

# The Role of The Teacher in Language Learning and Teaching in the Modern Era



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Keywords	Abstract
teacher foreign language learning perception of information coordination methods	<p>This article discusses the role of teachers in language teaching and learning. The main base of this learning is the school. The author has described the experiments and tests carried out in this field study. One of the main principles of the methodology of the modern German language is a comprehensive approach to the main types of teaching activities. That is, students should simultaneously learn reading, listening, writing and speaking. Every teacher who teaches a foreign language during his pedagogical experience witnesses that his students make various mistakes in both written and oral speech. Students apply the conventions of their own language to the foreign language they are learning, and this creates a certain irregularity. In order to eliminate all these irregularities, every student needs to know his mother tongue perfectly. A student who does not know his mother tongue cannot learn German or any other foreign language well, neither grammar nor literature, nor any field in general. Thousands of years ago, such people were learning other languages. The most natural way is to stay in the country of people who speak this foreign language for a long time and communicate directly with them. At this time, learning methods and learning places or learning conditions are different.</p> <p>In the article, the author presented the main factors for independent learning of foreign languages.</p>

In connection with Azerbaijan's entry into the world community, there has been a real need for a foreign language. A foreign language is understood as a means of communication, understanding and interaction between people, as a means of people entering another culture. Studying the literature of the German language is one of the most important issues. On the other hand, the German language is currently a source of new knowledge, a means of communication in order to reach a new world and civilization, to determine possible ways of understanding the language in German language lessons as a means of communication in

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the unity of civilization and civilization of the modern world, to monitor the reflection of socio-cultural reality in the minds of those who learn this language. The demand for this language is manifested both in experimental and practical work. The achievements achieved in the high-level study of this language and its literature play a major role in the development of the future generation. By studying the German language, we achieve the development of socio-political, diplomatic and cultural relations in different countries. In recent years, the analysis of theoretical and methodological studies, questions related to the study of languages and culture show that cultural aspects are studied in the process of teaching a foreign language in native and foreign methodologies, the subject of the German language is divided into the following: - language units, together with national-cultural specifics, allow the creation of an objective picture of the German language activity. As we know, the Azerbaijani language is the state language in our republic and is the dominant language in relation to other languages. All people living in the territory of our republic, regardless of their nationality and social position, must know our native language. [2]

The reforms carried out in the education system in our country during the years of independence have created great opportunities for learning not only the Azerbaijani language, but also foreign languages. As we know, the lack of a language environment has a great impact on learning a foreign language. Special attention should be paid to this problem. The language environment arouses special interest in the educational process in students, expands the sphere of their activity, increases the volume of communicative needs in each sphere and directly affects the quality of learning. Students receive their basic knowledge in German language lessons. Despite the fact that students use various audio and video cassettes and disks in lessons, the lack of a language environment limits the application of the acquired knowledge, weakens the process of memorization and assimilation by students. One of the main principles of modern German language methodology is the need for a comprehensive approach to the main types of educational activities. That is, students should simultaneously learn reading, listening, writing and speaking in relation to each other. Every foreign language teacher witnesses during his pedagogical experience that his students make various mistakes in both written and oral speech. Students apply the conventions inherent in their own language to the foreign language they are learning, and this creates certain irregularities. In order to eliminate all these irregularities, each student must know his native language perfectly. A student who does not know his native language cannot study German or any other foreign language well, neither grammar, nor literature, nor any other field in general. Language, which is the meaning of human life and is always at its service, has an invaluable importance in society. Thousands of years ago, people even learned other people's languages. The ways of learning other languages are very diverse. The most natural way is to stay in the country of people who speak this foreign language for a long time and communicate directly with them. At the same time, the learning methods, as well as the learning places or learning conditions, differ. Some learn foreign languages by memorizing the entire vocabulary, while others expand their foreign language competences by reading bilingual books and no less a part by listening to the radio and watching television. For many, the most tried and tested way is to attend foreign language courses or learn a foreign language in school lessons. However, in recent years, due to the extensive criticism of many schools and the fact that the effectiveness of school education has been checked and scrutinized by international tests, as well as the foreign language lessons at school, inspections conducted in many German schools have shown that only a small percentage of students who have studied English for six to nine years can speak English. Our experience has shown that millions of students around the world who learn a foreign language for the first time are not able to perform it in real situations outside of school. We can easily understand the



explanation for this: many teachers turn a blind eye to the “growing” laziness of their students. According to the public opinion, this is due to poorly trained, inefficient teachers, or to insufficient school facilities, educational conditions, or the composition and size of learning groups, as well as the weakness of the work of the didactics of this subject in promoting the best methods of teaching foreign languages. However, very rarely does foreign language learning become the focus of its attention, and gradually the study of the relationship between learning and teaching is collected and taken into account. The results require a restructuring and rethinking of school lessons, as well as foreign language lessons. [1]

