

“PRACTICAL METHODS OF TEACHING THE FRENCH LANGUAGE IN THE ORGANIZATION OF PROJECT WORK”

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Annotation: The publication is devoted to the methodology of working with french based information intermediaries when students perform practical tasks of the current certification. The characteristic of authentic digital educational materials intended for studying the civilization of France and conducting research by students according to the project method, divided into three main groups: informational, translation and communication. The interrelation and interdependence of linguodidactics, linguoculturology, computer science and methods of teaching a foreign language at the present stage of development of information and communication technologies (hereinafter – ICT) is analyzed. ICT combined with linguoculturology provide a modern student with ample opportunities for the development of writing, improving the skills of literary translation. The active use of electronic resources in French in the educational process of the university allows not only to develop auditory and phonetic skills, but also to develop a communication scheme with native speakers – representatives of the modern culture of the country of the studied language, to get acquainted with the civilization of France.

Keywords: French language, linguistic environment, information technologies in linguistics, types of educational projects, project work.

Awareness of the special role of information in social development and the rapid growth of information technologies have necessitated the formation of an information culture of the individual. To use new computer technologies, new thinking is required, which should be brought up from the elementary grades. For the current student, who will live in the information society of the future, the computer should become an integral part of his life. Therefore, the use of information and communication technologies in the educational process is an urgent problem of modern education. One of the conceptual provisions of the educational standard for a foreign language(2) is the formation of an information culture when learning a foreign language. The social situation in Uzbekistan that has changed over the past few years has affected the pedagogical situation, requiring a qualitatively new, not impersonal approach to the learning process.

Individualization of education is an important direction of updating education, a determining factor of its democratization and humanization, a means of establishing optimal relationships between the needs of society in strengthening the educational potential of its members and the personal orientation of each individual to realize their educational needs. As the analysis of pedagogical literature and educational practice has shown, the problem of individualization of foreign language teaching stems from the main contradiction between the

dominance of collective and frontal forms of teaching organization and the individual form of knowledge acquisition.

Electronic resources in French – information intermediaries – in the format of the discipline "Informatics and Information Technologies in linguistics" (hereinafter – "IITL") are logically interpreted as an effective educational tool that increases the motivation of students not only to master the French language, but also to acquire knowledge about the civilization of France through visualization and listening (reception), and also oral and written communication in social media with native speakers of language and culture (products). Information intermediaries are, as a rule, accessible Internet resources and databases with registration access. Note that these resources have a high educational value both for a teacher of French and his scientific activities, and for a student studying the language and culture of Francophone countries, since this type of educational materials allows you to perform tasks on the discipline program both remotely, without leaving home, and in a computer classroom, in classroom mode. More purposeful are full-text educational products classified according to a specific topic.

Types of educational projects:

- packages of electronic journals (specialized);
- monographs on the Internet;
- preprint archives;
- full-text databases;
- educational materials on university servers;
- collections of dissertations in electronic form;
- electronic photo archives;
- archives of illustrations, paintings, audio and video files;
- terminological data banks.

The main purpose of teaching foreign languages is the formation and development of the communicative culture of schoolchildren, teaching practical mastery of a foreign language. The task of the teacher is to choose

such teaching methods that would allow each student to show their activity, reveal their creative potential and thereby activate cognitive activity. One of the ways to meet the growing needs of society in education is to use the capabilities of computer technology, which leads to the emergence of new forms of education. A good example is the method of teaching foreign languages using computer telecommunication networks, which has become widespread in foreign countries.

Due to the expansion of the possibilities of using the hardware and software complex of work protection, the format of the final project of students has also changed. Students complete final projects in linguoculturology, translation studies or philology not only in a presentation package, but also create Internet research resources that allow you to place hypertext, necessary audio and video clips, graphic commenting images, lexicographic databases and other analyzed voluminous linguistic and media material. The student's independent work consists in formatting the presentation version of the final project in the field of linguoculturology or translation studies in the format of MS PowerPoint and MS Publisher, taking into account animation, the inclusion of French-language digital materials on the topic of the project and voicing the translation. Much attention is paid to the choice of protection technology, optimization of the structure of the Internet resource being developed, correction of the accompanying thematic documentation is carried out in consultation, the provision of media objects is verified.

