«MODERN METHODS AND PEDAGOGICAL THEORIES IN TEACHING THE FRENCH LANGUAGE»

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Annotation: *The article shows that the peculiarity of teaching a foreign language is that we teach speech skills and abilities and develop students' abilities to use a foreign language as a means of communication. The teacher's task is to choose such pedagogical teaching technologies that would allow each student to show their activity and practically master a foreign language. The article examines the pedagogical technologies that are used during French classes to prepare for academic mobility, namely: information and computer technologies, game teaching technologies and the project method.*

Аннотация: *В статье показано, что особенность преподавания иностранного языка заключается в том, что мы обучаем речевым умениям и навыкам и развиваем способности студентов использовать иностранный язык как средство общения. Задача преподавателя заключается в том, чтобы выбрать такие педагогические технологии обучения, которые позволили бы каждому студенту проявить свою активность и практически овладеть иностранным языком. В статье рассмотрены педагогические технологии, которые используются во время занятий по французскому языку для подготовки к академической мобильности, а именно: информационно компьютерные технологии, игровые технологии обучения и метод проектов.*

Key words: *Communicative skills, pedagogical technologies, academic mobility, French language, professionally oriented communication, educational process.*

Ключевые слова: *Коммуникативные способности, педагогические технологии, академическая мобильность, французский язык, профессионально-ориентированное общение, учебный процесс.*

The main goal of teaching foreign languages is for students to master communicative skills in all types of speech activity and develop students' ability to use language as a means of communication, i.e. practical mastery of foreign languages, the task of the teacher is to choose teaching methods that would allow each student to show their activity.

Let's look at the main differences between traditional and modern technologies for teaching a foreign language.

The main component of traditional teaching methods:

• The center of the teaching methodology is the teacher;

• The purpose of the training is to transfer theoretical knowledge without using practical teaching methods or complete immersion in the language environment;

Due to the above factors, students do not have a strong interest in learning the language.

Modern teaching methods are based on the following principles:

• The center of learning technology is the student;

• The purpose of teaching a teacher is to teach learning, that is, with the help of external factors, to motivate the student to learn the language;

• The basis of educational activities is based on cooperation;

• Students actively participate in the learning process;

• The essence of the technology is the development of students' communicative competence and their ability to self-learn.

Modern technologies that meet the standards of teaching foreign languages. Information and computer technologies

When teaching French, information and computer technologies are often used. "Information technologies include programmed instruction, intelligent learning, multimedia, simulation learning, demonstrations." These technologies have turned foreign language learning into a lively, interesting, creative and natural process. Teaching a foreign language using a computer also has technical advantages. The graphical capabilities of the computer make the learning process very visual and allow you to show all types of activities in the form of animation or pictures. In addition, computer images attract students' interest and create the necessary motivation to learn a foreign language. However, information and computer technologies should be given a limited place in the classroom, since a computer cannot replace the human communication that is required for good language proficiency. Let us give an example of the use of information and computer technologies in classes to prepare for academic mobility. During the course, students watch videos with excerpts from lectures by French teachers. Students learn to take notes from these lectures in French. At the beginning of their studies, students cannot do this, but, having understood the basics of taking notes on lectures, at the end of their training in preparation for academic mobility, they successfully cope with this task. Thus, the use of information and computer technologies significantly increases the efficiency of learning a foreign language, because today's students cannot imagine life without computers and computer technologies.

Game technologies: In the educational process, an educational game is used as one of the forms of organizing a speech situation. The game is based on the verbal communication of students according to the plot and roles distributed among them. "A game is a specially organized activity that requires intense emotional and mental strength." In foreign language classes, games are divided into grammatical, lexical, spelling, phonetic, and creative. Games can be used during the initial consolidation of material, when repeating the material covered. The game can be introduced at

various stages of the lesson. Game learning technologies perform a motivational and incentive function, as they create the need to communicate in a foreign language and are a model of interpersonal communication. In this case, the game is an educational function. Unlike simple games, educational games have a clear learning goal that aligns with pedagogical outcomes. It should be noted that the use of various forms of play during one lesson or the use of one form of play for several days in a row is irrational, as it can reduce students' interest in the lesson in particular and in the educational process in general. Considering that the French language is studied by students, that is, by adults, in game learning technologies the following functions are distinguished during the use of innovative pedagogical technologies: communicative, entertaining, game -therapeutic, diagnostic, self-realization, interethnic communication. Let us give an example of the use of game-based learning technologies. Students are offered role-playing games. The "entrant" must undergo an interview to be admitted to the master's program (at French universities, foreign citizens undergo an interview). One group of students are "applicants", while the second group of students act as committee members. "Applicants" must write a motivation letter about why they want to study at this particular university and create a resume. They are then called in for an interview (one person at a time). Before the interview begins, the "commission members" review the motivation letters and resumes of the "applicants." "Members of the commission" are considering questions for the "applicants." The latter must use personal data, be prepared to answer questions and ask their own questions regarding their studies at the university. At the end of the game, the teacher analyzes the actions together with the students and organizes work to correct common mistakes.

Project method: The project method is a set of student actions in a certain sequence to achieve a given task, which should end in a very real, tangible practical result, formalized in one way or another. The main purpose of the project method is to provide students with the opportunity to independently acquire knowledge in the process of solving practical problems or problems that require knowledge from various subject areas. Within the project, the teacher is assigned the role of developer, coordinator, expert, and consultant.

Stages of work on the project:

• Pre-project – formulating a project topic for a group of students

• Planning work on the project: determining the time frame limiting the stages of work; discussion of design options for completed work.

• Analytical stage: students' research work and independent acquisition of new knowledge; search and collection of information; exchange of information with other persons (students, teachers, parents, etc.); studying specialized literature, attracting materials from the media, the Internet.

• Generalization stage: systematization, structuring of the information received in the form of abstracts, reports, films, performances, wall newspapers, magazines, presentations on the Internet, etc.).

• Presentation of the results obtained.

Thus, the project method is based on the principle of "learning through activity", in which the student is an active participant. It is based not on an information approach, focused on the development of memory, but on an activity approach, aimed at developing a complex of thinking abilities necessary for research activities.

Collaborative Learning: Collaborative learning is learning in small groups. The main idea of this technology is to create conditions for active joint learning activities of all students. Students are different - some quickly "grasp" all the teacher's explanations, easily master the material and communication skills, others need more time and additional examples and explanations. If in such cases we unite the children into small groups and give them one common task, stipulating the role of each student, then a situation arises in which everyone is responsible not only for the result of their work (which often leaves him indifferent), but, most importantly, for the result of the whole group. Therefore, weak students try to find out from strong students all the questions they do not understand, and strong students are interested in weak students understanding the material, and often do this better than the teacher, because due to age they understand each other better. In this way, through joint efforts, gaps are closed.

Basic principles of this technology:

• groups of students are formed by the teacher in advance, taking into account the psychological compatibility of the children. Moreover, each group should have a strong, average and weak student;

• the group is given one task, but when it is completed, roles are distributed among group members;

• The work of not one student, but the entire group is assessed ;

• The teacher himself chooses the student who will report for the task.

It is worth noting that this technology greatly saves time in the lesson.

Conclusion: French language instruction at our university is carried out on the basis of curricula and programs created to prepare for academic mobility. When teaching French for academic mobility, the teacher requires a creative approach and the use of modern pedagogical technologies, such as project-based learning technologies, game-based learning technologies, and information and computer technologies.

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