If we are looking for new concepts (reviews) of foreign language lessons, we must first answer the question of what we know about learning in general today. Over the past century, our understanding of learning has expanded significantly. The details of learning and forgetting have been largely hidden from us. However, as a result of the psychology of learning and new psychological research, we have gained profound knowledge. Criticism has been taken as a basic condition in additional school tests. Today, we condition the critical tests of school learning on the following premises:

-- *We are always learning*

-- *Learning is an active process*

-- *Everyone learns differently*

-- *Learning is holistic and complex*

-- *Learning is not planned [3]*

*We are always learning.*

To live is to learn. Every new information acquisition involves a learning process. Most of what we learn happens spontaneously and without thinking. The misconception that learning is possible only at a young age and under someone's guidance has long been outdated, and the role of school in learning has thus been somewhat relativized. What would happen if young children were faced with the choice of a running course or a foreign language course? But we have accepted learning. Up to the very old age, we are capable of learning or mastering new languages, of playing a musical instrument. Although the results obtained do not correspond to our expectations. The slightest perceptual ability or poor hearing have a complicating effect here. For example, it is a well-known fact that good pronunciation of a foreign language is rarely achieved at an older age. On the other hand, experience with other foreign languages can act as an aid to learning. School education plays a fundamental role in lifelong learning of a foreign language. ***Learning is an active process.***

Today, we are increasingly beginning to realize the fundamental errors we make in our perceptions of school and learning. For a long time, there was such an idea that the learner passively receives what is taught to him. The teacher teaches new words, and the student shows how he learned them in his classwork.

As we know, brain research has shown that the acquisition of knowledge is a complex and active process. Not everything that is taught is learned automatically. This is probably such a commonplace that its meaning and broad implications are not taken into account in today's schools. The learner constructs his own knowledge, his own world. Such learning means constant changes, new formations and expansion of



the learner's experience to date. New information is fully perceived with all its meanings and is compared with what was already there, as a complex network in the brain. Doesn't all this make us think about the search for the best methods of teaching a foreign language?

### ***Everyone learns differently.***

In the 70s, most of us heard about the existence of different types of learning, and it turned out that we all learn differently. For example, one learns new words in memory and brain under the sound of music (the most common method of learning a foreign language), while another learns it from pictures. Some people listen to music with enthusiasm and memorize foreign songs; others read books or watch TV. The presence of a certain enthusiasm, inclination plays a key role here as a special criterion, that is, we are either avid learners, or visual learners, or left-brain dominant or, conversely, right-brain dominant. Learning is holistic and complex everyone's learning occurs through a combination of sensory sensations. Therefore, in the context where I learn something, the background noises, smells and colors are as important as the usual school-defined teaching material. In this case, the emotional attitude towards the subject being studied, the learning context, the teacher and other learners plays a major role and affects our learning. New brain research has shown that only long-established language centers in certain similar brain areas are very active in language learning. The entire brain and even the lymphatic system play an important role in the reception and processing of new information.

### ***Learning is not planned***

In the most important pedagogical trend of the last century, constructivist didactics, the previous knowledge was formulated in one sentence: "Learning cannot be planned". If I refer to different types of learning, different learning experiences and different learning positions, I can probably assume how someone perceives them, reworks them and collects them. From this point of view, it is meaningless to talk about the direct success of lessons. Only a good exam result comes from the fact that the learner studies to pass the exam well. Experience shows that it is possible to speculate about this to a very limited extent, after a certain time it becomes clear how much foreign language knowledge the learner has and how he uses them in important foreign language tasks. Referring to all these ideas, we can ask the following question in order to achieve the highest possible learning achievement: what factors have a more positive effect on learning and make it effective, long-term sustainable? These factors are: motivation (justification), emotions, action (action), integrity, independence and success (result). [3]

Without a doubt, one of the most important conditions for successful education is to learn motivation (justification). Students who study a foreign language at school learn it because the curriculum or course load includes the study of a certain foreign language. When someone goes to school or finishes their education (apprentice, bachelor, etc.), a foreign language is among them. Tests and grades in a foreign language are only part of general education and are necessary for advancing to the next grade level and passing the exam.

