

METHODOLOGICAL BASIS OF TEACHING FRENCH AS A FOREIGN LANGUAGE**Sindorov Rajapboy Ulugbekovich**Intern assistant teacher, Department of Languages,
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Abstract: The article is devoted to the issues of promoting the French language. It examines the main methods of teaching French as a second foreign language. These methods allow teachers to creatively develop their own experience and create their own innovative teaching methods.

Keywords: authentic systems of teaching French, methods of teaching French, modernization of teaching methods.

In modern pedagogical practice, foreign language teaching methods are classified into traditional and non-traditional directions. Based on this classification, it can be said that learning a language in the traditional way is, in fact, mastering it based on the same model as it was taught at school. This approach includes successive stages such as building sentences using phonetic elements (sounds), a graphic system (letters), grammar, reading texts and translating. When referring to the experience of a comprehensive school, it is natural that most students have a negative association due to the reasons mentioned above. The following objection is often raised: Everyone has mastered it, but almost no one has mastered it thoroughly. So what is the use of this tradition? However, this reasoning seems superficial if a number of circumstances are not taken into account.

If the goal is to master the target language perfectly, the most effective approach is to start the learning process using the traditional-classical method. The most suitable learning environment for in-depth mastery of this methodology is a specialized school or a higher educational institution specializing in languages. If the student is older than school age and appreciates the priorities of traditional education, he can study at courses at a higher education university, courses of higher foreign languages, or foreign language training centers and international schools of translators. Also, entering a higher educational institution specializing in languages is recommended as an alternative option.

The main features of the traditional methodology are extensiveness and fundamentality. Training courses based on this model usually last at least a year. Unlike the intensive learning format, in this case the student does not seek to fully immerse himself in the language environment or to think directly in it; on the contrary, he carefully and consistently translates each expression from Uzbek into a foreign language, strictly relying on grammatical norms.

Franc-Parler is a very rich resource base for French teachers and French language learners. The fle.fr portal is supported by the Albert Camus University Center in Montpellier and is a real

gold mine for teachers and students of French as a foreign language. The site presents an annotated collection of the best online resources for teaching French as a foreign language.

Le Point du FLE is a portal dedicated to teaching French as a foreign language, the main goal of which is to provide wide open access to the most effective learning activities offered on the Internet. These activities are designed to be used in class or for independent study. The portal also serves as a directory of sites that provide links to the best electronic materials for learning French as a foreign language. It contains interactive grammar, exercises with automatic error correction.

ClicNet is a collection of methodological and pedagogical materials for teaching French as a foreign or second language, which includes more than 400 practical resources. The assignments also clearly indicate the required language levels (levels). This excellent site was created by Carol Netter, a French teacher at Swarthmore University.

The Thierry Leboeuf portal is maintained by Thierry Leboeuf, who works at the Center for Applied Languages in Besançon. The portal offers a regularly updated siteography of sites dedicated to teaching French as a foreign language. It also includes a siteography of resources for specialized areas of the French language.

The French as a foreign language teaching pages on this platform provide online exercises and various learning activities, communicative situations and speech functions. The site provides links grouped on a thematic basis, a list of telematic projects, as well as methodological recommendations for teachers who want to use Internet materials.

The French Quarter platform is a global collection of information on the French Internet space, which is described as a map of the entire French web space. This portal combines a large number of links on the biography, art, education and cultural life of Francophone culture.

The modern stage of the process of teaching and mastering French as a foreign language is characterized, first of all, by the diversity of methodological approaches, the integration of digital resources that enrich the learning process, and advanced technologies aimed at developing the communicative competence of the teacher and the learner. The analyzed online platforms Franc-Parler, FLE.fr, Le Point du FLE, ClicNet, FLENET, and others combine the internationally developed didactic experience in teaching French, significantly increasing the effectiveness of the learning process.

The materials provided by these portals, on the one hand, serve to improve the skills of teachers through interactive exercises, automatic testing systems, multimedia resources, and on the other hand, through methodological manuals, scientific and methodological articles, and online lesson elaborations. These resources also offer the user various content on tasks sorted by level, communicative situations, materials on intercultural communication, and French for Special Purposes (FOS). The analysis shows that modern French language teaching is becoming integrative, interactive, and communicative. The learner acquires not only grammatical knowledge, but also the skills to use the language in real, life situations. In particular, didactic platforms on the Internet allow the teacher to form an individual learning trajectory, direct the learner to independent learning, and use multimodal learning systems. Such opportunities complement traditional methods and adapt them to modern requirements. As a result of

working with these resources, it is worth noting that the modern model of teaching French is formed on the basis of three main components:

1. Methodological foundations - the compatibility of traditional and communicative approaches;
2. Digital resources - interactive materials, multimedia lessons, automated assessment systems;
3. Intercultural competence - a deep understanding of the linguocultural characteristics of the French language.

Thus, these platforms have become an important educational and expeditionary field that adapts French language teaching on a global scale, supports methodological innovations, and offers a rich resource base for teachers and students. Their systematic study will serve to bring scientific, methodological and practical approaches to teaching French to a new level.

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