



PSYCHOLOGICAL FACTORS ENCOUNTERED IN TEACHING THE FRENCH LANGUAGE

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ABSTRACT

In this article, the specific features of the method, the concept of regional multilingualism from the point of view of language policy, allow to think differently about the choice of languages and the sequence of their learning, the child's individual communication and learning. needs, including his future personal and professional aspirations

KEYWORDS

Educational process, foreign language teaching, effective and efficient teaching, widely used methods, psychological factor, grammatical - translation method, lexical - translation method, correct method, Palmer's method, West's method, audio-lingual method, method of conscious comparison.

INTRODUCTION

To teach a foreign language in the educational process, we future pedagogues and pedagogues use different methods to conduct the lesson

effectively and efficiently. In particular, we see ideas about the following teaching methods:

1. Grammar - translation method.
2. Lexicon - translation method.
3. The right method.



4. Palmer's method.
5. West's method.
6. Audio - lingual method.
7. Method of conscious comparison.
8. Communicative method.
9. Problematic (problematic) teaching method.
10. Intensive method.
11. Project teaching method.
12. Reading method.
13. ASTP (Army Specialized Training Program).
14. Humanistic methods.

One of the most widely used methods in the 20th century is the Grammatical translation method, which was the leading method in Italian universities until the 1970s. Even now, some universities around the world are using this method with good results. Distinctive features of the method: the main focus is on grammar focused on the memorization of rules, which were well remembered by translating them into the native language. The teacher was considered the main data base and the student was more dependent on the teacher and less independent. But despite this, many associate professors and candidates of science studied languages using this method.

One of the main methods of the 20th century is the correct method of Berlitz is considered Maximilian Berlitz is a linguist who managed to open the first schools for teaching foreign languages. Berlitz Language Schools were first established in 1878, and currently there are about 550 similar schools operating in 70 countries of the world.

English Methodist Harold Palmer lives in Tokyo and teaches English to the Japanese. As a result of teaching English, he creates his own method. His method is based on listening and memorizing. Palmer's main methodical principles:

1. Start language teaching with speaking.
2. Conduct an incubation period of one or two months.

During this period, students should only listen to English without the participation of the mother tongue. In his opinion, it will not take much time to teach the language without the participation of the mother tongue.

3. Teaching grammatical material without giving rules in the table.
4. Teaching the language in the order of separate sentences.
5. Give difficult exercises slowly.
6. Psychological factor - giving importance to interest, interest.
7. Students use their ears earlier and faster than their eyes because the material is taught orally.

In addition, there are audio-lingual methods and audio-visual methods, in which oral speech precedes written speech. Often, practical exercises are performed, and 15% of the students' time in the lesson is devoted to explaining the studied material, and the remaining 85% is devoted to listening and speaking exercises. By the 60s of the 20th century, another method of language teaching began to develop in the United States. The name of this method is called the humanistic method. Later, by the 70s, this method was also used in Italian universities. The advantages of this method are that the teaching process is mainly



conducted by students. The teacher speaks very little during the lesson. It is very important to motivate the students, treat them well, encourage them to learn with a smile.

Humanistic methods are mainly divided into three types:

1. The method of teaching language through total response (Total Physical Response). Introduced by the linguist Asher in the mid-1960s, students are given a sequence of exercises by the teacher, first simple and then more difficult (eg, Bring the book. Bring the book and put it away. Bring the book and put it away so that others can read too). During these exercises, students use the language without realizing it, and at the same time begin to learn new words when they make sentences based on order.

2. The method of teaching a foreign language in a group (Community Language learning). It is a method introduced by Curran in the late 60s. Curran began his career in psychology, but later worked in the field of education. This method is also called psychotherapeutic method. Because, in it, the relationship between teacher and student is imitated in the same way as the relationship between psychotherapist and client. Only the teacher is a consultant and stands outside the learning process. Each student is treated according to his/her character and language acquisition ability. The main means of language teaching is love and hard work.

3. Silent Way teaching method. This method, introduced by the teacher Gattenyo, often corresponds to mathematics. Because the teacher gives the students various models and literature

that illuminate the subject. Then he does not interfere in the course of the lesson at all, he stays silent. Students independently review these models and apply them to various situations. The teacher only gives instructions to the students through various body movements and gestures.

There are different types of lessons:

- a. Forming new concepts and knowledge.
- b. Generalizer.
- c. Strengthening.
- d. Skills and Competencies Analyzer. Controller of knowledge.

The forms of lessons reflected above are aimed at one goal, that is, to increase the intellectual consciousness of the child and student.

Methods used in the lesson:

A variety of methods to make the lesson effective and interesting

we use: —Brainstorming, —Cluster, —Decision tree, —Place the pictures correctly, :Ingenious clever, —Contrary attitude, —I know. I want to know. I found out. —Let's get acquainted with the development of several lessons, step by step, Boomerang and below.

