: This article examines the theoretical and methodological foundations of forming an individual learning trajectory in teaching German as a second foreign language based on digital educational platforms. In the modern educational system, organizing the educational process on the basis of a learner-centered approach and taking into account students' individual needs, abilities, and learning styles are considered important pedagogical tasks. The study analyzes the didactic possibilities of digital platforms in organizing differentiated learning, the significance of adaptive learning technologies, and their role in shaping an individual learning trajectory.

Keywords: digital education, individual learning trajectory, German language, second foreign language, communicative competence, learner-centered education, differentiated learning, adaptive learning, digital pedagogy, educational platforms, innovative technologies.

The educational system of the XXI century is characterized by the rapid development of innovative technologies and digital pedagogy. In modern society, improving the methodology of teaching foreign languages, particularly German, integrating it into the digital educational environment, and organizing the learning process based on a learner-centered approach are considered important scientific and methodological issues. Under the conditions of globalization, the increasing demand for foreign language competence necessitates the wide implementation of modern pedagogical technologies in teaching German as a second foreign language.

Today, implementing an individual approach in the educational process and considering learners' knowledge level, interests, needs, and communicative abilities are among the most urgent tasks. From this perspective, the concept of an individual learning trajectory occupies an important place in modern pedagogy. An individual learning trajectory is an individualized educational path organized according to a student's personal developmental characteristics and educational needs, serving to improve the effectiveness of the educational process.

Digital educational platforms are becoming effective tools for organizing individualized learning. Modern research emphasizes that digital technologies make it possible to implement differentiated instruction and enable teachers to adapt educational materials and teaching strategies to students' individual needs, abilities, and learning styles.¹ This approach defines the pedagogical foundations for forming an individual learning trajectory and allows the effective organization of differentiated and adaptive learning through digital platforms.

An individual learning trajectory is an educational model organized on the basis of learners' individual characteristics, needs, and abilities. The main purpose of this approach is to adapt the educational process to the learner's individual pace of development.

¹ Abdisharipova M., Yusupova D., Rahimova M. (2026) The implementation of modern pedagogical technologies in the educational process. Ethiopian International Journal of Multidisciplinary Research



In teaching German as a second foreign language, the individual learning trajectory is formed based on the following factors:

- the initial level of language competence;
- communicative needs;
- learning motivation;
- independent learning skills;
- cognitive characteristics;
- the level of digital competence.

Taking these factors into account helps reduce individual differences in the language learning process and increases learning efficiency.

Digital platforms contribute to creating an interactive, flexible, and adaptive learning environment in foreign language teaching. Through these platforms, it becomes possible to develop differentiated tasks, provide individualized educational materials, monitor learning outcomes, establish prompt feedback, and organize independent learning activities.

The Moodle platform is one of the most widely used electronic learning environments for organizing individualized education. This platform provides opportunities to create individual assignments, monitor student activities, integrate electronic resources, and organize online assessment systems. A learning environment organized on the basis of Moodle serves to implement a differentiated approach and form an individual learning trajectory.

The Quizlet platform is considered an effective tool for developing lexical competence. Electronic flashcards, tests, and interactive exercises available on the platform help students develop independent learning skills and effectively master new lexical units.

The Duolingo platform is based on gamification technologies and plays an important role in increasing students' learning motivation. The scoring system, daily tasks, and interactive exercises strengthen learners' interest in language learning.

One of the main methodological goals in teaching German is the development of communicative competence. With the help of digital platforms, it is possible to integratively develop listening, reading, writing, and speaking skills.

The use of audio and video materials develops listening comprehension competence, while forums, chats, and videoconferencing technologies contribute to the formation of written and oral communicative activities. Furthermore, the digital learning environment enables the development of students' reflective activities, critical thinking skills, and independent learning competence.

The analysis shows that the individual learning model organized on the basis of digital platforms leads to the following results:

- increased learning motivation;
- development of communicative competence;
- formation of independent learning activities;
- increased effectiveness of differentiated instruction;
- enhancement of interactivity in the educational process;
- development of students' creative and critical thinking abilities.

Another important aspect of digital learning technologies is the possibility of continuous assessment and monitoring. Modern digital platforms provide automated assessment systems that allow teachers to monitor students' progress regularly and objectively. Through learning analytics tools, teachers can identify learners' strengths and weaknesses, adapt educational



strategies, and provide personalized feedback. This creates opportunities for more effective management of the educational process and supports the formation of individual learning trajectories.

The implementation of digital educational technologies also contributes to the development of students' critical thinking and problem-solving skills. Interactive tasks, project-based learning activities, and research-oriented assignments encourage learners to analyze information independently, compare different viewpoints, and make logical conclusions. Such competencies are considered essential components of modern foreign language education and are necessary for successful professional and academic communication in the global educational environment.

In conclusion, the formation of an individual learning trajectory in teaching German as a second foreign language through digital educational platforms is one of the priority directions of modern foreign language methodology. This approach makes it possible to consider learners' individual needs and abilities, organize differentiated instruction, and develop communicative competence. Digital platforms enable the creation of an adaptive and interactive learning environment, the development of independent learning activities, and the enhancement of learning motivation. Therefore, the wide implementation of modern digital technologies in foreign language teaching and the improvement of methods for forming individual learning trajectories remain important scientific and methodological tasks.

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