



METHODOLOGY OF USING ORIGINAL SOURCES IN TEACHING A FOREIGN LANGUAGE ON THE EXAMPLE OF THE FRENCH LANGUAGE

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Annotation

Original documents designed with the communicative function of native French speakers in mind are important in language classes, as their use is suitable for teaching that is more oriented to real life and current events, more sensitive to motives. At the same time, it increases the student's needs and interest in learning, and most importantly, makes the student more active and creative. The fact that authentic sources serve to convey authentic (or natural) communication helps to clarify one of the biggest goals of teaching French as a foreign language - learning to communicate naturally. In essence, these documents expose learners to aspects of language use that are not currently the subject of detailed description and yet need to be explored. After presenting the original document, this article will answer a series of questions that will help describe it, identify its characteristics and reasons for its use in the classroom.

Keywords: authentic documents, brainstorming, pedagogical support, type of authenticity.

In many parts of the world, a growing interest in modern methods of teaching French is about how it should be done - the curriculum, subject and methodology should be different from the usual standards developed in the past. A lot has been written about traditional teaching of French, but until recently there was little information about modern methods of teaching French. Many books and articles have been written to draw attention to this topic. In this article, we will also look at modern methods of





teaching French. One of the main ways of communicating in a foreign language is colloquial speech. Learning a foreign language is an important factor as speech is the main form of communication and a person with good speaking skills can communicate effectively with other people. Therefore, learning a communicative language involves performing certain language functions or tasks: greeting, introducing yourself, expressing your likes and dislikes, or asking someone about their hobbies and interests, while summing up, summing up how you can find a direction to a place. These are actually very specific things about the language. Language emerged as a means of communication. It exists and lives only through speech. When we talk about teaching a foreign language, we must first of all teach it as a means of communication. Speaking is one of the four skills and is very important. This is a skill that a language learner will greatly appreciate in unexpected encounters in real life. At the same time, it is undoubtedly true that a confident speaker cannot communicate without the other three skills. Therefore, it is necessary to include and link the four skills (reading, speaking, listening and writing) in French language teaching. There are many methods and techniques that can be used to develop the oral speech of students. Each style has its own advantages and disadvantages. Of course, this depends on the skills of the teacher, he must adapt and choose the right methods depending on the subject, age, abilities and characteristics of the students. Language learning is one of the most important areas in human society. Language, which is a means of communication, can be learned practically in the natural environment, i.e. in the family, in the community or in an organized way. Knowledge of linguistic phenomena is taught theoretically. Knowledge of languages, especially multilingualism, is of great importance in our time of exacerbation of international relations. Pupils and students studying in our country usually study three languages. These languages are called by special names. These are: mother tongue, second language and foreign language. Mother tongue is the first language that plays a special role in the formation of thinking. Speaking of the second language, it is considered as the language of brothers and neighbors of other nationalities.





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 learning all three languages is different. Mother tongue and second language are learned in a natural situation, while a foreign language is learned in an artificial environment. Communication in a foreign language mainly takes place in the classroom under the guidance of a teacher. Among the three languages, foreign language learning and teaching differ dramatically in some aspects. This, in turn, requires the use of appropriate technology for teaching a foreign language. By carefully mastering the achievements of methodological science, a foreign language teacher will be able to clearly know the level of the student's language experience and improve it in the future. Effective teaching of foreign languages requires knowledge of its methodology. The study and teaching of foreign languages largely depends on the theoretical development of questions of the methodology of teaching a foreign language and the creative application of theory in practice.

The subject of the methodology is the process and methods of teaching through the subject of a foreign language, the subject of the methodology is the science of teaching a foreign language, the study of the activities of a teacher and a student.

Learning a foreign language is a multifaceted discipline in which a person undergoes complex psychological changes. In particular, there is a process of comparing the native language with a foreign one. Various teaching methods and technologies are used in this process. With the help of modern pedagogical technologies, learning by comparing a foreign language with a native one gives an effective result. Teaching a foreign language requires knowledge of its methodology. Methods and technologies are important in the process of learning a foreign language. There are various teaching methods. In the methodology of teaching a foreign language, the following are widely used: the communicative-didactic method, the method of organizing intercultural dialogue and the method of organizing exercises. All three methods are





closely related and complement each other. Since the science of methodology is connected with the science of didactics, it is based on communicativeness in teaching a foreign language and a method of communicative didactics is created.

In the process of applying the method of communicative didactics, the pedagogical method of forming intercultural communication is also formed. As a result of learning a foreign language, the culture of a foreign country is also known. To acquire the necessary knowledge in teaching a foreign language, the "technology of organizing classes" is of great importance. Practice is the best way to master all knowledge. The exercise gives a positive result not only in teaching a foreign language, but also in mastering knowledge in all areas. The effective organization of the lesson, the role of the teacher and modern pedagogical technologies in it is incomparable. It is important to organize the process of learning a foreign language with a communicative approach, to bring the next level to the level of intercultural communication, and in order to achieve such results, it is important to pay attention to the last step, the "technology of exercises". . For the effective organization of the process of teaching a foreign language, it is necessary to master modern pedagogical information and communication technologies.

In this way, students are introduced to a standardized language, correct French, and sometimes even a high-level language system. French speakers, although hesitant, can speak, pause, abbreviate, resort to unnecessary repetition, use other language registers. Thus, like all languages, French is not a homogeneous but a fluid language, and when it comes to oral and visual documents, the authentic sources are very well explained. This can be seen in the following examples:

- Conclude with a document representing the current situation of communication to achieve the main goal of the lesson;
- present a real and rich image of the world around and thereby contribute to the formation of a positive attitude towards a foreign language and culture among the student;





- learner motivation: “an entry-level learner can be positively motivated if he can understand the actual process of communication.
- To understand a document, one must understand the intentions that govern its content, treat it as it really is, through responsive behavior.

Learning the culture of the target language can be practiced without overburdening the learner, as sometimes what may seem normal or normal in one culture may not be so in another. The teacher must know how to choose the appropriate document: its content, images, messages conveyed, etc. Authentic documents, which are more integrated into communicative language teaching, are the preferred material for teaching French as a foreign language because they introduce students to the French-speaking country , its current events, the daily life of this country and, above all, with real French, they get to know each other.

List of used literature

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