

The Role of Online Technologies in Learning Art Terminology in French

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Abstract: This article discusses the role of foreign languages in social life, the importance of speaking, writing, listening, and reading skills in learning foreign languages, as well as the interactive methods and technologies that play a significant role in learning French as a foreign language. In particular, the article examines the role of online technologies such as the Coggle.it diagram and Learningapps.org.

Keys words: foreign language, French language, language learning skills, interactive methods, modern online technologies, Coggle.it, Learningapps.org.

Introduction.

It is known that science and education have always served as the “spiritual lamp” of human life. From this point of view, it can be said that the fate of any people or nation is built on science, its roots are deep and its future is bright.

It is worth noting that the education sector, which is also considered the basis of development in our country, is developing year by year and keeping pace with world standards. In particular, the study of foreign languages, which have gained great importance in the development of international cooperation with the world community, and their teaching to the younger generation are among the current and urgent issues on the agenda.

Therefore, it is worth noting that currently, in our republic, along with English, Chinese, and German, French has been widely taught as a foreign language at all levels of education.

Literature review and methodology

It is known that learning is a process of acquiring information, which can be said to consist of the systematic development of spiritual and intellectual abilities, the formation of knowledge and understanding, and the accumulation of the ability to benefit from the knowledge gained. This process takes place using various methods (approaches).

From this point of view, in learning French as a foreign language, the role of interactive methods such as, "Blitz-Demande", "Squelette de poisson", "Chutomots", "Classter", "La taxonomie de BLOOM", "La technologie "Comment?", "La technologie "Pourquoi?", "Le diagramme de "Venn", "La technologie "Pinbord", "Schéma T", "Sinkwein", "L'analyse "FFOM" (SWOT), "Test d'esprit", "Test de correspondance", "Test avec la réponse", "Test sans réponse", "Test suivi", "Test SAVEZ-VOUS?", "Test DE CHOISIR L'INTRUS", "Technology "Six Chapeaux", "Brainstorming", "Work in small groups", "Circular conversation", "Role playing", "Discussion", "Problem situation", "Project",

“Boomerang”, “Quick question and answer”, “Aquarium”, “Crossword”, “Chutomots”, “Bingo”, “Fish skeleton” [1] and online technologies such as Coggle.it diagrams and Learningapps.org is incomparable.

The main tool in language learning is communication. In order to fulfill the role of speaker, listener, writer, or reader in communication processes, language learners are required to have a number of skills. Including:

Skills necessary for a language learner to **speak**:

- ✓ planning and organizing a message (cognitive skills);
- ✓ expressing thoughts in language (language skills);
- ✓ pronouncing thoughts (phonetic skills).

The skills that a language learner needs to **write**:

- ✓ planning and organizing a message (cognitive and linguistic skills);
- ✓ writing the text in handwriting or printing (writing skills) or putting the text on paper in some other ways.

The skills that a language learner needs to develop for **listening** are:

- ✓ receiving ideas (phonetic skills);
- ✓ identifying the spoken message (linguistic skills);
- ✓ understanding the message (semantic skills);
- ✓ interpreting the message (cognitive skills).

The skills necessary for a language learner to **read** are:

- ✓ comprehension of written text (technical reading skills);
- ✓ recognition of handwriting (orthographic skills);
- ✓ identification of the message (linguistic skills);
- ✓ understanding of the message (semantic skills);
- ✓ interpretation of the message (cognitive skills) [5].

These skills are considered one of the primary factors in the development of a foreign language, in particular, French.

As we know, teaching foreign languages requires the effective use of interactive methods, role-playing games, and information and communication technologies in the educational process. The theoretical foundations of these concepts can be explained as follows:

- ✓ **Method** – derived from the *Greek* word “methodos” (method of research, way), and as a way of research or knowledge, theory, teaching, it means:

a) a method of knowing and researching natural and social phenomena;

b) a method, style [3].

- ✓ **A teaching method** can be defined as a specific, systematic way of organizing the joint activities of the learner and the teacher, aimed at a specific goal. It can be said that a teaching method is a specific, systematic way of organizing the joint activities of the learner and the teacher, aimed at a specific goal.

