

MODERN METHODS OF TEACHING A FOREIGN LANGUAGE ON THE EXAMPLE OF THE FRENCH LANGUAGE"

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Annotation: English language teaching at the university is conducted on the basis of curricula and plans specially designed for academic mobility. The article focuses on the peculiarities of teaching a foreign language by teaching speech skills, developing the ability of students to use a foreign language as a means of communication. The task of the teacher is to choose such pedagogical teaching technologies that would allow each student to show their activity and practically master a foreign language. The article discusses pedagogical technologies that are used during English classes to prepare for academic mobility, namely information and computer technologies, game learning technologies and the project method.

Keywords: Communication skills, pedagogical technologies, academic mobility, English, professionally-oriented communication, educational process.

The main purpose of teaching foreign languages is to master students' communicative skills in all types of speech activity and to develop students' ability to use language as a means of communication, i.e. practical mastery of foreign languages, the task of the teacher is to choose such teaching methods that would allow each student to show their activity.

Let's consider the main differences between traditional and modern technologies of teaching a foreign language.

The main component of traditional teaching methods: The center of the teaching methodology is the teacher; The purpose of the training is to transfer theoretical knowledge without using the methods of practical training or full immersion in the language environment;

Due to the above factors, students have no expressed interest in learning the language. Modern teaching methods are based on the following provisions: The center of learning technology is the student; The purpose of the teacher's training is to teach to learn, that is, to motivate the student to learn the language with the help of external factors; The basis of educational activity is based on cooperation; Students actively participate in the learning process; The essence of technology is the development of students' communicative competence and their ability to self-study. Modern technologies that meet the standards of teaching foreign languages.

Information and computer technologies

When teaching French, information and computer technologies are often used. "Information technologies include programmed learning, intelligent learning, multimedia, simulation learning, demonstrations"

These pedagogical technologies favor more effective teaching of foreign languages, the task of which is the interactive side of communication. These technologies have turned learning foreign languages into a lively, interesting, creative and natural process. Teaching a foreign language using a computer also has technical advantages. The graphical capabilities of the computer make the learning process very visual and allow you to show all kinds of activities in the form of animations or pictures. In addition, computer images attract the interest of students and create the necessary motivation to learn a foreign language. However, information and computer technologies should be given a limited place in the classroom, since a computer cannot replace human communication, which is required for a good command of the language.

Here is an example of the use of information and computer technologies in classes in preparation for academic mobility. During the training, students watch videos with excerpts of lectures by French teachers. Students learn to make notes of these lectures in French. At the beginning of training, students cannot do this,

but having understood the basics of taking notes of lectures, at the end of training in preparation for academic mobility, they successfully cope with this task.

Thus, the use of information and computer technologies significantly increases the effectiveness of learning a foreign language, because today's students cannot imagine life without computers and computer technologies. Gaming technologies:

In the educational process, an educational game is used as one of the forms of organizing a speech situation. The game is based on the speech communication of students according to the plot and roles distributed among them. "A game is a specially organized activity that requires the exertion of emotional and mental strength." In foreign language classes, games are divided into grammatical, lexical, spelling, phonetic, and creative. Games can be used at the initial fixing of the material, when repeating the material passed. The game can be entered at various stages of the lesson.

Game learning technologies perform a motivational and motivational function, as they cause a need for communication in a foreign language and are a model of interpersonal communication. In this case, the game is a learning function. Unlike simple games, educational games have a clearly defined learning goal that corresponds to pedagogical results.

It should be noted that the use of various forms of play during one lesson or the use of one form of play for several days in a row is irrational, since it can reduce students' interest in the lesson in particular and in the educational process in general. Considering that the English language is studied by students, that is, adults, the following functions are distinguished in game learning technologies during the use of innovative pedagogical technologies: communicative, entertaining, game-therapeutic, diagnostic, self-realization, interethnic communication.

Here is an example of using game-based learning technologies. Students are offered a role-playing game. The "applicant" must pass an interview for

admission to the master's program (foreign citizens are interviewed at universities). One group of students is "entrants", while the second group of students plays the role of members of the commission. "Applicants" should write a motivational letter about why they want to study at this university and make a resume. Then they are called for an interview (one person at a time). Before the start of the interview, the "members of the commission" look through the motivation letters and resumes of the "applicants". "Members of the commission" are considering questions to "applicants". The latter should use personal data, be ready to answer questions and ask their own questions about studying at the university. At the end of the game, the teacher analyzes the actions together with the students and organizes work to correct typical mistakes.

Project method:

The project method is a set of actions of students in their specific sequence to achieve the task, which should end with a very real, tangible practical result, designed in one way or another.

The main purpose of the project method is to provide students with the opportunity to independently acquire knowledge in the process of solving practical problems or problems that require knowledge from various subject areas. Within the framework of the project, the teacher is assigned the role of a developer, coordinator, expert, consultant.

Stages of work on the project: Pre-project formulation of the project topic for a group of students
Planning work on the project: determining the time frame limiting the stages of work; discussing options for the design of the work performed.
Analytical stage: research work of students and independent acquisition of new knowledge; search and collection of information; exchange of information with other persons (students, teachers, parents, etc.); study of special literature, involvement of media materials, the Internet.
Generalization stage: systematization, structuring of the information received in the form of abstracts,

reports, films, performances, wall newspapers, magazines, presentations on the Internet, etc.). Presentation of the results obtained.

Thus, the project method is based on the principle of “learning through activity”, in which the student is an active participant. It is based not on an informational approach focused on the development of memory, but on an activity approach aimed at forming a complex of thinking abilities necessary for research activities.

The project method is a multi-level approach to language learning, creating an environment where there is a natural need for communication.

Learning in collaboration:

Collaborative learning is learning in small groups. The main idea of this technology is to create conditions for active joint educational activities of all students. Students are different some quickly “grasp” all the explanations of the teacher, easily master the material, communication skills, others need more time and additional examples, explanations. If in such cases to unite children in small groups and give them one common task, specifying the role of each student, then there is a situation in which everyone is responsible not only for the result of his work (which often leaves him indifferent), but, most importantly, for the result of the whole group. Therefore, weak students try to find out from the strong all the questions they do not understand, and strong students are interested in weak students understanding the material, and often do it better than the teacher, so because of age they understand each other better. Thus, gaps are being eliminated by joint efforts.

The basic principles of this technology: groups of students are formed by the teacher in advance, taking into account the psychological compatibility of children. At the same time, each group should have a strong, average and weak student; the group is given one task, but when performing it, the roles are distributed among the members of the group; the work of not one student, but the whole group is evaluated.

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