FORMING STUDENTS' SPEECH IN FRENCH BASED ON A CREATIVE APPROACH

Kadirova D.
Tashkent State Pedagogical University

Annotation:
As an academic subject, a second foreign language is gaining more and more popularity, which, of course, is associated with the social need for multilingual education of members of society. It is introduced in many types of educational institutions: in schools with a basic course of teaching a foreign language, in schools with its in-depth study, in gymnasiums, colleges, lyceums, higher educational institutions. This article highlights theoretical and practical aspects of forming students' speech in French based on a creative approach.

Keywords: foreign language, methods, innovative methods, creative approach, speech, French.

A second language course may be required, as an elective course in high school and college, or as an optional course. Of course, this process is more typical for the capital and large cities. The modern regional approach in education brings learning closer to the consumer, i.e. to the school, stimulates the "targeting" of education.

Therefore, for large cities that differ from others in economic level, socio-cultural opportunities and needs, multilingual education has already become a mass practice.

The reasons for choosing a particular language for learning form a rather complex system of interdependent and relatively autonomous factors, which are partially analyzed in studies on learning motivation. It should also be emphasized that in relation to second foreign languages there are no works on such issues yet.

The desire of a young person to know a particular foreign language is primarily due (and this is noted by almost all researchers of motivation) by ideas about the practical usefulness of such knowledge. It, in turn, is formed mainly under the influence of internal and external political and economic factors. Due to these factors, the English language has a priority position in the general educational institutions of our country. It is the language of a community with great political and economic influence in the world.

It is used universally, in particular in the field of information technology and large international institutions. It has a reputation as an effective means of international communication due to its relative ease, and hence the likelihood of achieving the desired competence in the language more quickly. It is attractive to young people, as it is associated with a youth subculture that is strongly Americanized.

However, knowledge of English is gradually becoming something completely natural in modern society. The fact of being able to speak English more and more characterizes a person only as a good professional or preparing for a career. And society tends to consider a person who speaks other languages besides English a "cultured person", a connoisseur of foreign languages.

Traditionally, one of the components of the image of a language is its cultural value, political, social and economic factors. The choice of others is more influenced by modern motivations. The cultural

component is represented in them by sometimes the most unexpected factors: the popularity of singers, musicals, films, etc.

In this sense, the mass media and cinema act as a very strong means of forming interest in the language in modern society. In addition to the above external reasons that determine one or another choice of FL2, a complex of factors that reflect the aesthetic and emotional assessment of the language has a rather large influence on motivation

Firstly, the linguistic systems of languages are always the objects of emotional evaluation regarding the complexity/simplicity of the language to be learned. The system of an unfamiliar language can only be evaluated subjectively, in terms of differences from an already known system. Such a comparison is not based on analysis, although languages can be quite correctly learned.

An empirical, unconscious comparison leads to conclusions about the difficulty or ease of learning a language and also forms the image of a language. This image functions among the parents of students, the students themselves.

Secondly, linguistic systems act as objects of aesthetic and affective evaluation. It concerns the "musical" properties of language. This aspect may seem trivial. However, in higher education, out of 46% of students who began to study French as a second foreign language, they admitted that they chose it because of the beauty of its sound and melody.

I will try to summarize, what is the image of the French language among students who have chosen it as a second foreign language? The factors favoring the choice of French as a second foreign language are roughly in the following order, starting with the most significant:

- provided by the media and culture access to the contemporary cultural achievements of French society, especially to the youth subculture;
- the possibility of direct communication with representatives of different societies who speak French;
- the likelihood of improving professional and educational status; aesthetic appeal of the French language;
- satisfaction of cognitive interest in the field of cultural identity of French society;
 - the popularity of the French language in the world; integrative motivation (desire to live or work in France).

Now let's move on to the features of the formation of speaking skills in a second foreign language. As you know, the unit of learning to speak from the standpoint of a communicative technique is a speech action. Therefore, the theories of speech generation are the basis for constructing oral utterance.

According to modern views, speech action, as a unit of communication, contains three interdependent aspects: illocutionary act - realizing a certain communicative intention with which the statement is carried out, locutionary act (proposition), and linguistic manifestation.

Thus, in order to carry out a speech action, the speaker must have an idea of the generalized content of the statement (proposition), the ways of its presentation to realize the communicative intention (confirm, warn, promise, advise, etc.), and also be able to lexically and grammatically "expand" in speech internally programmed statement. I will dwell briefly on the first two characteristics of speech action.

The methodology for teaching dialogical utterance will include a preparatory stage, at which orientation in activity takes place: determining the situation of communication, referring to sample dialogues in

order to observe the communication strategies of speech partners, improving phonetic, lexical, and grammatical skills.

At the reproductive stage, students can reproduce the sample dialogue, perform exercises that prepare them for the independent construction of dialogic communication. These can be exercises for selecting reactions to given situations (correlate the cue with the picture), for role identification (which character said this), for developing a dialogue strategy (restore the order of phrases in the dialogue), and finally, for modifying the sample dialogue according to certain parameters.

At the productive stage of the formation of dialogic speech skills, it is possible to use many personality-oriented technologies that are carried out within the framework of educational speech situations and have the form of students solving a communicative task. It acts as a speech motivation, which forms specific speech intentions.

At the initial stage of training, the correlation of the student's monologue with a specific speech situation is very important. The monologue statements of students more and more often should be determined by the problematic task.

The following tasks can initiate monologue statements: answers to problematic questions; formulation and argumentation of one's own point of view; retellings with modification: with a change in attitude, from a different point of view, etc.; group discussions in order to: define and express a common opinion, guess, prove, collect information, etc.

Thus, teaching a monologue in a second foreign language can be made effective by implementing a textual approach and developing complex, complex speech skills.

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