Therefore, the choice of a foreign language always occurs, if there is a choice and is the foreign language assessed as very difficult based on the grade obtained? Learning a foreign language is based on external compulsions. The student studies and learns in the hope of some reward or out of fear of punishment. In fact, the reasons for choosing a foreign language have little to do with the foreign language itself. [4] There



are probably other factors that influence the desire to learn a foreign language at school: parental advice, hints at possible future professional preferences, perhaps initial contact with a foreign language outside of school, etc. Here, of course, English dominates to a special extent. In almost all countries, students encounter English every day. As a general language of communication, English has gained access to the whole world, especially with the spread of the Internet in the last decade (90% of texts are in English), and knowledge of English has provided a common platform for the greatest professional opportunities. But why would a student want to learn a language that has no personal relationship or connection with him? Only a few students are intrinsically motivated, and thus they learn this or that language because it is required of them. The results of this are often disastrous, because learning research shows us that if what they are learning is meaningful and important to the learner, they learn it better. Forced learning is very short-lived. Anyone who studies for an exam will quickly forget what they have learned after the exam.[1]

One of the most important learning factors is the emotional attitude of the learner towards the subject and the context of learning, which is rarely taken into account in the study of learning motivation. Here, positive emotions, such as inspiration for the text, the achieved good communication situation and sympathy for foreigners, facilitate learning. However, negative emotions such as fear, denial, nervousness, etc. limit learning and even lead to unconscious refusal to learn. If someone is interested in the content of the foreign language, he learns this language better, if someone sees the foreign language teacher as a helper rather than a judge, he approaches the foreign language without fear and apathy, but with great curiosity and a desire for knowledge. Therefore, the teacher-student relationship is particularly important in the general learning climate, and here the teacher's personality should not only play a role in grading. The most important conditions for a good teacher are to instill in students a positive attitude, encouragement of abilities, motivation, humor and a lot of patience. The learning environment and the learning group have a great influence on this emotional aspect of learning.[5] If someone learns a foreign language, then he wants to do something with it. He collects information, informs others, makes contacts and wants to express his desires. If I read a text in a foreign language, then the foreign language is a means to understand that text. Unfortunately, in many lessons, learning a foreign language becomes an objective. Therefore, the use of any foreign language is always part of a complex work, movement and auxiliary means, and without it, it is impossible to solve any problem. More than 100 years ago, the American educator John Dewey explained "Learning by Doing" as the main principle in school work. Unfortunately, to this day, in many schools, the focus on detail is more important than the free-form work on projects that Dewey advocated. [6]

As we have seen, in our minds, learning in all its meanings is interconnected, or in the last century, reform pedagogues have formulated learning with the head, heart and hands as the most long-term continuous learning. It is precisely work with projects that offers the most recognized opportunities for foreign language teaching. The goal of every good teacher is to make himself an outsider, an observer. The moment a student, without the teacher's instructions or by himself, is engaged in foreign language exams, this is the first step towards real learning. Learning is not only the acquisition of knowledge, but also the active formation and correction of the universe, all forms of independent learning, although sometimes very difficult and time-consuming, are ultimately more successful. In this case, the learner must always have the desire to continue learning, which means that he must constantly set new goals for himself. The language learner is constantly looking for confirmation of his actions on the path of learning. Here the fact of success plays a big role. Every success brings success after itself. The student's mistakes are constantly shown to him. I have



mentioned some important developments in foreign language teaching. In order to clarify their full analysis, I would like to briefly mention some factors: ---The opening up of the lesson and the introduction of open lesson forms. ---The role of new media in independent learning. ---The changed roles of teacher and student. We should put learning at the forefront rather than teaching, and we should try to help and accompany rather than instruct and check. [1]

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