

## **French Language as a Second Foreign: Teaching Methodology**

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**Abstract.** *Methodological materials are presented that allow organize training on an additional educational program teaching French from the 4th grade in cancers of extracurricular activities. The content, forms of organization of training and forms of control and summarizing the development of the program. great attention given to the characteristics of the results of the development of the program, principles and conditions for its implementation. The appendices contain the educational and thematic plan and competition script.*

**Keywords:** *methods of teaching French, second language foreign language, additional educational program, unity personal, met subject results.*

The introduction of a second foreign language into the program of the main school sets the task for teachers to comprehend the role of this subject in the development of each child and determine the most effective methodological techniques that are adequate to the role and place of the academic discipline in the educational program of the school.

The school offers German, French and Chinese as a second foreign language.

As you know, it is easier to master a second foreign language than the first. Education involves the formation of a positive transfer of knowledge, skills and abilities acquired in the study of the first foreign (English) language.

This French language program helps children to decide on the choice of a second language and remove certain difficulties in learning it. The volume of the second foreign language course is compensated by the significant linguistic experience of the 4th grade students, acquired by them while studying their native and first foreign (English) languages<sup>1</sup>.

The work program is designed for 35 hours per year with a load of 1 hour per week and is based on modern recommendations for organizing extracurricular activities and teaching French for beginners<sup>2</sup>.

The selection of content is carried out taking into account the need and sufficiency of the content to achieve the goal of learning, taking into account the age characteristics of students, taking into account the ability of students to learn the selected material, as well as in relation to the experience of learning the first foreign languages.

The content of teaching a second foreign language is:

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<sup>1</sup> Beregovskaya E.M. French for kids. - M.: Education, 2010. - 275 p.

<sup>2</sup> Beregovskaya E.M. French for the little ones. A book for preschoolers. Le français pour les tout petits. Livre de l'enfant. - M.: Enlightenment, 1992. - 271 p.

- linguistic material (phonetic, lexical, grammatical) and ways of its use in various areas of communication;
- topics, problems and situations in various areas of communication;
- speech skills that characterize the level of practical knowledge of a foreign language;
- knowledge about the national and cultural characteristics and realities of the country of the language being studied;
- general educational and compensatory skills.

The forms of organization of classes and activities are chosen in such a way as to stimulate cognitive interest and contribute to the development of the personality of a teenager: these are research, cultural and educational events, collective creative activities, projects.

The forms of control and summarizing the implementation of an additional educational program of extracurricular activities are quite traditional: frontal and individual verification of the work performed, oral presentations on given topics, test tasks, final project, presentation of a group project.

The federal state standard for basic general education formulates the requirements for the results of mastering the basic educational program in the unity of personal, meta-subject results<sup>3</sup>.

We paid great attention to understanding the results of fourth-graders mastering the additional educational program of teaching French, which may be interesting and useful to colleagues.

In the sphere of personal universal learning activities, the internal position of the student, adequate motivation for learning activities, including educational and cognitive motives, knowledge of moral norms, self-determination, orientation in social roles and interpersonal relationships are formed.

In accordance with the Exemplary Program of Basic General Education, the study of a foreign language involves the achievement of the following personal results:

- formation of motivation for learning foreign languages and the desire for self-improvement in the educational field "Foreign language";
- awareness of the possibilities of self-realization by means of a foreign language; the desire to improve their own speech culture as a whole; formation of communicative competence and intercultural and interethnic communication;
- tolerant attitude towards manifestations of a different culture, awareness of oneself as a citizen of one's country and the world.

Meta-subject results are a complex of cognitive, regulatory and communicative universal learning activities (ULA)<sup>4</sup>.

In the field of regulatory universal learning activities, students master all types of learning activities aimed at organizing their work in an educational institution and outside it, including the ability to accept and maintain a learning goal and task, plan its implementation (including internally), monitor and evaluate their actions, to make appropriate adjustments to their implementation.

