

The role of interactive methods in teaching french as a "foreign language" in elementary classes (based on the topic "saisons" - "seasons of the year")

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Abstract

This article is devoted to the role of language in social life, languages and dialects in the world, the importance of teaching foreign languages in our country today, in particular, the importance of learning the French language and the importance of interactive methods and games in this regard.

Keywords: language, foreign language, French language, four important competencies of foreign language acquisition, interactive methods, *CHUTOMOT, Forme négative.*

I. Introduction. Language is one of the most precious gifts created by humanity, and throughout history, humans have initially conceived it through imitations and various sounds to communicate their purposes to each other. As time passed, it became necessary and acquired the most important means to preserve the history of ancient civilizations.

Today, there are hundreds of nations living on Earth, each with its own language and culture.

People speak different languages around the world, but science values precision. Therefore, linguists count the number of languages and declare their findings. Numbers do not always match perfectly because not every language can be found everywhere. As a result, the registration of a language depends on various factors. According to estimates, there are approximately 5,621 languages and dialects in our world, of which around 500 have been learned so far. Each language has its own

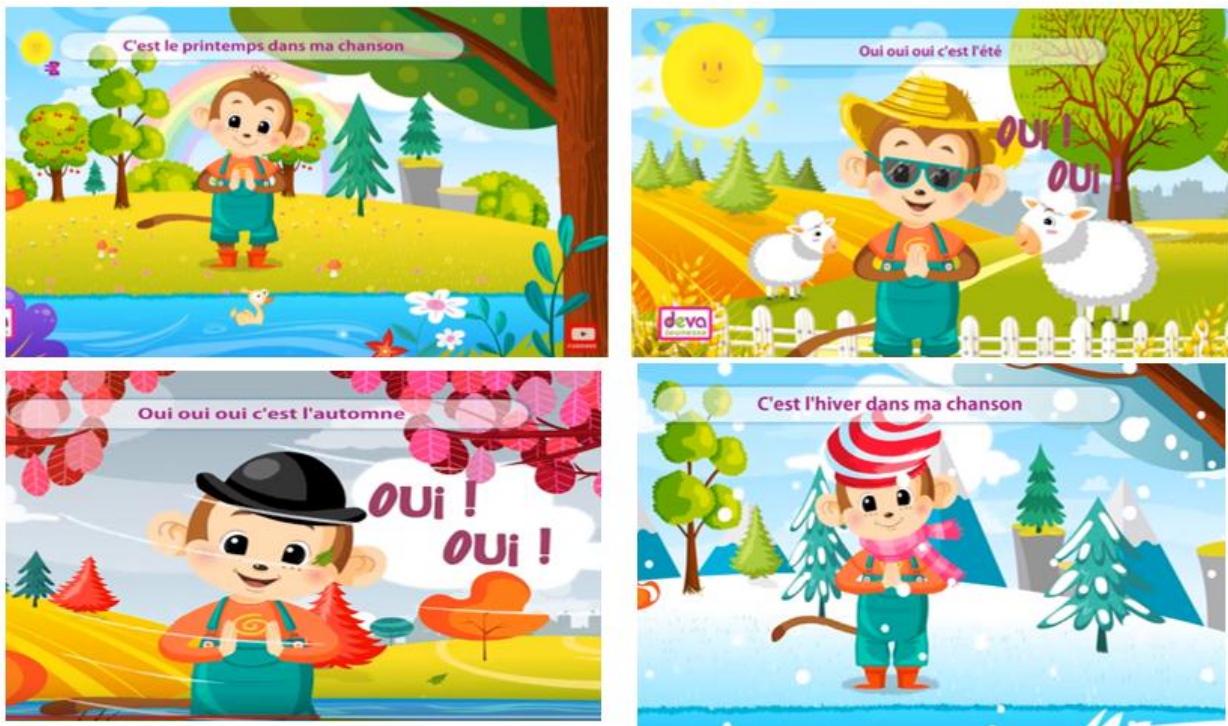
writing system, and it is only expressed in the form of oral speech. There is a risk of losing about 1,400 languages in the world. Only 40 languages are considered to have developed fully in terms of both oral and written aspects. Among these 40 languages, the existence of the Uzbek language [1] makes us proud. To become directly involved in the cultural life of the world's nations, the first requirement is to know the language of those nations. Therefore, the need for language and language learning is considered one of the most urgent issues of our time.