- ✓ **Technology** - a term derived from the *Greek* words "techne" - skill, art and "logos" - understanding, instruction, as:

a) A set of methods (methods) used in a particular field of production to process or rework raw

materials, materials, semi-finished products, and change their state, properties and shape.

b) The science of methods and ways of processing raw materials and materials using appropriate processing tools [4].

- ✓ **Pedagogical technology** is a systematic method of creating and implementing all processes of teaching and learning, taking into account technical resources, people and their interaction, aimed at optimizing forms of education [2].
- ✓ **Educational technology**, in its literal sense (in English "an educational technology"), can be called a science (or teaching) that provides information on the organization of the educational (teaching) process at a high level of skill and art.

Results and Discussion

Based on the theoretical considerations presented above, this study attempted to reveal the importance of online technologies in the study of terms related to art and its types in the French language.

The “**Coggle.it**” **diagram** [<https://coggle.it/what-is-mindmapping>], which can be considered an online improved version of the traditional Cluster method, is actually an online technology with very wide possibilities. It serves, in particular, to form and develop writing and reading skills in students. When working with Coggle.it, the user is required to go through and master several stages. In particular:

Step 1. Create a diagram, choose a language, and write the main topic - the title.

The title should reveal the main topic at a high level and clearly show others what the diagram is about. At this stage, the basis of the diagram and several parts are created.

Step 2. Divide the main topic into subtopics and name them.

For example, when creating a diagram on the topic of “Art”, it can be divided into “crafts”, “music”, “painting”, “theater”, etc.

Step 3. Format the text, color, and line style when placing topics.

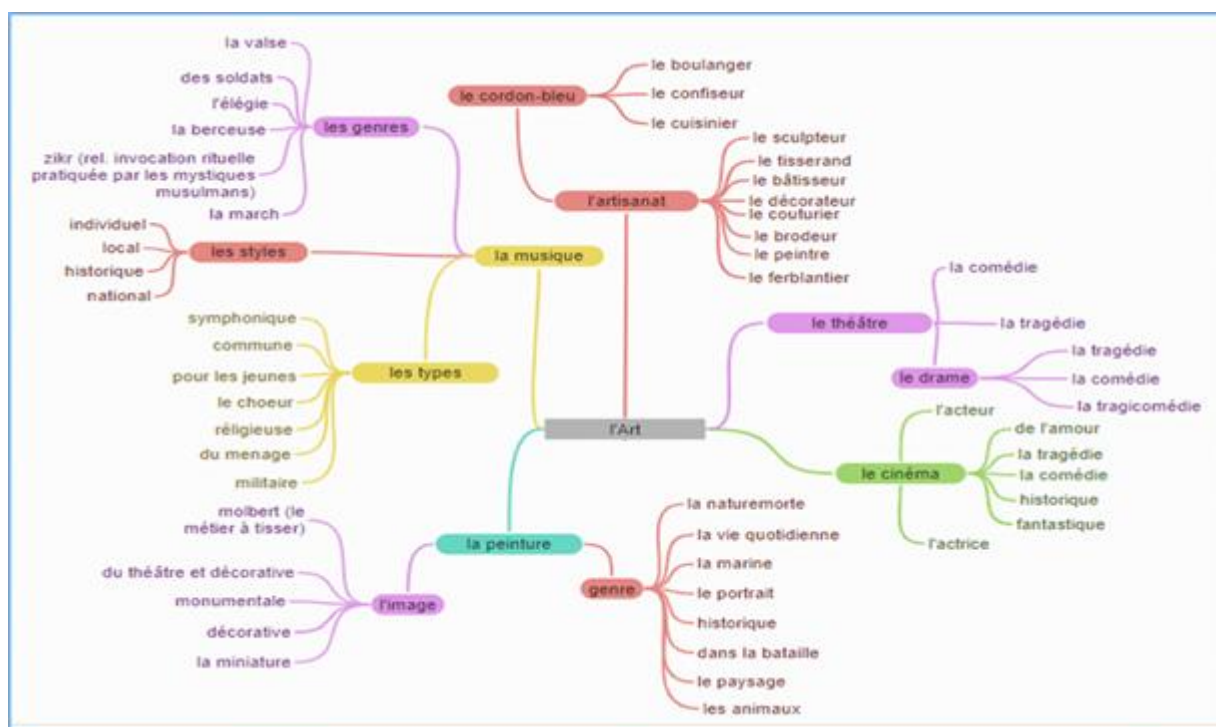
At this stage, in order to highlight the differences between topics and the proportionality in directions, each of them can be represented based on lines, shapes, and text format in a separate color.

