


Innovative Technologies in Teaching French to Students of Non-Linguistic Specialties

Bobohonov Muhammad Yakhhaevich,¹ 

¹ Senior teacher of Namangan State University

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***Corresponding author:**

Bobohonov Muhammad Yakhhaevich¹

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Abstract

The main teaching methods within the socio-cultural educational model are interactive. Educational technologies used in the educational process at different stages of training are distinguished by creativity, improvisation, authentic communication in the target language and create favorable conditions for innovative and creative activities of students.

Key words: foreign language communicative competence; pedagogical technology; meta-subject and subject results; foreign language education and intercultural communication

Introduction

The main goal of studying a foreign language at school is to develop students' foreign-language communicative competence, i.e. the ability and readiness to carry out foreign-language interpersonal and intercultural communication with native speakers. Pedagogical technology is necessary to influence the processes of development, training and education of a student. Its formula is quite complex: a set of special forms, methods, ways, techniques of teaching and education, systematically used in the educational process, based on declared psychological and pedagogical guidelines. The purpose of the study is to determine and scientifically and methodologically substantiate innovative technologies for teaching French in the conditions of a modern higher educational institution. Research objectives: 1. To study psychological and pedagogical literature, as well as domestic and foreign experience on the research problem. 2. To identify innovative technologies for teaching French. 3. To scientifically and methodologically substantiate innovative technologies for teaching French in the conditions of a modern university, taking into account the implementation of innovative teaching technologies.

Materials and Methods

Every university teacher sooner or later turns to didactic modeling, which in the modern information environment can be considered as the digitization of an object, in our case, foreign language teaching, in three dimensions. Like the numerical calculation of all possible prospects of the object under study, didactic modeling of the process of teaching foreign languages in higher education should allow for all possible variations, while always remaining within the framework of the didactics of languages and cultures. According to Bernard Walliser, eight functions can be distinguished that a model performs: 1) the cognitive function: the model is used to represent the relationships that exist between the input and output variables of the system; 2) the forecasting function: the model is used to predict how the output variables of the system will develop, depending on the probable changes in external variables; 3) the decision-making function: the model is used to determine how to set the control variables to achieve the goals that have been set for the output variables, taking into account the probable development of the external variables; 4) the normative function: the model is used to represent the desired relationships between the input and output variables of the system; 5) the teaching function: the model serves as a convenient and simple support for the presentation of relatively complex phenomena; 6) the search function (also known as "heuristics"): the model serves as a support for conducting systematic research to analyze the phenomena and objects under study; 7) the consultative function: the model serves to select proposed actions; 8) the ideological function: the model serves as a more or less absolute guide for agitation and propaganda work [1].

Results and Discussion

However, if a foreign language is taught not only as a way of expressing thoughts, but also as a source of information about the national culture of the people who speak the language being studied, the linguistic and cultural aspects are the basis of the training. Modern researchers in the field of teaching French as a foreign language are still characterized by a persistent and consistent desire to introduce the modern reality of France through the French language in the process of studying it. The French methodological school is characterized by special attention to the social nature of the language. For example, the well-known textbook by Gaston Mauger "Cours de la langue et de civilisation françaises" by its title emphasizes the desire of the authors to link the study of the French language with French culture (Mauger G. Cours de langue et de civilisation françaises. - Hachette - 1967). French researchers argue for the need to use the linguistic and cultural approach, since knowledge of the realities of the country of the language being studied helps students better understand many facts of the language being studied and

increases interest in the language as a subject. Thus, J. Mounin emphasizes that knowledge of the culture of the country of the studied language contributes to a more accurate and profound understanding of the studied language. (Mounin G. Sens et place de la civilisation dans l'enseignement des langues // *Le Français dans le monde*. - 1984. - № 188), and J. Courtillon notes the role of the linguistic and cultural approach in increasing the interest and motivation of students in studying French (Courtillon J. La notion de progression appliquée à l'enseignement de la civilisation // *Le Français dans le monde*. - 1984. - № 188). In connection with the desire to base teaching on authentic materials, teaching aids (complexes) created within the framework of the FLE (French as a Foreign Language) direction and in accordance with the European assessment scale are of great interest to teachers.

Conclusion

The study of the theoretical foundations of the inclusion of digital technologies in the traditional model of interaction between a teacher and a student and the experimental use of the capabilities of digital tools in the educational process allow us to talk about their effectiveness and justify the need for their use to form foreign language knowledge, skills and abilities.

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