II. Literature review. During the years of independence, not only did the status of our native language change, but also the importance of learning foreign languages, including foreign languages for diplomatic purposes, was emphasized. Therefore, in our republic's schools, foreign languages such as French, English, German, Italian, Korean, Chinese, Spanish, Hindi, and Arabic [2] are introduced in the early grades, especially with a focus on learning the French language. It is worth emphasizing that interactive methods and technologies play an important role in this regard.

III. Analysis. In the early stages of education, in grades 1-4, when organizing French language lessons based on the topic "Les saisons de l'année" ("The Seasons of the Year"), the following interactive methods and games can be used:

First, the teacher starts the lesson by addressing the students with a series of questions using the "Brise glace" ("Icebreaker") method, such as:

1. Combien de saisons existent dans une année? (How many seasons are there in a year?)
2. Quelle est la plus belle saison? (Which is the most beautiful season?)
3. Quelle saison préférez-vous plus? (Which season do you prefer the most?)
4. C'est quelle saison? (Which season is it now?)



5.

Picture-1.

Quel temps fait-il en hiver? (What is the weather like in winter?)

Creating a comfortable environment for acquainting the new group and learning in the classroom is one of the first tasks for every teacher at the beginning of the lesson. Students can participate in discussions with preconceived ideas or thoughts about the topic or learning, with special enthusiasm or reluctance. In such situations, the teacher needs to create a positive atmosphere by using similar anecdotes, open questions, and by establishing a good rapport with each student, allowing them to feel comfortable and introducing them to each other. Among these interactive strategies, the "Brise glace" ("Icebreaker") method is one of the most powerful tools. As mentioned above, this method is used to capture the students' attention, help them find the new topic, and express themselves in their own language.

After a brief question-and-answer session, the teacher announces the new topic and provides information to the students in French about the concept of "season" (in French: "saison"), including how many seasons there are, which months each season consists of, and what the weather is like during each season. Following this, the interactive rhyme called "**Les saisons (comptine à gestes avec paroles)**" [4] is presented using audiovisual aids.

After the second presentation, the students join in and sing the song together, forming oral speech skills through reading and listening using the singing method.

