

## **Creative Search for Effective Methods for Active Learning in French Lessons**

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### **Abstract**

The research principle has always enriched practical pedagogical activity. So I, having a certain experience in teaching and educational work, decided to analyze and summarize my observations over 20 years. During this period of time, various theories of learning arose, developed and became leading. Nowadays, a system-activity approach to learning allows you to look at the learning process from the perspective of a student, in order not only to create optimal conditions for learning activities, but also to help him become an active, responsible and independent participant in this process.

**Keywords:** methods of teaching French, linguistic guesses, additional educational program, unity personal, planning lessons, met subject results.

In this regard, one has to look again and again for such techniques with the help of which the student will be able to study the subject in the best possible way, with greater joy and pleasure. I have always tried to take into account in my work the fact that each child is individual, each has his own success and his own achievements. Among school subjects, a foreign language is one of the most difficult. To establish communication in a foreign language, maximum efforts are needed to mobilize memory, logic, means of expressing thoughts, linguistic guesses and taking into account the peculiarities of the culture of native speakers of the language being studied. In this regard, by the beginner students there is a slight decrease in motivation, and after all, interest in the subject is important for the effectiveness of learning. For this reason, from the first years of my work, I persistently studied emerging technologies and used their elements to keep my students interested in French. To determine the impact of a particular technology on the structure of learning motivation, students have to regularly conduct author's questionnaires, record and compare the results. To implement a differentiated approach to teaching and create a situation of success for each student, I work in collaboration with the school psychologist. Based on G. Gardner's theory of multiple intelligences, we draw up a map of each class with the identified individual psychological parameters of students. With the help of this map, I form students into groups, taking into account the criteria of compatibility, efficiency and purposefulness, select the appropriate types of tasks, types of Internet resources, technologies.

Equally important for the teacher is "the ability to anticipate the results of pedagogical influences, to design the development of the personality of their pupils"<sup>1</sup>. When planning lessons, I use an algorithm for choosing methods and techniques:

- 1) is it possible to organize the study of a topic by the method of independent work;
- 2) whether it is possible to use elements of problem research technology;

<sup>1</sup> Zagvyazinsky V.I. pedagogical vision. - M.: Knowledge, 1987. - 80 p. - (New in life, science, technology. Ser. "Pedagogy and psychology"; No. 4)

- 3) is it possible to use the verbal-logical method of teaching;
- 4) how best to combine visual and practical methods;
- 5) what methods of stimulating the activity of students are better to use (game, discussion, dramatization, directed reading, etc.);
- 6) what interesting types of control, self-control and mutual control to offer the guys to check the assimilation of new material.

I build the educational process as an interacting system of 4 components: teacher, student, textbook and environment. We work with the guys on the textbooks of the subject line "Your friend is French" ("Le français c'est super", author A.S. Kulagina). I am satisfied with the subject line of textbooks "Your friend is French" in that it was created in the format of the requirements of continuity and succession. It enables schoolchildren to develop communicative, cognitive and subject-transforming activities. When selecting educational material, emphasis was placed on the socio-cultural component of foreign language communicative competence. The used teaching materials represent a clear methodological toolkit, where there is an invariant component that allows you to master the experience of implementing methods of activity when changing the content of the topic, situation, subject of discussion. And most importantly, the right to choose variable components that can be used depending on the learning conditions is given.

Due to the specifics of teaching a foreign language, most of the lessons are of a combined nature, when all 4 types of speech activity (speaking, listening, reading, writing) are developed in the same lesson. This is where the teacher needs to "analyze the use of available technologies, select effective methods of active learning and improve the management of students' educational activities"<sup>2</sup>. Today's student has formed in a networked society and can no longer imagine life without modern gadgets. He is used to the fact that there is too much information and understands how important it is to be able to find what he needs here and now. For a modern student, the innovative development of modern education is marked by the introduction of information and communication technologies. They have an increasing influence on learning activities.

Application of ICT in secondary school:

- provides a high level of training differentiation;
- activates the independent cognitive activity of students;
- increases the amount of work done by the children by 1.5-2 times;
- contributes to the rational organization of educational activities in the classroom and outside the classroom;
- activates all channels of perception of information.

However, it is important to remember that the use of ICT is closely related to health-saving technologies. When planning the use of any electronic equipment in a lesson, I keep before my eyes a table with the requirements of SanPiN for the duration of the continuous use of technical teaching aids. After the visual load, we perform exercises with the children to prevent eye fatigue, in the middle of the lesson we make a physical pause to prevent general fatigue. Parents who have a computer at home, I recommend that you adhere to these rules. Working with any gadgets is especially harmful if it is not combined with physical activity in the fresh air. With the increase in the independence of students when using the resources of the World Wide Web, I pay great attention to ensuring their information security. With the joint activities of teachers, parents

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<sup>2</sup> Handbook of a foreign language teacher: Reference book. Authors: E. A. Maslyko, P. K. Babinskaya, A. F. Budko, S. I. Petrova.

and students, a list of recommendations has already been compiled, which I introduce to my children and their parents.

During my professional experience, I realized that in no case should we forget that there are other productive technologies that contribute to the formation of communicative competence. The technology of differentiated learning is universal for any subject, so I do not forget about it when planning lessons. For the optimal organization of the educational process at each lesson, I purposefully and systematically use motivating strategies for the learning activities of each student. A noticeable increase in internal motivation is facilitated by the definition by each student of the goal and ways to achieve it at any of the stages of the lesson: motivational-target, procedural and reflective-evaluative. To do this, I try to make the framework of the goal, themes and methods of activity flexible.

When preparing for a lesson, I take the basic model of the lesson as a basis, and then I reflect on what methods and techniques are effective in this particular class. If the class is strong, then when setting the goal of activity by students at the motivational-target stage, one cannot do without elements of a problem-based research technology, which embodies the “principle of correlating what has been achieved and what remains in the future”<sup>3</sup>. New material is assimilated at a fast pace and consolidated using differentiated assignments. If the class is weak, then it takes more time to solve the problem situation, the development of new material goes at a slow pace with repeated repetition. The technology of collective collaborative learning is suitable for consolidation.

The study of a foreign language contains great potential for the formation of a worldview, the education of patriotism, as well as the aesthetic and spiritual and moral development of the student's personality, if his cognitive activity is high. I widely use the project method in French lessons. This is not only a good basis for repeating what has been learned, but also an ideal way to integrate the acquired knowledge, to involve students in the dialogue of cultures. In addition to intellectual and communication skills, the following creative skills are formed through this type of work:

- generating ideas;
- finding a multivariate solution to the problem;
- presentation of one's thoughts, the ability to listen to the interlocutor and lead a discussion.

In my work, I actively use didactic and educational games, which not only form communicative competence, but also form meta-subject skills and abilities. To intensify learning activities, I create a language atmosphere in my office. The guys from the threshold are met by a French song or a French speech on the radio. We devote the first minutes of the lesson to a discussion of what we heard about French-speaking countries. Children are surrounded by views of Paris and French cities, reproductions of paintings by French artists.

The main goal of applying the above methods is “the formation of a thinking personality ready for practical activity”<sup>4</sup>. The activity of children using various technologies is a solution to a system of tasks determined by the content of the subject and carried out under the guidance of a teacher. This entails a departure from the traditional lesson, where everyone sits strictly one after another in a row.

## Literature

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<sup>3</sup> Zagvyazinsky V.I. The teacher as a researcher. - M.: Knowledge, 1980. -96s.- (New in life, science, technology. Ser. "Pedagogy and psychology"; No. 4

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