Step 4. Add images, tags, pictograms, web pages, and comments to clearly express ideas.

The goal is to ensure that the topic of the diagram is memorable, interesting and understandable for the learner.

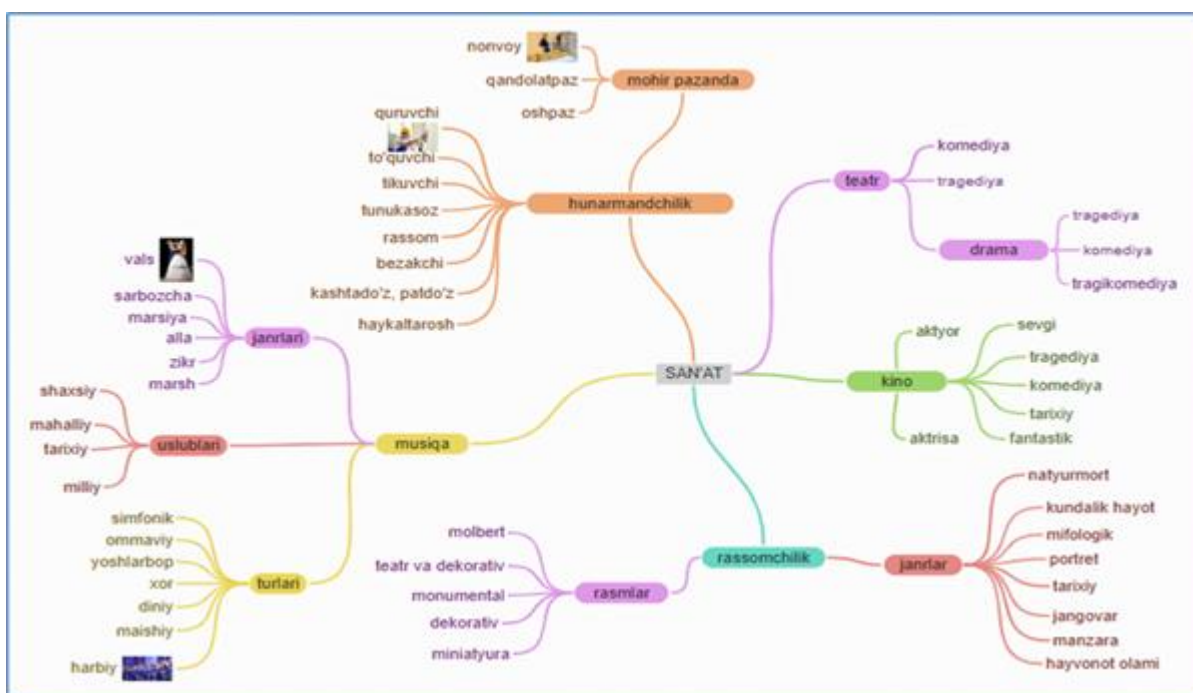
Importantly, the topic can be continued and changed in the “Coggle.it” diagram as much as you want, and at the same time, students can work together in groups online on the topic. Below are the terms related to art and its types explained in French and Uzbek based on the “Coggle.it” diagram:

Diagram-1



<https://coggle.it/diagram/X9sqwWWKvf4Cljp/t/l'art> (Done by: G.Hojiyeva)

Diagram-2



<https://coggle.it/diagram/X8sniCM6Pb1WLhzg/t/san'at> (Done by: G.Hojiyeva)

Learningapps.org is a web application that allows all language learners (teachers, learners, and students) to create online applications using images, documents, texts, videos, and audios through interactive modules, and to learn and teach at the same time.

Picture-1

In this program, modules are created directly on the Internet. To use *Learningapps.org*, you first need to activate the program with that name in the Internet window. After that, you can select the “development language” in the upper right corner of the user window, view examples of modules for all existing topics, create new exercises or create a collection of created exercises [Picture 1].

