

NEW GENERATION METHODS OF TEACHING FOREIGN LANGUAGES

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Abstract: *This article extensively discusses modern approaches and innovative methods of teaching French and other foreign languages. The article is aimed at organizing language learning more effectively, taking into account new pedagogical technologies and the needs of students. The article also highlights the importance of interactive methods, technology-enriched education, and an individual approach to language learning. These principles serve to make the language learning process more interesting and effective.*

Keywords: *French language, foreign languages, modern methods, education.*

In today's era of globalization, learning foreign languages is becoming an integral part of human life. This process plays an important role not only in ensuring the professional development of a person, but also in developing intercultural dialogue. In particular, the French language has a special place in the field of culture, diplomacy, art and international relations, and knowledge of the language opens up many doors of opportunity. However, the process of learning foreign languages needs modern approaches and methods based on various new educational technologies. Traditional teaching methods, without losing their effectiveness, are being taken to a new level along with innovative pedagogical technologies. An interactive approach to language teaching, the use of technology, and taking into account the individual needs of students are important factors in making the process more interesting and effective. Modern methods, such as multimedia tools, online platforms, virtual reality technologies, and gaming tools, play a major role in facilitating language learning and turning it into an interesting process. On May 19, 2022, the President's Resolution "On measures to bring the popularization of foreign language learning in the Republic of Uzbekistan to a qualitatively new level" was adopted, aimed at increasing the quality and scope of foreign language teaching in our country. The Agency for the Popularization of Foreign Language Learning was established. Although the Agency has not been in operation for a long time, effective and planned work is being carried out to popularize the study of foreign languages.

The application of advanced pedagogical experiences and achievements to education is one of the important conditions today. Currently, a huge experience base has been



formed that a teacher can use in his work, and it is growing every day. However, despite this, it is difficult for teachers and future specialists to master these experiences. The role of the teacher in creating advanced experience and popularizing it among colleagues is of particular importance. Teachers should take into account their cost and effectiveness when implementing new pedagogical practices. The innovative orientation of the teacher's practical activities allows the application of achievements achieved as a result of theoretical pedagogical research in practice. In order to popularize the results of such research, it is necessary to introduce them to the general public. Such innovations can be conveyed to other representatives of pedagogy by providing prompt advice by industry specialists, conducting training at special seminars, giving lectures at conferences, and delivering a series of lectures to future teachers.

Today, the main attention is paid to the personality and unique inner world of the student and young people. Therefore, the main goal of a modern teacher is to choose the methods and forms of organizing educational activities that best meet the set goal of personal development of students. In recent years, the issue of using new information technologies in schools has been increasingly raised. This is not only new technical means, but also new forms and methods of teaching, a new approach to the educational process. The main goal of teaching foreign languages is to form and develop the communicative culture of schoolchildren, to teach them to practice a foreign language.

In the research process, popular methods of teaching and learning the French language, Internet resources were used. In the process of writing the article, the principles of theoretical-deductive inference, analysis and synthesis, and logic were used. The teacher's task is to create conditions for the practical mastery of the language by each student, to allow each student to demonstrate his activity and creativity is to choose teaching methods. The teacher's task is to activate the student's cognitive activity in the process of teaching foreign languages. Modern pedagogical technologies, such as cooperative learning, project methodology, the use of new information technologies, Internet resources, help to implement a person-oriented approach in the educational process, individualize teaching taking into account the abilities of children, their level of knowledge acquisition and mastery, and provide differentiation. Forms of working with computer educational programs in foreign language lessons include: studying vocabulary; practicing pronunciation; teaching dialogic and monologic speech; teaching writing; development of grammatical phenomena. The possibilities of using Internet resources are enormous. The global Internet creates conditions for students and teachers located anywhere in the world to obtain any information: regional geographical materials, news from the life of young people, articles from newspapers and magazines, etc. It is possible to solve: the formation of reading skills and competences in using global network materials; improving the writing skills of schoolchildren; replenishing students'



vocabulary; forming students' motivation to learn French. In addition, this work is aimed at studying the possibilities of Internet technologies for broadening the worldview of schoolchildren, establishing and maintaining business contacts and contacts with peers in French-speaking countries. Students can take online tests, quizzes, competitions, participate in olympiads, correspond with peers in other countries, conduct conversations, video conferences, etc.

