

APPLYING THE EFFECTIVENESS ASSESSMENT OF THE MODERN PEDAGOGICAL METHOD IN TEACHING THE FRENCH LANGUAGE

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Annotation: *Currently, it is possible to achieve high efficiency in teaching foreign languages by using foreign pedagogical methods. For this purpose, we can use new pedagogical technologies in teaching foreign languages to increase students' language skills and maintain their interest in the lesson.*

Key words: *pedagogical technologies, problem and experiment (Problem Tasks and experiments P&E), student ability, educational process.*

ПРИМЕНЕНИЕ ОЦЕНКИ ЭФФЕКТИВНОСТИ В СОВРЕМЕННОЙ ПЕДАГОГИЧЕСКОЙ МЕТОДИКЕ ОБУЧЕНИЯ ФРАНЦУЗСКОГО ЯЗЫКА

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Аннотация: В настоящее время, с помощью зарубежных педагогических методик можно добиться высокой эффективности обучения иностранным языкам. С этой целью мы можем использовать новые педагогические технологии в обучении иностранным языкам для повышения языковых навыков учащихся и поддержания их интереса к уроку.

Ключевые слова: педагогические технологии, задача и эксперимент (Problem Tasks and Experiments P&E), способности учащихся, образовательный процесс.

INTRODUCTION

Education is the need of the hour because it creates a literate society and motivation and guidance are very important in the process of educating the society and teachers, guides and administrators are responsible for motivating the students. By providing education to the majority of the society, the literacy rate will be high. However, with the passage of time, pupils and students are demanding new techniques and methods for learning, which will not only specialize them in

theoretical learning, but also provide them with practical knowledge, sharpen their skills and cope with any challenges. Books and other materials written for French language learners are difficult to use for teaching French at school or at home. The needs of students learning French as a second language are very different from those of students who speak French as their first language. We teachers sometimes undertake the formative task of adapting, modifying, or creating new materials to meet the needs of our students with little or no preparation and planning. The relative difficulty of the subject and materials leads to a decrease in enthusiasm among students and a decrease in attention during class activities. This does not affect the quality and effectiveness of education. In order to prevent this, we can improve the quality of lessons and topics by using new modern pedagogical technologies.

In the 1980s, David Hestenes and Ibrahim Halloun (Halloun and Hestenes, 1985) published articles on didactic research in the United States, their object was high school students, and in his research, he announced the effectiveness of using pedagogical technologies in the classroom [1]. In addition, the main difference between traditional methods and techniques is that pedagogical technology is derived from the theory of complexes, that is, it obeys all the laws of this theory. One of the main issues is the use of teaching skills in the process of teaching foreign languages, the organization of an effective teaching process, adaptation to educational standards, improvement of world standards, the perfect formation of knowledge and skills in teaching foreign languages to students. is one of the important factors of the educational process [2,3]. Today, modern technologies of interactive teaching of foreign languages are created, developed and effectively used in the educational process [4]. In addition, Martín-Blas, T., Seidel, L., Serrano-Fernández announced in their research that it is possible to achieve results by using pedagogical technologies in teaching foreign languages. [5].

MAIN BODY

In my main research, I applied the interactive pedagogic method of "Problem Tasks and Experiments P&E" in teaching French. Its main idea is to

work interactively with students using experiments and problem analysis. This method changes the student's participation in the lesson from passive to active. In this method, experiments (traditional experiments, computer experiments, video-experiments, video-analysis, simulations) and the positive aspects of modern interactive methods are used to solve problematic tasks in teaching foreign languages. It consists of the following steps:

Stage 1. Preparatory stage: in an explanatory lesson, the teacher defines the main concepts that he wants to explain and deals with them in the lesson. He breaks the lesson into 5-10 minute intervals for concepts. Within these intervals, a concept/theory/idea is explored and the teacher presents several problems related to this concept.

Step 2 Idea/Theory/Idea Engagement: Teacher teaches a 5-10 minute idea/theory/idea

Stage 3. Assignment of the problem: presentation of a problem assignment related to the concept under consideration. In the P&E method, the problem task can be defined in 4 ways.

Method 1: in written form, i.e. in the order of question-distribution material

Method 2: Video image format

Method 3. In the experimental method

Method 4: Traditional-writing on the board

Step 4. Solving the problem. After the speaker introduces a question/problem (in one of the 4 ways), student discussion begins. During the discussion, students discuss possible solutions to this problem under the supervision of the teacher. The teacher gradually writes the solutions on the board. In this case, individual answers are written on the board by the teacher without any reason or objection. then each given answer is analyzed by students and wrong solutions are excluded. This process continues until only one correct solution is found. Students write incorrect solutions on their worksheets, including physical reasoning (eliminating the misconception) and the correct solution. Sometimes the assignment can be open and the problem can be better explained during the

discussion. Students write all solutions on their worksheets, including a scientific rationale for why the solution is correct or incorrect.

Step 5. Evaluation. In the lesson, not only the correct answer, but also the active participation of the student is taken into account. Also, on the handout distributed to the students, they write their conclusions from the lesson, their opinions about the shortcomings of the lesson or what should be done. By collecting these sheets, the teacher learns more about the level of engagement of the students in the class and about the lesson [5].

CONCLUSION

Thus, intensive methods had a great impact on the teaching of foreign languages. It is necessary to apply the achievements of intensive methods in the field of activating the processes of perceiving and mastering the material foundations of communication, opening its motivational reserves and developing adequate forms of collective interaction in the course of lessons. In the case of using the pedagogic method, after 10 lessons, the performance was tested by giving tests and tasks to the groups. The results of the students improved.

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