

TEACHING PRONUNCIATION IN FRENCH IN MODERN FOREIGN LANGUAGE TEACHING METHODOLOGY

Xabibullayeva Nargiza G'ulom qizi

Student of Foreign Philology Faculty of Urganch State University

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Abstract. This article provides detailed information on teaching pronunciation in the modern foreign language teaching methodology in French. Throughout the article, pronunciation methods are discussed separately. In addition, specific features of the French language and pronunciation norms are given and explained. The opening of the demand for learning foreign languages in our country, the attention given to it is emphasized.

Keywords. Modern technologies, foreign language teaching methodology, pronunciation teaching methodology, teaching pronunciation in the process of teaching literacy.

ОБУЧЕНИЕ ПРОИЗНОШЕНИЮ НА ФРАНЦУЗСКОМ ЯЗЫКЕ ПО СОВРЕМЕННОЙ МЕТОДИКЕ ОБУЧЕНИЯ ИНОСТРАННОМУ ЯЗЫКУ

Аннотация. В данной статье представлена подробная информация об обучении произношению в современной методике обучения иностранному языку на французском языке. На протяжении всей статьи способы произношения обсуждаются отдельно. Кроме того, приводятся и объясняются особенности французского языка и нормы произношения. В нашей стране отдельно подчеркивается востребованность изучения иностранных языков и уделяемое им внимание.

Ключевые слова. Современные технологии, методика обучения иностранному языку, методика обучения произношению, обучение произношению в процессе обучения грамоте.

INTRODUCTION

Language learning is one of the most important areas in human society. Language, which is a means of communication, can be acquired practically in a natural environment, i.e. in the family, among the public or in an organized manner. Knowledge of language phenomena is taught theoretically. Knowledge of languages, especially multilingualism, is of great importance in our time when international relations are on the rise. Pupils and students studying in our country usually study three languages. These languages are referred to by special names. These are: mother tongue, second language, and foreign language. The mother tongue is the first language that plays a special role in the formation of thinking. When talking about the second language, it is considered as the language of relatives and neighbors who are representatives of other nations.

RESEARCH METHOD AND METHODOLOGY

A foreign language is the language of a foreign country. Western European languages (English, Spanish, German, French) and Eastern languages (Arabic, Turkish, Persian, Chinese, Indian) are taught in our republic. These languages are included in the curricula of educational institutions. The process of teaching all three languages is different. The mother tongue and the second language are learned in a natural situation, and a foreign language is learned in an artificial environment. Communication in a foreign language mainly takes place in the classroom under the guidance of the teacher. Among the three languages, learning and teaching a foreign

language differs sharply in certain aspects. This, in turn, requires the use of appropriate foreign language teaching technology. By carefully mastering the achievements of the methodical science, the foreign language teacher will be able to clearly know the standard of language experience of the student and to improve it further. Effective teaching of foreign languages requires knowledge of its methodology. Learning and teaching foreign languages largely depends on the theoretical development of foreign language teaching methodology issues and the creative application of theory in practice.

The main purpose of literacy classes in primary education is to develop students' speech, language and thinking skills. While summarizing the historically formed content of human activity in the form of a sentence, the participation of speech in its description and mastering is the first priority. Therefore, the development and implementation of pronunciation exercises in the primary school, the development of students' oral speech or the determination of the forces hindering it, in this process, having a pedagogical effect with a specific goal in mind is the main criterion.

RESEARCH RESULTS AND DISCUSSION

When developing pronunciation exercises for elementary school students, pronunciation exercises teach students not only ways to acquire polished, fluent speech, but also the culture and skill of using it. The development of the student's speech is a complex process, and if all opportunities are used to the fullest, it becomes easier to teach them to express themselves correctly, attractively, and fluently, both orally and in writing. As a result, a wide way is opened for the development of the student's speech. In the process of developing pronunciation exercises in elementary school, there are several requirements for the student's speech, which are as follows.

The development of students' speech requires a high level of preparation, the innovative pedagogical technologies used are diverse and interesting for the student. In the teaching of pronunciation exercises, the use of different pedagogical technologies that do not repeat each other increases the activity of students, enriches their vocabulary with new words, develops students' communicative speech skills at a high level, and increases their interest in this lesson. increases further. It is clear from the comments mentioned above that in the development of pronunciation exercises in elementary grades, literacy and reading lessons are of great importance. It is known that there is a period of literacy training in primary grades, during which students are introduced to all the vowel and consonant letters of the alphabet. In order for students to better understand sounds and letters, to successfully acquire elementary reading, dividing into syllables, determining the boundaries of syllables in words, and separating sounds from syllables, sounds and letters exercises such as determining the relationship, making syllables from cut letters and reading, syllable-sound, sound-letter analysis are used. In the exercise of separating the sounds of the word and pronouncing it correctly and fluently, the analysis-synthesis method is definitely used in the reinforcement exercises to teach students a new sound and its sign in writing, i.e. letter forms. This method provides an opportunity for the conscious mastering of reading and writing skills of students who are learning literacy.

Initially, when introducing students to sounds, it is appropriate to choose a word that is close and understandable to them, and to distinguish the sounds contained in this word. Such examples are cited in school textbooks. It is worth noting that if one type of training lasts a long

time in literacy training, the students get tired quickly? gets bored and loses interest in the lesson. Therefore, it is advisable to change the types and methods of training. The initial types of exercises should be developed on the basis of new pedagogical technologies in terms of effectiveness and miraculousness. Because students cannot immediately engage in mental activities such as writing and reading. The main principle of literacy teaching is to be short and concise, effective and natural, polite and fluent, while following the standards of the literary language.

Especially in the educational process of elementary school age students, whose abstract thinking is not well developed, all sensory organs should be involved: sight, hearing, even the sense of taste, because they are tangible things, seeing with their eyes. He thinks according to what is happening and what is happening. This is also taken into account in the "Alifbo" textbook. In it, there are meaningful and visual educational tools, copies of sentences, syllables, as well as multimedia educational programs, the use of language, that is, the formation of correct pronunciation through auditory organs. , the use of computer educational programs for the purpose of inculcating speech sounds, pronunciation standards of the language through audio-video, and ensuring communicative literacy leads to positive results.

If we use interesting methods and technologies during the lesson, we will achieve our goal in teaching pronunciation and teaching other competencies, that is, we will achieve the expected result from the lesson.

CONCLUSION

To sum up, in literacy classes, students' speech should be developed, they should be taught to think independently, and they should become a talented, gifted, thoughtful, creative person with a broad worldview and a creative mind that meets the demands of today's globalization and society development. requires education. Therefore, it is the teacher's main task to determine the effective methods that are suitable for literacy classes in primary schools and to properly organize the educational process, taking into account the individual and psychological characteristics of students in their implementation.

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