Picture-2

The program provides dozens of categories for creating new exercises, such as “Sort by Pair”, “Divide into Groups (Two or Four)”, “Timeline”, “Simple Sort”, “Text Entry”, “Sort Images”, “Quiz”, “Who Wants to Be a Millionaire?”, “Crossword”, “Where is this?” [Picture 2].

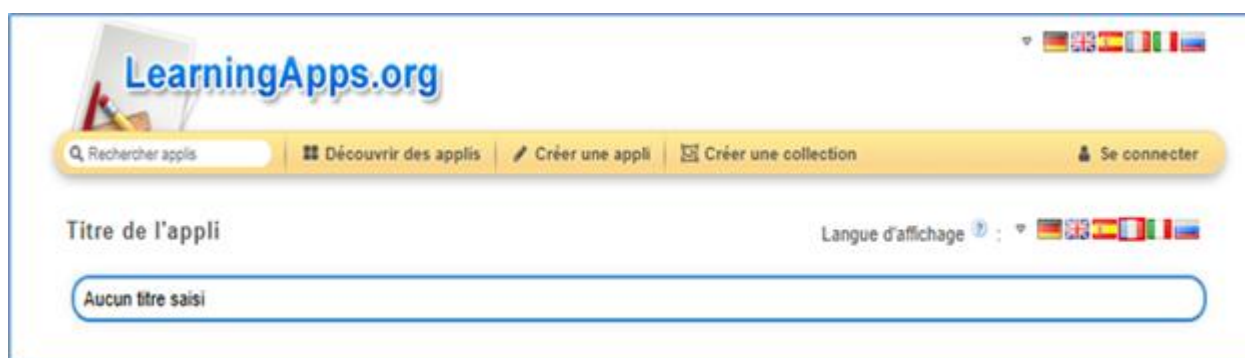
To create an exercise, first select any type of application (for example, “Sort by Pair”) from the

program's "Create an Application" command. This window contains several examples of this type of application for learners and buttons for creating a new application. [Picture 3] You can start creating an application by clicking the "Create a New Application" button. [Picture 4]

Picture-3



Picture-4



When creating an application, you first need to give it a name ("Titre de l'appli") (for example, "Termes de l'art").

After that, you need to write a task condition ("Tâche") that appears on the screen before starting the exercise, reflecting its content.

Picture-5

The most important criterion is the selection of pairs, in which two elements that are compatible with each other are selected from among text, image, speech or voice synthesis [6], sound and video, and they form the first pair, for example, text and image or text and voice synthesis.

Picture-6

Paires

Indiquez deux éléments qui vont ensemble. Vous pouvez mélanger des textes, des images, des sons et des vidéos.

Paire 1: Texte Image Synthèse vocale Audio Vidéo

Paire 1: Texte Image Synthèse vocale Audio Vidéo

+ ajouter un élément

The next new pairs are added by clicking the “Add a new element” button.

You can choose whether the correct answers are saved or deleted when the application starts by checking the “Pairs disappear” button.

Picture-7

Les paires disparaissent.

Les paires disparaissent automatiquement. Sans cette option, il faut associer les paires puis cliquer sur le bouton “Vérifier”. Les paires correctes ne disparaissent pas, mais apparaissent en vert. Les réponses erronées sont en rouge.

☐ Les paires disparaissent.

Cartes colorées

Cartes de couleurs par groupe (bleu et orange).

☐ Cartes colorées

“ With the "Cartes colorées" ("Colored cards"), you can color groups in orange or blue..

Picture-8

disposition

Carte l'une par dessus l'autre ▼

Carte l'une par dessus l'autre

Fe Carte l'un à côté de l'autre

“ The “Disposition” function is used to determine the placement of pairs of words next to each other or around each other during the response process.

“In the “Feedback” section, when a module is marked as 100% correct, encouraging comments are expressed to motivate the language learner, such as “Bravo!” (“Congratulations!”) or “Super, tu as trouvé la solution!” (“Great, you found the solution!”).

Picture-9

Feedback

Saisissez le texte qui s'affiche lorsque la solution a été trouvée

Super, tu as trouvé la solution!

► Afficher un aperçu

This button acts as a "display" of the created application..

← Modifier à nouveau

This feature allows you to go back and make corrections if technical or grammatical changes are needed when the app is released.

