

CONNECTION OF MODERN METHODS IN FRENCH AND UZBEK**Imamova Zulayxo To'xtaxo'jaevna**

Named after Islam Karimov Tashkent State Technical University Teacher of the Foreign Languages Department

ABSTRACT

Teaching as a guide involves the presentation, communication by the teacher of certain knowledge and the management of the process of their mastery by all students in the class. Therefore, the teacher not only presents information on his subject, but also plans, organizes and monitors the student's educational activities, develops the skills of educational work, thinking, ability, and the ability to apply knowledge in practice.

Key words: *Techniques, method, concept, pedagogical, teaching, activity.*

The teaching method cannot be invented; it develops gradually. Its development can be compared to the improvement of a mechanical device. Both the one and the other, primitive at the beginning, are gradually being improved by the combined efforts of generations. From the point of view of the leading role of the teacher, teaching methods can be assessed as ways of organizing educational and cognitive activity of students and managing this activity. Emphasizing the cognitive orientation of existing methods, they can be defined as the ways in which students under the guidance of a teacher go from ignorance to knowledge, from incomplete and imprecise knowledge to fuller and more accurate knowledge. From the logical-content point of view, teaching methods can be assessed as an applied logical method with the help of which students consciously master knowledge, skills and abilities. Wishing to emphasize the substantive and methodological essence of teaching methods, they can be defined as a form of movement of the teaching content.

Each method includes a variety of teaching techniques. Each of the techniques is designed to bring students closer to the ultimate learning goal. A technique is nothing more than an elementary methodological act aimed at solving a specific problem at a certain stage, in other words, a technique is an element of a method, its integral part, a one-time action, a separate step in the implementation of the method.

Techniques are central to the learning activity of students and have a decisive influence on it. Thanks to the skillful combination of interrelated techniques, the teacher manages to increase the effectiveness of the educational process, to show his methodological skills. Working with isolated lexical units on the blackboard, analyzing the structure of written sentences, controlling loud pronunciation of words, phrases, naming objects in pictures - all these are examples of techniques thanks to which the solution of separately posed problems is achieved. But it should be noted that the weak level of formation of techniques is one of the reasons for the difficulties that students face in learning, especially when doing home independent work.

In contrast to the technique, the method should be considered as the second and higher level of generalization.

Each teaching method serves to achieve a specific goal, is designed for a specific time, for students of a certain age, with a certain level of development and training, for teachers who can work with this method, and for those conditions that exist in the school and in society as a whole.

A capable teacher who has developed a series of techniques that, in his opinion, seem to be the best for the conditions in which these techniques appeared, cannot but be skeptical of what he himself created. He knows that the best method is perfection, and man-made perfection is a ghost, and therefore the best method always remains only a beautiful ideal. The better the teacher knows his discipline, owns the pedagogical, psychological laws of the learning process, the more likely he will choose the most effective teaching method in terms of pedagogy.

Any method should always be flexible. Consequently, a method is a certain set of teaching methods aimed at achieving a certain goal within a certain period of time, in the presence of certain teaching aids, taking into account the age, general development of the student, as well as school and society.

A technique is an integral part or a separate side of a method. For example, in the method of organizing the work of students with a textbook and a book, the following techniques are distinguished: note-taking, drawing up a synopsis plan, formulating abstracts, quoting, reviewing, writing a dictionary of the topic covered.

Individual techniques can be part of different methods. So, the technique of drawing up a schematic model can act as an element both as a method of working with a textbook or book, and as an element of another method - the teacher explains new material, when students make up a schematic model (basic outline) of a new lesson material.

One and the same method of teaching in some cases can act as an independent method, and in others - as a method of teaching. For example, explaining is an independent teaching method. However, if it is only occasionally used by the teacher in the course of practical work to explain the mistakes of students or to reveal the logic of solving a problem, then in this case the explanation acts only as a teaching technique that is part of the method of practical work.

Method and technique can be reversed. For example: the teacher leads the presentation of new material by the method of explanation, during which, for greater clarity and better memorization, draws the students' attention to the text or graphic material in the textbook. Such work with a textbook acts as a technique. If, in the course of the lesson, the method of working with a textbook is used, then the additional explanation of a term by the teacher no longer acts as a method, but only as a small additional technique. Thus, different ways of training.

REFERENCES

1. Merkulova I.I. The system of problem tasks in teaching reading // IYASH, 1991, No. 6.
2. Mirolyubov A.A. Audio-lingual method // IYASH, 1995, No. 4.
3. Mirolyubov A.A. Palmer's method // IYASH, 1995, No. 1.
4. Rabinovich F.M., Sakharova T.V. Intensive teaching methods and high school. - Foreign languages at school, 1991, No. 1.