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EFFECTIVE METHODS OF TEACHING FRENCH

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Abstract: Today, many pedagogical technologies are used in teaching the French language. It is intended to make complex topics more understandable and memorable for students. The article envisages the use of new modern pedagogical technologies, the application of the "heuristic education" technology to the science of the French language, and thereby increasing the activity of students, encouraging them, engaging students in the lesson and improving the quality of the lesson.

Key words: pedagogical technology, heuristic educational technology, problem, handout, heuristic didactics.

INTRODUCTION

Pedagogical technology is an innovative approach to teaching technical subjects with high efficiency for students. It uses technological tools to create a more interesting and interactive learning experience [1, 2].

Educational technology can be used effectively in technical education, including video lectures, simulations, animations, and virtual labs to help students visualize complex concepts and gain practical skills. This allows students to study at their own pace and learn in ways that suit their individual learning styles, which improves comprehension and retention of material [3].

In addition, pedagogical technology provides rapid feedback and diagnostic tools that allow students to identify their strengths and weaknesses. Teachers can also track their progress and provide personalized support and feedback based

on their needs. This approach can lead to increased motivation and overall performance, which can have a positive impact on learning outcomes.

METHOD

The main essence of heuristic learning is to always try to discover something new. Heuristic comes from the Greek *heuriska*, which means to seek, to find, to discover.

Teaching heuristics:

1. Form of teaching - heuristic conversation. In this, questions and answers are organized between the teacher and the student in order to understand the essence of the issue and come to a consensus.

2. Teaching method. In the process of creative work, the teacher gives the student purposeful ideas about the work, guides him in the right direction when his mind wanders, and organizes brainstorming from time to time. It creates a heuristic situation to clarify the issue.

3. Technological process of the given issue. It was determined by the student himself. The final result of creating a creative product will depend on the technology chosen by the student. If the chosen way does not work, the teacher will help the student in time.

The student's creative self-realization is the highest issue of heuristic teaching.

The technological form of heuristic teaching among innovative technologies is almost based on Socrates' method of questioning and reasoning.

It is known that Socrates first asked his students a general guiding question, and after receiving the answer, he asked a clarifying question and asked a question very close to it until he determined the truth.

The situation in heuristic teaching is a key element of teaching. Such a situation activates the student's ignorance, its purpose leads to the birth of a personal idea by the student, to the creation of hypotheses, schemes. In heuristic

teaching, the learning outcome cannot be predicted. Different answers can be obtained from each student [3, 5].

RESULT AND DISCUSSION

In heuristic learning, the student learns prior knowledge and then applies it to his or her project through live learning. The motto of striving for the future by studying previous knowledge applies here.

Heuristic teaching is based on the school of free development, and its theory is heuristic didactics.

The topic given by the teacher to the student of the French language subject of heuristic educational technology for creative project work: "Singular and plural forms of nouns".

Table 1

The order of tasks that must be performed to clarify the problem of the topic

Tasks	Fulfillment of the task
Giving examples of singular forms of nouns	
Give examples of plural forms of nouns	
Making a sentence using the given examples	
Creating a dialogue using a structured sentence	

As part of the implementation of heuristic technologies, the process of assimilation of educational material by students has a certain structure and sequence. The teacher creates conditions for difficult situations, offers it to students, then students are divided into groups [4].

Small groups come together to divide the respective tasks and functions and formulate the problem. Small groups engage in active brainstorming discussions, which allow students to propose hypotheses that cannot be refuted in the first stages of discussion. Activation of student participation in brainstorming is provided by the absence of criticism from the teacher and students. During the discussion of the problem, the students themselves determine the viability of the hypothesis; their logic test is performed. Students draw appropriate conclusions. Thus, there are many solutions to the same problem (several hypotheses are put forward during the discussion). Further research allows students to reject unnecessary hypotheses and draw appropriate conclusions. Also, in the process of mastering the educational material, students implement projects. They work on the project both individually and in pairs. Projects can be done in large groups. The teachers in the auditorium organize the space in such a way that it is necessary to create comfort for students to work with each other and discuss various issues. The teacher tries to create a cooperative environment. Necessary educational and methodological materials and support are formed. Multimedia technologies (interactive whiteboard and projector) are used, various electronic resources are used on the personal platform of students, such as Moodle and HEMIS, where additional reference literature is placed, which students can use at any time.

Students' knowledge and completed projects are evaluated according to the following criteria:

- originality of ideas and solutions;
- degree of independence;
- ability to apply theoretical knowledge in practice;
- the amount of new information on the topic and the level of awareness of this news;
- the creative side of the topic (level of presentation of the project - oral presentation, report, multimedia presentation), etc.

CONCLUSION

In conclusion, the use of pedagogical technology in the teaching of philological subjects can be effective in improving educational results. Through the use of technology, students can gain new concepts, practical skills, and knowledge while contextualizing teaching and learning with real-life scenarios, allowing students to think critically and solve problems. helps build problem-solving skills.

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