Practical tasks are performed by students in accordance with the topic of the final project based on the material of the corpus of texts of the chosen topic and contribute to solving the following tasks:

1) To familiarize with the specifics of reading and translating hypertext sources in French using digital tools, as well as the peculiarities of translation activities in modern conditions;

2) To develop the ability to apply the acquired theoretical knowledge in practical activities during discursive and search reading of media materials in French and to substantiate their own translation decisions when using ICT;

3) Teach to determine the degree and level of equivalence of the translation of media materials in French when comparing it with the original in the process of reading with the help of modern software;

4) Teach to carry out linguistic and linguistic-stylistic analysis through analytical reading, analyze the structure of media materials in French and identify the content to be transmitted on the basis of TM technologies;

5) To improve the skills of working on a personal computer and in network environments using text editors, electronic encyclopedias, lexicographic databases, specialized LO and translator software.

First of all, the project structure is developed: before starting practical work, students must follow the following project plan:

1. Purpose and field of research (linguoculturology, translation studies or philology)
2. Planned steps for the projection of the theoretical and practical part.
3. The abstract of the research (what aspect of the FI, the type of text analysis, media materials, etc.).
4. The target audience of the project.
5. Motivation for conducting ICT research.
6. Resources for use (French-language Internet resources, communication platforms in French).
7. Methods of using resources (project structure).

Types of French-speaking resources for students' project work and ways of immersion in the French-speaking environment.

1. The first group necessary for conducting research in the field of linguoculturology, translation studies and philology are electronic libraries (EB) containing fiction in the language of the country of the language being studied and professional texts on the disciplines of the humanities and natural science cycles. The official website of the Institut français includes the section "Culturethèque" (www.institutfrancais.com/fr/culturetheque) – a media library and digital library containing not only accessible literary texts, but also video games, music albums, collections of songs in French, documentaries and programs on ecology, natural sciences, sociology, psychology, etc.

2. The second group of electronic resources is the Internet versions of French-language radio stations and TV channels. Modern online radio resources provide students with a unique opportunity to listen to live speech of native speakers live on the air, and when accessing archival materials – to clarify information on the topic of interest. The official website of RFI also includes a blog of specialists in French-language literature, sections of video fragments on cultural, scientific, technical, sports topics (www.rfi.fr/videos/), etc. Regular visits to the Internet version of the channel "France 24" will be useful for students of advanced French language proficiency (www.france24.com/fr/), which also contains materials in English and provides the opportunity to watch feature films and documentaries in French, as well as including news TV programs, reports and videos reflecting

various positions and views on the events taking place the socio-political life of France (for example, "Pas 2 quartier", "Un œil sur les médias", "Focus", "L'invité du jour", "Info éco", "7 jours en France", etc.).

3. The third major group of French-speaking resources is social media, which are communication platforms for communicating with native speakers and acquiring knowledge about the civilization of modern France. International project "InterPals Penpal" ([www.interpals.net /](http://www.interpals.net/)) is an open network resource designed for learning foreign languages. The advantage of the project is that users have the opportunity not only to correspond in the languages being studied, but also to communicate via video link, explain to each other socio-cultural realities and complex cases of translation of terms and concepts. It should be noted that on this resource you can hear various variants of the French language, dialects, phonetic features and get an idea of the French-speaking world map. Undoubtedly, the resource is useful for students of linguistics. For students with a high level of oral language proficiency, the communication resource "Sharedtalk" will be interesting and useful. [www.rosettastone.eu /](http://www.rosettastone.eu/)) is a social network designed for a user who prefers online communication mode and provides an opportunity to optimally choose an interlocutor by profile - parameters of age, gender, education, interests, etc.

In conclusion:

The implementation of individual work of students in foreign language lessons with the use of computer technology increases the interest of students and develops internal motivation. This way of organizing educational activities allows you to productively solve all the tasks of the lesson in a fascinating creative way, to carry out educational communicative cognitive activity. The use of information technologies in combination with the project method allows schoolchildren to practically apply their knowledge skills and therefore is one of the forms of organization of research and cognitive activity, in which cooperative collective activity is successfully implemented, which allows to increase the motivation of learning a foreign language. The focus of such a workflow is the student himself with the opportunity to freely express his opinion.

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