

USING MODERN METHODS IN FRENCH LANGUAGE PRACTICE

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Abstract

This article talks about the methodology of foreign language (French) teaching, the history of its development as a science, the types of modern methods used in the methodology of foreign language teaching and their use.

Keywords: teaching methodology, innovation, communication, skills, competence, didactics, intercultural communication.

Introduction: Innovative means "introduction (dissemination) of innovation" in English. The socio-psychological aspect of innovation was developed by the American researcher E. Rogers. He studied the classification of the participants of the innovation process, their attitude to the innovation, and others. The concepts of novelty and innovation are mutually different in scientific areas. "Innovation" means a tool, new method, methodology, technology. "Innovation" is a process that develops according to certain stages of education. The development of world science is growing and developing day by day. This positive development has had an impact on our country.

Advanced innovative technologies are being applied to our world of science. As a result of this, it would not be wrong to say that the wide application of advanced, modern innovative technologies in the fields of education has opened the door to many opportunities and goals for young people learning a foreign language.

Language learning is one of the most important areas in human society. Language, which is a means of communication, can be acquired practically in a natural environment, i.e. in the family, in the community or in an organized manner. Knowledge of language phenomena is taught theoretically. Knowledge of languages, especially multilingualism, is of great importance in our time when international relations are on the rise. Pupils and students studying in our country usually learn three languages. These languages are referred to by special names. These are: mother tongue, second language, and foreign language. The mother tongue is the first language that plays a special role in the formation of thinking. When talking about the second language, it is considered as the language of brothers and neighbors of other nationalities.

Foreign language is the language of a foreign country. Western European languages (English, Spanish, German, French) and Eastern languages (Arabic, Turkish, Persian, Chinese, Indian) are taught in our republic. These languages are included in the curricula of educational institutions. The process of teaching all three languages is different. The mother tongue and the second language are learned in a natural environment, while the foreign language is learned in an artificial environment. Communication in a foreign language mainly takes place in the classroom under the guidance of the teacher. Among the three languages, learning and teaching a foreign language differs sharply in certain aspects. This, in turn, requires the use of appropriate foreign teaching technology. By carefully mastering the achievements of the methodical science, the foreign language teacher will be able to clearly know the standard of language experience of the student and to improve it further. Effective teaching of foreign languages requires knowledge of its methodology.

Material and methods: Learning and teaching foreign languages largely depends on the theoretical development of foreign language methodology issues and the creative application of theory in practice. The subject of the methodology is the process and methods of education through the subject of a foreign language, the science of foreign language teaching, the study of teacher and student activity is considered the subject of the methodology. The main concepts of methodology - method, method, principle.

Didactics - what do we teach? is the content of education. Methodology - how do we teach? means educational methods and methods.

Method - the concept of methodology is derived from the Greek-Latin word "metodos-"methodus" and means the means of ways and methods leading to a certain goal. In various literature, you can find the narrow and broad meaning of the term.

The term "methodology" in a narrow sense means the concept related to the concrete lesson process of education. It is interpreted as a controlled teaching process that includes instructions related to lesson planning and preparation of teaching materials. The term "method" broadly refers to the selection, classification and distribution of teaching materials.

The method of teaching a foreign language (French) is understood as a set of teacher and student activities that ensure the achievement of the practical, general educational, educational and developmental goals of teaching a foreign language. The term "method" is used in the sense of "set of educational methods" and "direction of education". First, in the theory of education, the process is used in the sense of methods, and in the second sense, we can find it in works on the history of teaching methods. For example, the translation method, the correct method, the conscious-comparative method, the traditional method, the intensive method, etc.

Discussion and results: The phenomena of nature and society are interconnected and develop in a continuous relationship. Since the sciences are a reflection of objective reality, none of them exists in isolation from the others. At the same time, the phenomenon and the subject can be a source of research for many sciences, for example, linguistics (linguistics), psychology (psychology), pedagogy (didactics) study the social phenomenon "language" from their own point of view.

The methodology of foreign language teaching has developed in harmony with didactics. It is undoubtedly known to all of us that the teaching theories of all academic subjects are based on the science of didactics and receive scientific nutrition from it. Foreign language teaching is also based on didactics. Didactics is the general theory of education, methodology is the science of teaching a specific subject, linguodidactics is the general theory of language teaching, and linguomethodology is the science of teaching a specific language.