Students can learn about the problem they are currently working on in the project. The machine can be “friendly” to the user and sometimes “support” him, but it will never show signs of anger and will not let you get bored. In this sense, the use of a computer can be most useful in individualizing some aspects of teaching. The main goal of learning a foreign language at school is the formation of communicative competence, all other goals (education, upbringing, development) are realized in the process of implementing this main goal. The communicative approach includes communication training and the formation of intercultural communication skills, which are the basis of the Internet. The Internet without communication makes no sense - it is an international multinational, intercultural society, the life of which is based on electronic communication of millions of people around the world, talking at the same time - this is the number and volume of participants. this. the largest conversation. For him, participating in a foreign language lesson, we create a model of real communication. Currently, communication, interactivity, authenticity of communication, language learning in a cultural context, autonomy of education and humanism are of paramount importance. These principles allow the development of intercultural competence as a component of communicative competence. The ultimate goal of foreign language teaching is to teach free orientation in a foreign language environment and the ability to adequately respond to various situations, that is, to communicate. To teach communication in a foreign language, you need to create real, real-life situations that stimulate the learning of the material and develop adequate behavior (that is, the so-called principle of authenticity of communication). New technologies, in particular, the Internet, are trying to correct this mistake. The communicative approach is a strategy that simulates communication, aimed at consciously understanding the material and methods of working with it, creating psychological and linguistic readiness for communication. Implementing a communicative approach on the Internet is not particularly difficult for the user. The communicative task should invite students to discuss a problem or question, students not only exchange information, but also evaluate it. The main criterion that allows us to distinguish this approach from other types of educational activities is the independent selection of linguistic units by students to formulate their own thoughts. In the communicative approach, the use of the Internet is highly encouraged: its purpose is to interest students in learning a foreign language by accumulating and expanding their

knowledge and experience. One of the main requirements for teaching foreign languages using Internet resources is interaction in the lesson. is the creation of a secret that is usually called interactivity in methodology. Interactivity is “the unification, coordination and complementation of communicative goals and resulting actions through speech.” By teaching a real language, the Internet helps to develop speech skills and abilities, and also provides genuine interest in teaching vocabulary and grammar, and therefore efficiency. Interactivity not only creates real-life situations, but also forces students to respond to them in a foreign language. One of the technologies that provide student-centered learning is the project method, a method of developing creativity, cognitive activity and independence. The typology of projects is diverse. Projects can be divided into monoproject, collective, oral, concrete, written and Internet projects. In real practice, one often has to deal with research projects, mixed projects with creative, practice-oriented and informational characteristics. Project work is a multifaceted approach to language learning, covering reading, listening, speaking and grammar. The project method helps to develop active independent thinking of students and directs them to joint research work. In my opinion, project-based education teaches children to cooperate, and cooperative learning instills such moral values as mutual assistance and empathy, develops creativity and activates students. In general, in the process of project teaching, the inseparability of teaching and learning is observed. The project method develops students’ communication skills, a culture of behavior, the ability to briefly and easily formulate ideas, the ability to tolerate the opinions of communication partners, the ability to obtain information from various sources, processes using modern computer technologies, creates a language environment contributes to the emergence of natural needs in communication in a foreign language. One of the technologies that provide student-centered learning is the project method, a method of developing creativity, cognitive activity and independence. The typology of projects is diverse. Projects can be divided into monoproject, collective, oral, concrete, written and Internet projects. In real practice, one often has to deal with research projects, mixed projects with creative, practice-oriented and informational characteristics. Project work is a multifaceted approach to language learning, covering reading, listening, speaking and grammar. The project method helps to develop active independent thinking of students and directs them to joint research work. In my opinion, project-based learning teaches children to cooperate, and cooperative learning instills such moral values as mutual assistance and empathy, develops creativity and activates students. In general, in the process of project learning, the inseparability of teaching and learning is observed. The project method develops students' communication skills, culture of behavior, the ability to briefly and easily formulate ideas, the ability to tolerate the opinions of communication partners, the ability to obtain information from various sources, processes using modern computer technologies, creates a language environment.



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The project work form is one of the most relevant technologies that allows students to apply the knowledge gained on the subject. Students expand their worldview, the boundaries of language knowledge, gain experience in its practical use, learn to listen and hear speech in a foreign language, and understand each other when defending projects. Children work with reference books, dictionaries, computers, thereby creating the opportunity for direct contact with the real language, which does not provide language learning in the classroom only with the help of textbooks. Working on a project is a creative process. The student independently or under the guidance of a teacher searches for a solution to the problem, which requires not only knowledge of the language, but also a large amount of scientific knowledge, creative, communicative and intellectual abilities. In the process of learning foreign languages, the project method can be used as part of the program materials on almost any subject. Working on projects develops imagination, fantasy, creative thinking, independence and other personal qualities. Modern technologies of collaboration technology are also used. The main idea is to create conditions for active joint activity of students in various educational settings. Children are divided into groups of 3-4 people, they are given one task, in which everyone's role is discussed. Each student is responsible not only for the result of his work, but also for the result of the entire group. Therefore, weak students try to identify from the weak what they do not understand, and strong students try to thoroughly understand the task. And the whole class benefits from this, because the gaps are closed together. The introduction of information technologies into teaching significantly

diversifies the process of perceiving and processing information. Thanks to the computer, the Internet and multimedia, a unique opportunity has been created for students to assimilate a large amount of information with its subsequent analysis and sorting. The motivational basis of educational activity is also expanding significantly.

In the context of using multimedia, students obtain information from newspapers, television, conduct interviews, and conduct teleconferences.

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