

OBJECTIVES AND TASKS OF TEACHING THE FRENCH LANGUAGE IN PRIMARY CLASSES

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Abstract. In this article, various methods and ways of teaching the French language from elementary grades are considered and studied. There are many advantages of teaching foreign languages in schools from the primary grade. One of the most important factors is that they love the language and arouse their interest in language learning from the day they first step into school.

Key words: General educational goal, educational goal, linguistic and cultural development goal, subjective cooperation, linguistic and cultural education, objective cooperation, linguistic competence, practical education.

Introduction

Any state, any nation is strong not only with its land and natural resources, military power and production potential, but also, first of all, with its high culture and spirituality. Therefore, in order to raise a healthy and well-rounded generation in our republic, great works are being carried out in terms of the scale and scope of the fundamental renewal and reform of the education system.

The multicultural and multilingual "landscape" of Uzbekistan is an effective basis for the development of a person's language competence. French language education, or in the words of N. Galskova, "Linguistic-cultural education" further expands the opportunities and boundaries of the young generation to receive, convey and interact with new and useful information.

On December 10, 2012, in the decision PQ-1875 "On measures to further improve the system of learning foreign languages", improving the system of training the young generation in foreign languages and specialists who can speak these languages fluently, the main goal is to create opportunities for them to widely use the achievements of world civilization and information resources, to develop international cooperation and communication.

The purpose of education as a socio-pedagogical and linguodidactic concept can be defined as applied to the teaching of the French language as follows: education in the form of a social order of society and the state to learn the French language, which is one of the subjects of general education. It is a means of defining the content, organizing the teaching process and determining the achievement of certain results in advance. "Why is French taught at school?" is a term-concept used as an answer to the question. French language is taught to students in general education schools for practical, general educational, educational and developmental purposes. In order to achieve the practical goal of teaching the French language, the final practical goal of teaching the French language in the general school course is listening and reading, that is, receiving information by listening and reading in a foreign language. The intermediate practical goal is interpreted differently: in the first grade, listening comprehension and speaking are practical goals; listening comprehension and speaking in the second and fourth grades is a practical goal, a means of repeating and strengthening language material learned in reading and writing oral speech; in the fifth and sixth grades, among the types of speech activities, listening comprehension, speaking and reading are intermediate practical goals, writing is a practical tool; in the seventh and ninth

grades, listening comprehension and reading are practical goals, and speaking and writing are tools. These aforementioned competencies are based on several principles.

If one group of principles represents the regularities of the educational process, the second group of principles represents the regularities specific to a certain type of speech activity, and the third is the principles specific to a certain section of the language material. The last one is called special principles. [2; p. 78]

The term principle (principle) expresses the meaning of "the basic guide, rule". According to Ye.I. Passov, "the principle is the foundation of the so-called building of the teaching process." [3; p. 447]

It is known that any goal arises out of necessity. In methodological literature, objective and subjective needs are distinguished based on educational conditions in the analysis of needs. Objective need:

a) Age-related psychological characteristics of French language learners, mother tongue, interests, French language learning abilities;

b) Levels of knowledge, skills and abilities that must be acquired from speech activities in the French language;

d) based on the state and society's demand, i.e. the social order, it is determined based on the information about the programmatic requirements for students' French language knowledge, skills and abilities.

Subjective needs of students:

a) attitude to the French language and culture;

b) French language learning methods and strategies;

d) It is analyzed on the basis of the information about the types of speech activities (speaking, listening comprehension, reading and writing) that students are interested in learning. Educational goals are determined based on analytical data about objective and subjective needs.

When determining educational goals, it is necessary to give priority to the communicative needs of students. A goal is a general direction in education, a plan for solving a specific task(s). A goal is a consciously planned outcome of teaching and learning the French language and its host culture. Educational goals are a social order - a task, focused on the formation and education of a well-rounded person, which determines the French language teaching system by determining the content of education and the result to be achieved in accordance with it.

The goals of teaching the French language as the main component of this system are determined based on the conditions of general education and the needs of society and the individual. The goal, in turn, determines the content, principles of French language teaching, as well as the methods and technologies arising from the characteristics of the teacher and students.

In order to achieve the practical goal of teaching the French language, special topics and language material are selected for the types of speech activities, the main part of the study time is devoted to their study, that is, most of the exercises are performed in these types of speech activities. The practical goal is achieved by acquiring linguistic, sociolinguistic and pragmatic competencies. Competence, as you know, consists of a set of knowledge, skills, qualifications and personal characteristics. Competence includes small concepts.

J. Jalolov recommends the concept of lexical, grammatical and pronunciation skills of types of speech activity, when applying the doctrine of competence and skill to teaching foreign languages, competence is an automated part of speech activity. [4;412-p].

Linguistic competence takes into account the use of linguistic phenomena in speech. Sociolinguistic competence involves the ability to express an opinion in accordance with the communication situation, purpose and tasks of the interlocutors. Pragmatic concept refers to the ability to control oneself in a communicative situation (for example, to ask repeatedly, to be able to get out of it when speech and linguistic complexity arises). Discursive competence within pragmatic competence serves to ensure

consistency in oral and written speech.

