Teaching French as a Second Language, Techniques and Procedures

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Abstract: This article talks about the teaching of French as a second foreign language and the methods that help to learn the language, increasing the interest and attention to foreign languages among pupils.

Keywords: TPR (Total physical response), grammatical complexity, psychological changes, interpretation and listening skills, authentic communication.

I.   INTRODUCTION

In recent years, cooperation between Uzbekistan and France in the field of higher education has been developing rapidly. In particular, 18 universities of Uzbekistan cooperate with 22 French universities and educational organizations on the basis of about 30 agreements and memoranda. French is one of the most popular languages for students of our country (after English). In 9 higher educational institutions of our country, French is taught as the main foreign language (language of specialization). According to the decision of the Cabinet of Ministers of the Republic of Uzbekistan "On measures to effectively organize the popularization of learning foreign languages", starting from the 2022-2023 academic year, the positions of foreign language teachers of state educational institutions it is established that the newly admitted applicant must have at least B2 level national or equivalent international certificate. At the same time, according to the State program "Year of attention to people and quality education", starting from September 1, 2023, in one general secondary educational institution of each district (city), students will be taught two foreign languages. The practice of teaching was gradually started from the 7th grade. Currently, more than 8,000 of our pupils are taught French as a first and second foreign language[1].

II. METHODS

Teaching French as a second language involves employing effective techniques and procedures to help pupils develop their language skills. Here are some techniques and procedures that can be used:

1. Communication-based approach: Emphasize the use of French in real-life situations, such as role plays, conversations, and discussions. This approach focuses on developing pupils' speaking and listening skills through authentic communication.

2. Total Physical Response (TPR): Use gestures, actions, and movement to help pupils associate words with their meanings. This can be particularly effective for teaching vocabulary and basic sentence structures.

3. Task-based learning: Structure lessons around specific tasks or activities that require students to use French to achieve a goal. For example, pupils can plan a trip to a French-speaking country or create a menu for a French restaurant.

4. Incorporating technology: Use interactive online resources, language learning apps, and multimedia materials to engage pupils and provide additional opportunities for practice outside the classroom.

5. Differentiated instruction: Recognize that pupils have different learning styles and language proficiency levels. Provide a variety of activities and materials to accommodate diverse learning needs.

6. Integrate culture: Explore French culture, traditions, and current events to enhance pupils' understanding of the language and its context. This can include activities such as watching French films, cooking French cuisine, or learning about famous French artists.

7. Scaffolded learning: Break down complex language skills into smaller, manageable tasks and provide support as pupils progress. This can involve providing vocabulary lists, model dialogues, and gradually increasing the complexity of tasks.

8. Formative assessment: Use ongoing, informal assessments to monitor pupils' progress and tailor instruction to their needs. This can include regular quizzes, speaking assessments, and feedback on written assignments.

9. Immersion experiences: Provide opportunities for pupils to use French in authentic settings, such as language immersion camps, study abroad programs, or interactions with native speakers.

A person undergoes numerous psychological changes during the multifaceted teaching process of learning a foreign language. A process of comparing the language with a foreign language takes place, involving the mother. This procedure involves a range of instruction technologies and procedures are applied. When foreign language instruction is compared to native language instruction using modern pedagogical methods, the results are effective. As a result, every technological advancement improves the efficiency of instruction. When integrating technology into the classroom, choose which portion of the lesson to use it in and which will be most successful able to be ascertained. Language teaching will be much easier taking into account the students' abilities. For this reason, it is necessary to take into account the pupils' talents and abilities during the lesson.

III. RESULTS

If the above methods are used during the lesson, the lesson will be more interesting and effective. The instructor is solely himself. Communication should be shaped by pupils' interculturality as well as their communicative abilities. In terms of pupil psychology, the instructor excels. It is important to understand their social perspectives and how the socialization process will work. It should be highlighted that the success or failure of pedagogical, intercultural communication depends on the pedagogue-teacher's ability to employ the treatment approach they ultimately decide on and how to apply it. In addition to engaging the students in the learning process and allowing them to openly express their opinions, the teacher works outside of the classroom as well. Of course, the only way to accomplish this is by properly structuring the lesson and making substantial use of cutting-edge, creative current technologies. In addition, the fact that young people take and pass tests that determine the level of knowledge of the French language also leads to the development of the French language in our country.

IV. DISCUSSION

The process of learning a language is certainly not easy. It is natural that students learning French face the following difficulties:

1. *Grammatical Complexity*: In French, punctuation affects the meaning of the content.

2. *Interpretation and listening skills:* French words, French concepts and phrases.

3. *Translation and language unity:* differences and concepts between French and Uzbek.

4. *Pragmatic objectives:* turning French into practical skills, exercises on application.

Every foreign language class involves practicing intercultural communication at a crossroads of cultures. Since each foreign term used in this procedure is foreign, it represents his culture and way of life. The pupil is the assignment that teachers must complete. Training to enhance pupils' communication skills includes of to do this, it is need to learn new teaching techniques. Effective communication training is focused on the creation of manuals and four speaking exercises in a foreign language. Learning motives are developed by the pedagogue based on the pupils' speech and conduct, which reflects their interest in the subject. Teachers play a crucial role in language learning because of this.

V. CONCLUSION

Different methods are used in teaching French as a second language. As mentioned above, high results can be achieved by saving the time of young language learners by using the techniques. But, of course, the process of learning a language is not an easy process, so it is natural to face some difficulties.

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