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METHODOLOGY AS A THEORY OF TEACHING A FOREIGN (FRENCH) LANGUAGE. BASIC METHODOLOGICAL CONCEPTS.

Annotation: The success of a foreign language depends on many factors. One of them is the methodology, because the more a foreign language is taught, the more effective it is, and the language studied is to take into account the national and cultural characteristics of the society in which it operates. A text in a foreign language cannot be explained without understanding the foreign cultural features that come with its creation. In today's global integration, it is important not only to know foreign words, but also to get acquainted with the culture of others, because behind each word is hidden a part of the image of a different world. In the course there is a need not only to pay attention to the relationship between language and culture, but also to teach a foreign language as a means of intercultural communication.

Keywords: Learning a foreign language, French, language and culture, intercultural communication.

Methodology - a science that studies the aims, content, methods and means of teaching, and also ways of teaching and educating by means. Tasks:

1. definition of the subject
2. determination of the purpose and objectives of the training
3. selection of training content
4. study of teacher activities
5. development of methods, techniques and forms of work, use of various means of learning.
6. search for student activities.

Translated from the Greek, the term methodology refers to a branch of pedagogical science, which explores models for teaching a certain subject.

The technique is used in 3 senses, such as:

1. educational - provides theoretical and practical training for future teachers, students get an idea of the learning objectives (outcome), what is the content of the training (what to teach), using which techniques and methods to ensure mastery of the language (how to learn), what means should be used to achieve the goal (with what to

teach). This course in Methodology as an Academic Discipline is recognized for training future teachers of professional competence.

2.scientific - the science that studies the goals, content, means, methods, forms of learning, introducing the culture of the country of the target language, as well as studying ways to teach, bring up and master the language

3.practical discipline - gives an idea of the whole teaching methods of work, ensuring the achievement of the goal.

There are general, private and special techniques.

1. General techniques - studying the patterns and particularities of the learning process, whatever language we speak.

2.Private methodology - explores the learning of those linguistic and vocal phenomena, which are specific to a particular language, illuminates the problems teaching, taking into account the characteristics of the mother tongue particular conditions learning

3. Special methodology - characterizes the peculiarities of teaching any aspect of the language.

Aspects: phonetics, grammar, vocabulary

Types of speech activity: listening, speaking (active),reading, writing letter.

Thus, a Methodology is a set of techniques, methods and forms of work of a teacher, that is, Professional practical technology.

Research methods are as follows:

Basic.

1. Critical analysis of literary sources (aptitude for critical attitude to read, evaluate, isolate, generalize)

2.Study and generalization of the positive experience of advanced teaching teachers.

3. Scientifically recorded observation (collection of facts, description, generalization, highlighting patterns)

4. trial training (without in-depth and long-term study of the problem itself, but relying on his own experience, the teacher conducts scholarly research, thanks to which any assumptions are confirmed or refuted.

5.experienced teaching (available to the teacher only the summary, approximate indicators with high reliability.

6. experience.

there are 4 phases of the experience:

1. organization (development of hypotheses)

2. implementation (experience)

3.consistency (identification of quantitative and qualitative characteristics)

4. Interpretation (explanation of the reason for the results obtained.)

Auxiliary research methods:

1. questioning (inquiry in large quantities)
2. test
3. conversation
4. oscillographic analysis (study of the pronunciation of French languages, melody and rhythm).

Main methodological (basic) categories The technique has its own subject, which is both the purpose and means of teaching, as well as the conceptual apparatus - the main categories.

In value, the method is implemented by techniques. Talking about the methods and techniques used by the teacher in teaching and students mastering a foreign language, we consider learning as a system in which 2 components interact: the trainer and the learner.

Teacher Duties:

1. to organize (organization of training, to inculcate the ability to self-work)
2. educational (explains, informs, comments)
3. control

Student functions:

1. knowledge
2. training (forms skills and primary skills)
3. application (voice output)

Thus, the methods used by the teacher must reflect his functions (his functions) and ensure that the student fulfills his function. Objectives of the study of foreign languages. Recognized collectively for stimulating teaching and student in the process of mastering.

Method - a way of managing students, it acts as the main structural functional component of the activities of teachers and students.

Since the pupils of 3 are identified and the teacher directs and organizes the teaching, then the main method is:

1. knowledge
2. Training
3. competence

The method is a kind of container, and the method is the fillers of this container, it is important that they were as useful as possible (putting students in front of the need to solve mental problems.

CONCLUSION:

The methods indicate the activities organized by the teacher and carried out by the learners in the teaching. They are universal and can be presented in any direction and in any system. Reception – specific content of actions with teaching material, which is determined the methodological principles underlying the learning of a foreign language.

The training system is a general model of the educational process, corresponding to a certain methodological concept, which determines the selection of materials, purpose, content, teaching aids.

Means - what is recognized to help the teacher to organize and conduct educational process.

Classification of educational materials:

1. by role in the educational process (the main ones are included in teaching materials, auxiliary - maps, diagrams, films)

2. by recipient (for a teacher - a program, a book for a teacher and a literature methodology and students - a book to read, a school dictionary)

3. through the information reception channel (auditory (recording), visual, auditory visual (various films)

4. on the use of technology: technical and non-technical.

The connection of methodology with other sciences. The technique is closely related to other sciences and uses the facts accumulated in them.

Among these sciences, there are the basic sciences (basic for methodology: pedagogy, psychology, sociology, linguistics.) Data from other sciences are used indirectly and the sciences are said to be related.

1. Pedagogy - methodology borrows concepts and dispositions from pedagogy: an understanding of the principles of teaching, of the learning process, of its laws, methods, forms.

2. The main categories of pedagogy (education, training, teaching, development, assimilation) became decisive for the methodology and received a new contents.

Methodology and psychology.

Psychology gives the methodologist an idea of the motivations for mastering languages, the types and role of the memory of learning, the characteristics of the students.

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