The term "Method" means the method of work of the teacher-pedagogue and the student in order to acquire knowledge, skills, and create worldviews and knowledge opportunities in students. This concept has countless definitions. The application of methods in foreign language teaching began a long time ago, and principles are relatively new methodological terms. Historically, the methods were grouped into four groups, and their names were called "translation", "correct", "comparative", "mixed".

The history of methods was thoroughly studied by the famous methodist Prof. I.V. Rakhmanov. The translation method is basically in two forms, called grammar-translation and text-translation methods. From the point of view of the grammar-translation method, it was studied for general educational purposes. Grammatical exercises are performed in order to develop the logical thinking of the language learner. Grammatical knowledge is considered the main goal of education. The main principles of this method are as follows:

1. Language learning is based on written speech.
2. Grammar is taken as the subject of study, and the lexicon is chosen accordingly. Grammar exercises were the main method of work.

3. First, the grammatical rules were memorized, and then it was recommended to make sentences based on the rules.
4. Grammatical forms and the meaning of words are revealed by means of word-for-word translation.
5. The language material is mastered by literal translation and dry memorization.
6. Limited to individual memorization of words out of context.

Keeping this knowledge in our minds, learning information about communicative didactics, based on the concept of "communication", is mutually connected to the term "intercultural communication". The term intercultural communication is now widely used in the methodology of foreign language education. It is this concept that we can apply in various contexts.

In fact: Intercultural communication is communication-information about the social origin, mentality, national character, way of life, traditions, value system, etc. of representatives of different cultures. In this process, it is necessary to educate and develop students in the spirit of respect, patience and correct understanding of the culture of the country they are studying. Every foreign language lesson is a cultural intersection, a practice of intercultural communication. Because every word in a foreign language in this process reflects the life and culture of a foreign country. The task before teachers is to develop the ability of pupils and students to communicate. For this, it is necessary to learn new methods of education aimed at developing the four speech activities in a foreign language, teaching manuals that teach people to communicate effectively. In order to successfully work, a teacher-teacher needs not only subject, pedagogical and psychological knowledge, but also another special feature - the ability to communicate. A person begins to acquire communication skills from infancy. But after growing up, not everyone can communicate as well as they should.

The profession of pedagogy, by its nature, belongs to the professions of the "human-human" type, and therefore the ability to communicate is considered one of the leading and important professional skills for a pedagogue. Depending on the teacher's communication and behavior with the students, the children's interest in the subject, and therefore, the educational motives, are formed. Pedagogical communication method affects the students' subject knowledge, results of skills, culture of interpersonal relations, creates a unique moral-psychological climate in the educational process. Communication is an important condition for socialization of a person. At this point, it is necessary to know what pedagogical communication actually is.

Pedagogical communication is a mutual cooperation between a teacher and a student, it is based on the exchange of information, first of all educational information, it helps to understand the partner of pedagogical communication, as well as to implement mutual cooperation activities. In this case, information is conveyed both verbally, that is, through speech, and non-verbally - through means. In the process of pedagogical communication, the teacher should play the main role and be an example for students. This is evaluated by his communicative culture. The teacher's communicative culture is a professional-pedagogical dialogue with the subjects of his educational process. As a necessary level of communicative culture, it can be determined that the teacher can positively accept his students and colleagues and ensure the achievement of educational and educational goals.

The social importance of communicative culture is that the teacher who possesses it can create a positive psychological climate in the interaction of all subjects of the educational process, implements the important principles of modernization of education - humanism and democratization. The personal significance is that a pedagogue with a communicative culture has high self-confidence, enjoys communication with his students, and feels free in the chosen work activity.

Conclusion: Learning a foreign language (French) is a multifaceted discipline, and in this process a person experiences complex psychological changes. In particular, the process of comparing the native language with a foreign language occurs. Various teaching methods and technologies are used in this process. With the help of modern pedagogical technologies, teaching the French language with the mother tongue gives an effective result. Teaching a foreign language requires knowledge of its

methodology. Methodology and technologies are important in the process of learning a foreign language. There are various methods of teaching methodology. The widely used methods in foreign language teaching methodology are: communicative didactic method, intercultural dialogue organization method and exercise organization method. All three methods are closely related and complement each other. Since the science of methodology is related to the science of didactics, it is based on communicativeness during French language learning and the method of communicative didactics is created.

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