The integral integrity of all the competences formed in the realization of the practical goal is ensured. In the realization of the practical goal, the student is educated, brought up and his personality develops. In the realization of the general educational goal of teaching the French language, it is envisaged to acquire useful life information and new simple information about the language through the medium of study. Raising the general level of the student, gaining new information about the studied language and culture, improving communication culture, using mental work methods, and developing thinking qualities are achieved. In the implementation of this goal, mainly linguistic, strategic (compensatory), educational-cognitive, discursive qualities are improved. Among other subjects, French also contributes to general education as a compulsory subject. The object of general education is threefold: the phenomenon of language, its concept or simple rule, and most importantly, the content of discourse in the French language.

The educational goal of teaching the French language. The essence of this goal is to provide students with ideological education, inculcate mental work skills, and increase their cognitive activity. The educational goal is mainly realized in two ways; greetings, saying goodbye, knowing the names of objects and events, reciting poems and songs, playing games, etc., are very interesting tasks for students, especially in the first lessons; to be able to relate to each other within the framework of etiquette during communication, to be able to interpret their behavior, the information obtained from audio text and graphic texts is of incomparable educational value. The educational value of extracurricular activities is also unlimited.

Developmental goal of French language teaching. It is consistent with the meaning of developmental education in didactics and represents the development of mental, emotional and motivational aspects of the student's personality. The student can be intellectually and spiritually nourished, he can test his feelings in speech communication, his personality will mature by knowing the opinions of interlocutors and expressing his own opinion. Overcoming normal linguistic and speech difficulties in the educational process, including learning the French language, ensures the development of the student's thinking and feelings.

The linguist scientist A.N. Shukin emphasizes that it is necessary to create conditions for communicative and psychological adaptation of students to the world of a new language from an early age, to eliminate psychological obstacles that prevent them from using a foreign language as a means of communication. [5; p. 82]

The developmental goal is achieved only through speech acts. Its serious difference from the general educational goal is that education is conceptually connected with the acquisition of educational information, the content of information serves to form various competencies. Education, including learning a foreign language, occupies a special place in the development of a person. As a psychological, communicative, functional and cultural phenomenon, language is very important for the process of knowledge, because it is a factor that leads from ignorance to knowledge. When learning a foreign language, the student receives two types of knowledge, the first and the main one is the necessary algorithmic rules for participation in the speech process and useful information during the student's life, which acquires social significance. Intercultural communication serves to inculcate the characteristics and customs of the mentality of another nation. In this way, he learns not to advertise the lifestyle of others, but to look at the world scene in a new way through the eyes of a foreign language speaker, and as a result, to deeply feel his own culture. Universal and national values will be combined.

In conclusion, we can say that teaching French in elementary grades:

- in the words of our first president, to "fully open opportunities for students to freely enter the wonderful world of foreign languages" and provide education and upbringing at the level of international standards;

- formation of a well-rounded personality, development of the student's speech and language skills,

as well as psychological aspects such as attention, perception, memory;

- forming a positive attitude towards learning the French language in students, instilling in them self-confidence, enjoyment and pride in learning the French language;

- creating conditions for communicative and psychological adaptation of students to the world of a new language from an early age, eliminating psychological obstacles that prevent them from using a foreign language, especially French, as a means of communication;

- to make students interested in learning the French language and to form their inclination to acquire communicative competence in the French language;

- formation of basic skills of oral and written communication in French within the framework of students' speech capabilities and needs;

- to introduce students to the colorfulness of language and culture, to form in them the character of sincere and tolerant attitude towards different cultures;

- to introduce students to the world of their peers in the countries where the language is studied, examples of folklore and literature, and to teach them to understand and respect universal values from childhood;

- to make students enjoy the cultural heritage created by the master of the studied language; - formation of students' initial ideas about the behavior, character, moral standards, customs, customs and traditions of the people of the country whose language is being studied;

- to improve the previously acquired social, cultural, linguistic and emotional experience of the student in the process of acquiring the skills and abilities of listening and reading, expressing thoughts orally and in writing;

- aimed at such goals as creating a solid foundation for the student's pronunciation without an accent and the ability to express his thoughts in a foreign language at a level close to natural speech. Teaching French in elementary grades is a collaborative activity between the teacher and the student, moving from the goal to the result. In primary education, the following tasks are performed to achieve the goal:

- the student is given two types of knowledge, that is, the algorithmic rules of the language necessary for participation in the speech process, and information that will be useful throughout the life of the student, which will acquire social significance;

- the student is taught to look at the world scene in a new way through the eyes of a French speaker and, as a result, to feel the harmony of universal and national values;

- four types of speech activities through exercises such as reading and writing, reading and listening, reading and speaking, listening and reading, listening and writing, listening and speaking: listening comprehension, speaking, reading and writing skills are interlinked.

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