It is worth noting that these methods can increase the intelligence of the student in the first place, or if not, it can increase his indifference towards him. Because all students have different psychological characteristics.

1. Application of the ladder technology.

Training procedure.

The teacher divides the students into 3-4 groups. Gives students an understanding of the purpose of the lesson. Each group is distributed sheets with a small topic note on the left side of the paper.



Groups are asked to explain what they know about the given topics. At the end of the set time, one of the group members will make a presentation. During the presentation, the material prepared by the groups must be hung on the board one after the other. Each group is given 5 minutes to make a presentation. The teacher comments on the materials prepared by the groups, makes additions if there are any deficiencies. Assesses their knowledge.

This is how the lesson goes, but here we forget one thing, some students may have difficulties working in groups. That's why they have difficulties in working as a group.

The informal system of interaction in the pedagogic team without knowing, the pedagogue cannot manage the development of the team.

When the teacher analyzes the mental environment of the team:

- how are the mutual relations between the groups;
- whether or not there are groups in the team who are against the requirements set by the pedagogue;
- who are the active members of the official team (i.e. elected);
- elected activists are realistic (that is, the norms and values of the community determine) whether or not they are considered active;
- it is necessary to know the position of each child in the team.

Some students may have difficult characters and may have difficulty working with a group. They interpret characters differently.

Adolescents belonging to the paranoid type of character often become participants in interpersonal conflicts. In general, this situation occurs due to the weak development of the need for treatment, which is considered natural for the period of adolescence. Such teenagers are usually distinguished by their tension and lack of criticism in assessing their tendency to conflict.

As we mentioned above, we should be able to use the methods correctly when working in a group, and we should not forget the psychology of the child.

As our psychologists say, the child first reaches a certain level, and then is not educated, but develops mentally in the process of education and upbringing. In this case, psychologists follow the rule defined by Vygotsky, that is, education should go a little further without looking at the level of development that the child has achieved, and make demands on the child's thinking that will increase his existing capabilities to a certain extent. are based on the rule that it is necessary.

2. Application of Boomerang technology:

Procedure for conducting the training:

- students are divided into small groups.
- texts are distributed for independent study.

For example: les saisons for the general group and topics from this topic are given to the groups.

To Group 1: Couleurs

During the lesson, they discuss the colors of each season and increase their vocabulary. We should not forget one aspect, the way we teach the child, the child adapts to it. If this method gives great results in his studies, but his teacher is sick and



cannot come to class or something similar happens and the method he learned is taken away from the child, then this is his toy. It gives a negative result as if it is taken away.

To group 2: Epression impersonnelle

In the process of working on this topic in groups, students learn new expressions.

To Group 3: Parler des mois

During this topic, they exchange ideas about how many days are in a month or what holidays are there. The given texts are studied individually by students.

- a new group is formed from the members of each group.

- members of the new group exchange information on the texts they have learned independently in each group.

- internal control is carried out within the group, that is, group members conduct question-and-answer sessions with each other.

- the members of the new group return to their groups according to their initial status.

- group accountant is appointed to summarize their knowledge.

- the teacher to determine the extent to which the texts have been mastered

asks students questions.

- based on the answers given to the questions, the total points of the groups are determined.

- each group member starts preparing for the practical training based on the text in the group.

- using the products brought by each group, they make independent new creative toys.

There are many methods for learning French, but parents also have a big role in the learning

process, and teachers use methods, but parents have different opinions, namely: the well-known Ghairat Shoumarov, Psychological Sciences According to the opinion of the doctor, it is easy for parents to learn English in many cases

As a means of global communication, they demand that it be taught as a first foreign language because they believe that it will create a good foundation for their children's future studies and careers. However, in regions where languages other than English are widely used, the change and rapidity of society is caused by regional needs, and English as the first foreign language is negative for the interest in learning other foreign languages.

they do not think about the possibility of having an effect.

3. Application of FSMU technology:

- State your F-opinion

- S-state the reason for your statement of opinion

- M-Give an example to support your reason

- Summarize your U-opinion

Training procedure

The teacher distributes sheets of paper with four stages of FSMU technology to each student and asks them to fill them individually.

Task: Pourquoi vous apprenez le français?

Pupils express their ideas together and they exchange ideas with themselves, learn words they don't know from their peers.

4. Application of labyrinth technology.

Training procedure:

Before the lesson, the teacher prepares a place for students in a circle. If possible, it will be even more beautiful if it is spent in nature. Students are asked



to sit in a circle. Then l`historique Uzbekistan, grape harvest, anap, fig harvest, taviat and labor holidays will be given brief information.

From the point of view of language policy, the concept of regional multilingualism allows to think differently about the choice of languages and the sequence of their learning. The child's needs for individual communication and learning, including his future personal and professional aspirations, are in the center of attention. It follows from this that in order to develop regionally important multilingual profiles in children, there is a need to organize foreign language classes and language sequences in a multifaceted and variable manner.

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