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## PSYCHOLOGICAL PROCESSES IN THE USE OF INNOVATIVE TECHNOLOGIES IN FRENCH LANGUAGE TEACHING

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**ABSTRACT:** In this article, innovative methods used for learning a foreign language, human participation in language activities with society, psychological difficulties of learning a foreign language, the first stages of bilingualism formation in text creation (speech).

**KEYWORDS:** learning a foreign language, language activity, language device, stages of learning a foreign language, innovative pedagogical technologies.

### INTRODUCTION

You should never limit yourself to just telling or showing students. On the contrary, during the lesson, it is important that they work more independently than hearing and seeing, and are not observers, but the main participants of the educational process. The more the teacher speaks during the lesson, the less the students speak or o If the teacher tries really hard, but the students don't do anything, then all the efforts are wasted. The main participant of the lesson remains the teacher himself, and the students become secondary participants.

Taking this into account, we can first consider the use of innovative pad technologies for young students, and then the application of innovative pad technologies for students.

#### **Innovative methods used for learning a foreign language.**

A person learns a language in order to participate in joint activities with society, and for this he needs to understand what is being said to him and to speak it himself.

In this case, the motivational bases of learning the mother tongue (in our case - Uzbek) and foreign language are different. The main source of motivation for learning to speak another language is the need for communication. Successful use of speech acts satisfies this need and gradually increases the skill of speech ethics. A foreign language is strengthened on such motivational grounds only if the people around the child create a need for communication through two languages. Therefore, creating the need for children to formulate their thoughts in a foreign language and understand speech in this language is an important methodical condition for Uzbek children to develop their speech in a foreign language.

The psychological difficulties of learning a foreign language are hidden not in the field of interest in learning a foreign language and not in the field of emotional attitude towards it, but in the psycholinguistic field: that is, the difficulty is that in the mind of the child who is studying, two language systems - foreign and How the Uzbek language takes place, as well as the second language (in teaching a foreign language), is how these two systems relate to each other, that is,

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how to eliminate interference.

Any language activity is carried out with the help of a language device, which is available to every person who acquires this or that language, that is, the owner of the language.

A language device is a language system (combined sound, lexical and grammatical systems) that helps to structure and understand texts.

When a person learns his native language, he forms the appropriate language device in his mind. Children in Uzbek families naturally develop the Uzbek language. By acquiring the mother tongue, the child learns to use an incomplete language device, because he does not yet know the meaning of many words, how to pronounce them correctly; he hasn't mastered grammar yet. Therefore, when a child accepts texts that are not adapted to him, for example, a conversation between adults, he gradually faces certain difficulties related to the inadequacy of his language device. And he gets used to not taking speech literally. Basically, to fully master one's own language means to fully form the language device in the process of using the language. Repeated words or grammatical structures are remembered and mastered by the child as part of the receptive part of the language apparatus, which then moves to the creative part: the child learns to use the words he has composed in the text. will learn.

It is very important for those who teach a child to learn a foreign language, while forming bilingualism, to take into account that the language device of the mother tongue is not formed all at once, but gradually. In a 6-8-year-old child, although some parts of the language device (phonological system, basics of the grammatical system) have been formed, it has not yet been completed.

Due to this, the child learns to accept the text in a foreign language much faster, relying on the familiar images he knows from the texts he hears in his native language (fairy tales, cartoons, etc.), that is, he develops its general content, relying on the above-mentioned visual images. will be able to take ab. However, it is wrong to think that if a child understands the text, he will be able to speak immediately.

When creating a text (speech), mixed language devices (the child speaks his mother tongue and partially understands that they are speaking in a foreign language) at the first stages of the formation of bilingualism do not work.

Mixing different language devices causes the child's speech to be incomprehensible to others from the perspective of the Uzbek language and, at the same time, a foreign language. And, this is legal: the texts being created must be related to a specific language, because they do not participate in the creation of the language owners, but are given to other participants of the dialogue.

Therefore, one of the pedagogic tasks of teaching a foreign language in kindergartens and primary classes, where education is conducted in Uzbek, is first of all to give clear instructions to the child ("You speak Uzbek!", "And now foreign speak the language!"), so that this child starts the mechanism of speech in the appropriate language. At this point, it should be noted that preschool and younger children do not have enough linguistic experience, as a result of which they do not know that they are speaking different languages. The combined speech mechanism, in turn, leads

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to interference between the two language systems. Therefore, secondly, one of the more important tasks in education is to eliminate interference. It should not be forgotten that when learning a foreign language, the child will automatically transfer some of his skills of writing in his native language to this language. At the same time, they still do not have the skills of a formal approach to their mother tongue. Although, when starting to learn a foreign language, children have a lot of speech experience in speaking their native language, but they still do not have enough ways to express thoughts in their native language, so at the initial stage of education, the work it is advisable to start developing these skills in relation to a foreign language.

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