✓ Enregistrer l'appli

You can make any changes you want before clicking the "Save Application" button. After checking that all the criteria are correct, click the Save Application button. It is advisable to save the email address of the window where the interactive application was created, as this will allow you to use it at any time.

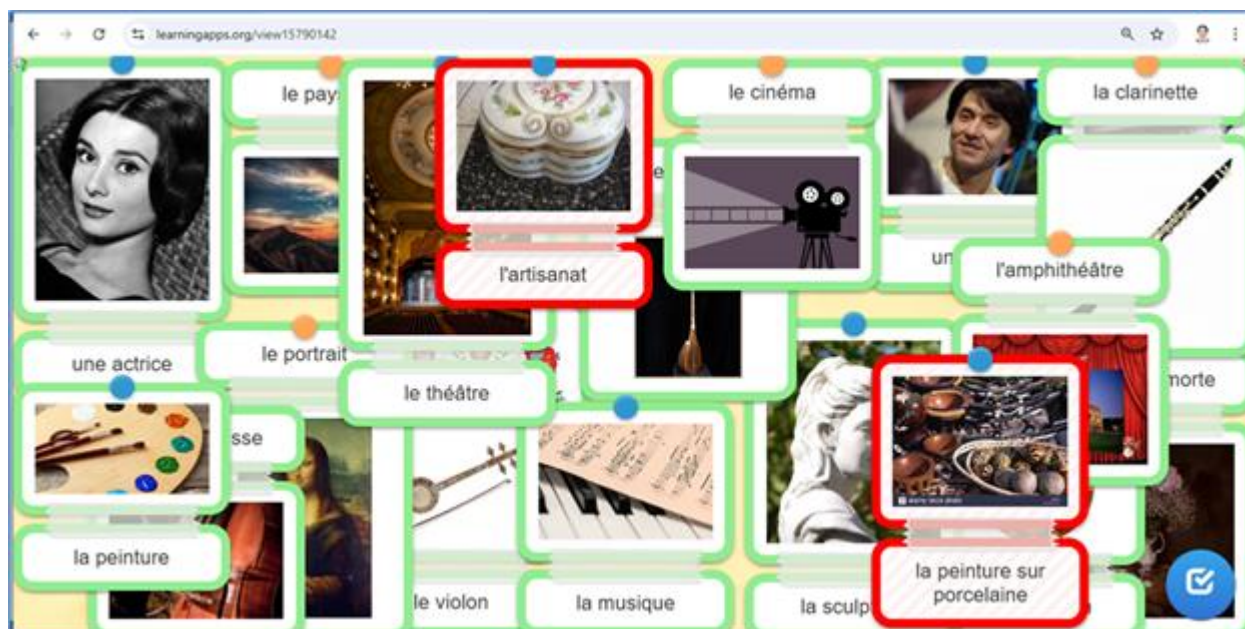
Below is an application created based on French art terms in the "Find a Pair" type of this program.:

Picture-10

When the application is launched, their pairs are connected to each other and the check mark in the lower right corner of the window is clicked to check the answers. If there is an error between the

answers, this pair is displayed in red, to correct it, the answers are separated, reconnected with the appropriate option and checked. If all the answers are correct, they are marked in green [Pictures 10 and 11].

Picture-11



Picture-12



<https://learningapps.org/view15790142> (Done by: G.Hojiyeva)

In short, *Learningapps.org* is a free, interactive exercise creation service that allows language learners to further develop their lexical and grammatical skills by publishing and learning new exercises after completing the exercises in the program.

Conclusion

The results of the above research show that interactive methods and modern online technologies significantly contribute to the organization of the process of learning foreign languages in a more interesting and effective way. In particular, it is worth noting that the Coggle.it diagram and Learningapps.org online technologies, by encouraging a virtual learning environment, make the learning

process more interesting and motivating with interactive tools such as videos, chatbots, pronunciation analysis programs, and gamified exercises that allow students to study anywhere and anytime. In general, it can be said that modern interactive methods and online technologies not only eliminate the time and place constraints of traditional education, but also play an important role in improving the learning efficiency of language learners, developing independent reading skills and strengthening communicative competence, as well as improving the quality of education, facilitating the work of teachers, stimulating student activity, and ensuring integration into the global information space as an innovative approach to learning a foreign language.

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