

USE OF INTERACTIVE EDUCATIONAL TECHNOLOGIES IN THE DEVELOPMENT OF STUDENT COMPETENCE IN FRENCH LANGUAGE

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Annotation. This article provides students with detailed information on how to use interactive methods and different methods in the development of discourse competence in French, based on the students.

Keywords. Communication technologies, discourse competence, innovative technologies in the educational process, communicative activity, vocabulary, dialogic speech.

It is one of the most effective ways to learn and use a foreign language. You will be able to communicate with foreign speakers through the Internet. Writing exercises can be improved by writing a letter via e-mail. The most important issue is the introduction of modern communication technologies in the educational process, their targeted and correct, effective use, through which the student's interest in a foreign language, increasing the effectiveness of teaching. This will allow for the use of innovative educational technologies and increase demand. There are several types of innovative educational technologies available today. When they are used extensively and in a variety of ways to cover a topic in the classroom, the effectiveness of the lesson is high and the interest of the students in the lesson is increased.

Oral communication as an effective process requires a lot of time and effort from the student, as it requires the inclusion of language, speech and communicative competencies as well. As a type of communicative activity, it should be an integral part of every lesson. The main goal of teaching a foreign language to students is to have basic speech structures that correspond to the threshold level of knowledge on the pan-European language competence scale. Speech teaching is based on topics that meet the real needs and interests of high school students. It is important to create a positive environment to encourage student interaction. In such an environment, they can express their thoughts, feelings, and opinions without fear of making a mistake.

Students are also able to perform communicative tasks effectively. Willis (1996) argues that creating a low-stress environment and using language for real purposes is a way to achieve meaningful communication, and through interaction, students have the opportunity to acquire speaking skills. Willis also emphasizes important conditions such as exposure, use, and motivation for

effective language learning. From this perspective of language, task-based learning offers many advantages in the design of communicative activities and in the development and improvement of oral speech. To facilitate student communication, it is necessary to take into account the specific characteristics of this type of speech activity, such as motivation, purposefulness, activity, connection with personality and mental activity, heuristics, independence, speed and situationality.

If there are goals and motives for communication, the act of communication within any speech situation will definitely take place, taking into account the specific characteristics of the participants, their age, level of development. Many English teachers face the problem of “student silence” in their oral skills development classes. To prevent this, modern pedagogical technologies suggest changing the educational situation in such a way that the teacher changes from "indisputable authority" to a caring and interested interlocutor, a partner in the learning process.

First of all, speech development, with all its content, is aimed at the comprehensive development of the student's personality. In addition, speech development is based on the knowledge of psychology about the acquisition of oral speech by students, the theory of the characteristics of human cognitive activity.

Speech development is also based on didactic principles based on the theory of the role of speech activity in students' development: speech development in higher education is structured in each group with the following knowledge;

1. To acquaint students with the environment, to develop speech, to enrich the vocabulary of a foreign language.
2. Forming the grammatical side of speech.
 - a) Fostering a sound culture of speech.
 - b) Forming a conversation in a foreign language.
 - c) Introduction to foreign fiction.

The teacher should be able to identify the sections of the literature on speech development and the requirements of each section well and clearly define its content.

For example, when a teacher introduces a large group of students to an object or event in the section “Introduction to a foreign language - environment and speech development”, the teacher should be familiar with the specific requirements for vocabulary work, answer students a variety of questions. need to be taught. Students are encouraged to deliver oral presentations through objective explanations. For example, in the process of enriching the vocabulary

of the names of kitchen utensils in the process of getting acquainted with the work of the cook in the formation of the initial knowledge base, students learn the household appliances (meat grinder, pan, pot, ladle, spoon, plate and h.k) garden with cooking food (cabbage, beets, beans, peas, squash, turnips, etc.) They learn the names of the actions they are working on (fry, boil, swim, etc.) in a foreign language from a previously formed dictionary, different cards, different picture tickets, or directly from the teacher, and as a result their vocabulary becomes richer and more active. It is also more effective than the usual vocabulary memorization methods. Therefore, the content of the work on mastering the grammatical structure of speech in the lesson is determined taking into account the course and individual characteristics of students in each foreign language study group. In the first year, it is useful to provide knowledge on the structure of simple sentences and their application in accordance with the requirements. This is because when students translate a foreign language speech from their mother tongue, it is best to keep the sentence simple at first. Despite the fact that students come to higher education institutions with a deep understanding of the grammatical features of a foreign language, they are sometimes unable to apply this knowledge in practice in oral speech.

Developing communicative competence is an interesting but not an easy task. The ability to speak and create gradually develops: knowledge accumulates, general culture, literacy, the ability to express one's thoughts grow, the person is nurtured and developed. Children do not learn to think, reflect, think, create on their own, they need to be taught gradually, skillfully, experimentally. The technologies presented in the study allow to achieve this result.

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