Types of regulatory ULA:

- goal-setting - as the setting of a learning task based on the correlation of what is already known and learned by the students, and what is still unknown;

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<sup>3</sup> Gal'skova N.D. *Sovremennaiia metodika obucheniia inostrannym iazykam*. [Contemporary methodology of foreign language teaching]. Moscow, Arkti Publ., 2004. 192 p.

<sup>4</sup> Grigoriev D.V., Stepanov P.V. *Extracurricular activities of schoolchildren. Methodological constructor: a guide for the teacher*. - M.: Education, 2011. - 223 p. - (Standards of the second generation).

- planning - determining the sequence of intermediate goals, taking into account the final result; drawing up a plan and sequence of actions;
- forecasting - anticipation of the result and the level of assimilation; its temporal characteristics;
- control in the form of comparing the method of action and its result with a given standard in order to detect deviations from it;
- correction - making the necessary additions and adjustments to the plan and method of action in the event of a discrepancy between the expected result of the action and its real product;
- assessment - the selection and awareness by students of what has already been learned and what is still to be learned, assessing the quality and level of assimilation;
- self-regulation as the ability to mobilize forces and energy; the ability to volitional effort - the choice in a situation of motivational conflict and to overcome obstacles.

In the field of cognitive universal learning activities, students acquire the ability to perceive and analyze messages and their most important components - texts, use sign-symbolic means, including mastering the action of modeling, as well as a wide range of logical actions and operations, including general methods of solving problems<sup>5</sup>.

Types of cognitive ULA:

- General educational universal actions:

- independent selection and formulation of a cognitive goal;
- search and selection of the necessary information; application of information retrieval methods, including using computer tools;
- structuring knowledge;
- conscious and arbitrary construction of a speech statement in oral and written form;
- selection of the most effective ways of solving problems depending on specific conditions;
- reflection of the methods and conditions of action, control and evaluation of the process and results of activities;
- semantic reading;

- A special group of general educational universal actions are sign-symbolic actions<sup>6</sup>:

- modeling;
- transformation of the model in order to identify the general laws that define this subject area.

- Boolean generic actions:

- analysis of objects in order to highlight features;
- synthesis as a component of the whole from parts;
- comparison, classification of objects according to selected features;
- bringing under the concept, derivation of consequences;
- establishment of causal relationships;
- building a logical chain of reasoning;
- proof;
- hypotheses and their substantiation.

- Statement and solution of the problem:

- formulation of the problem

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<sup>5</sup> Zimniaia I.A. *Psikhologiya obucheniia nerodnomu iazyku* [Psychology of foreign language teaching]. Moscow, Russkii iazyk Publ., 1989. 220 p.

<sup>6</sup> Karaulov Iu.N. *Assotsiativnaia grammatika i assotsiativno-verbal'naia set'* [Associative grammar and the associative verbal net]. Moscow, RAS Russian Language Inst. Publ., 1999. 180 p.

- independent creation of ways to solve problems of a creative and exploratory nature.

In the field of communicative universal learning activities, students acquire the ability to take into account the position of the interlocutor (partner), organize and implement cooperation and cooperation with the teacher and peers, adequately perceive and transmit information, display the subject content and conditions of activity in messages.

From our point of view, in order to develop general linguistic skills and abilities, students should have the opportunity, while studying and using a foreign language:

- learn and retell by heart small texts (poems, songs, tongue twisters, etc.);

- to study the rules of correlation of sounding and written speech;

- be aware of the language as a system;

- use linguistic knowledge to reveal the meaning of texts and develop their own foreign language skills;

- to acquire the skills of interlingual interpretation.

For the development of the socio-cultural consciousness of students, they should be given the opportunity to:

- work with authentic materials from the countries of the target language;

study and discuss the similarities and differences between the cultures of Uzbekistan and the countries of the language being studied;

- study traditions and learn to apply the rules of speech and social etiquette of the countries of the language being studied.

To conclude, the continued interest of students in the development of the program, the satisfaction of parents, consistently high results in competitions indicate the manufacturability of work on this program and the possibility of its application in educational institutions of both general and additional education.

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