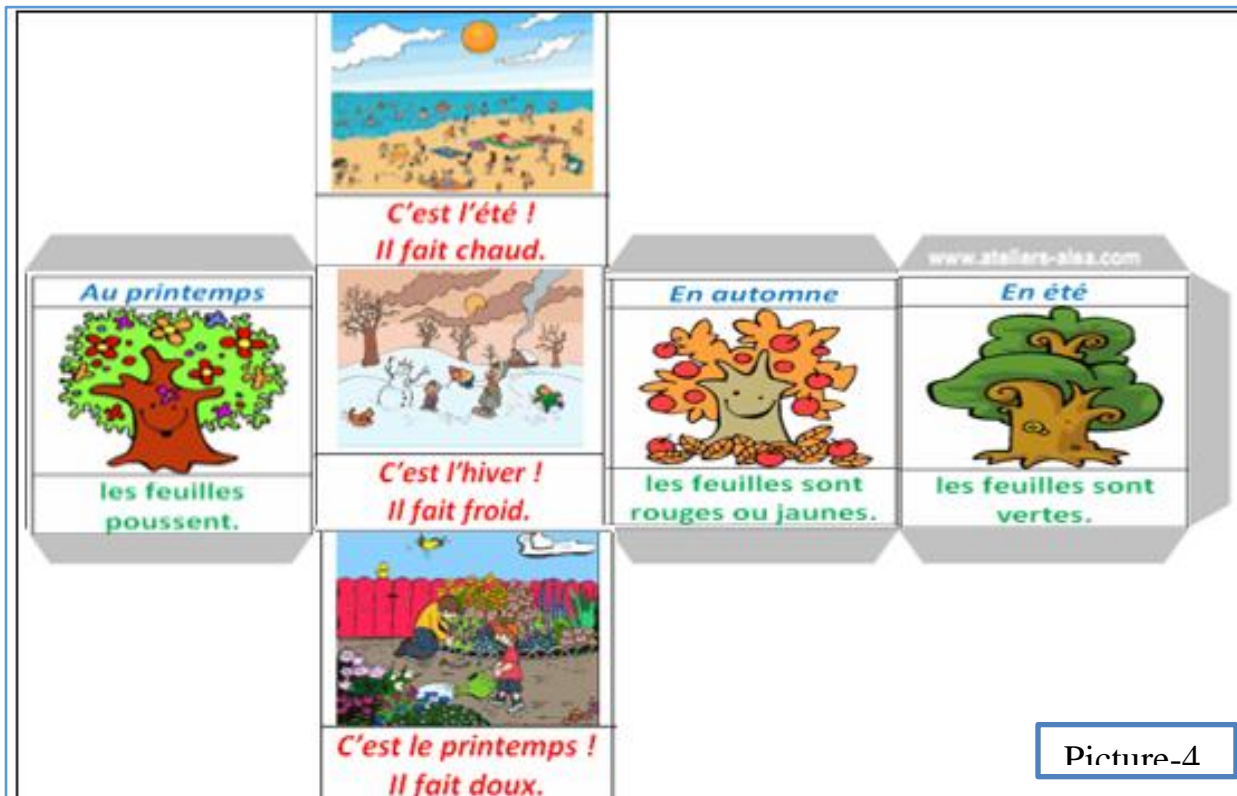
IV. Discussion. In the next stage, the teacher introduces the "CHUTOMOT" game. CHUTOMOT is a word game where the students are required to find the correct answer using explanatory words, word combinations, or phrases provided according to the given condition. It is important to note that the main word should not be explicitly mentioned in the explanatory words [5].

CHUTOMOTS			
?	?	?	?
On joue au boule de neige.	C'est le temps des grandes vacances.	Les feuilles des arbres jaunissent.	Les hirondelles viennent.
On décore le sapin de Noël.	Les fruits et les légumes mûrissent.	On récolte tous les légumes et les fruits.	Les arbres fleurissent.
Il fait froid.	Il fait très chaud.	C'est le temps de la rentrée à l'école.	Il pleut souvent.

This method helps students expand their vocabulary, develop logical thinking in reading, and broaden their worldview.

L'HIVER	L'ÉTÉ	L'AUTOMNE	LE PRINTEMPS
On joue au boule de neige.	C'est le temps des grandes vacances.	Les feuilles des arbres jaunissent.	Les hirondelles viennent.
On décore le sapin de Noël.	Les fruits et les légumes mûrissent.	On récolte tous les légumes et les fruits.	Les arbres fleurissent.
Il fait froid.	Il fait très chaud.	C'est le temps de la rentrée à l'école.	Il pleut souvent.

During the lesson, the game “**Forme negative**” (roll the dice and change the sentences to the negative form) can also be effectively utilized, just like the game “Inkor shakl” (Negative Form). “Inkor shakl” is an interactive game that, when assembled, forms a cube. For this purpose, a worksheet is prepared with various topic-specific images and phrases, and the limitations of the given worksheet are closed, resulting in a cube that is handed over to the student. It is expected that the participant, while reading the image and phrase remaining on the cube, will also express its negative form in the target language.



Picture-4

For example, when a cube with an image related to the spring season is rolled, the participating student first reads the positive sentence, such as:

- Au printemps les feuilles poussent. – Les feuilles ne poussent pas. (In spring, the leaves grow. – The leaves do not grow.)

Or when answering a winter-related example:

- C'est l'hiver. Il fait froid. – Ce n'est pas l'hiver. Il ne fait pas froid... (It's winter. It's cold. – It's not winter. It's not cold...)

V. Conclusion. The above examples, along with strengthening students' knowledge within the topic, help enhance their grammatical proficiency and develop their reading and speaking skills. In summary, the use of new pedagogical technologies and interactive methods plays a crucial role in learning and teaching foreign languages, particularly in cultivating students' curiosity for creativity and interactivity, and in discovering their new horizons.

Overall, it can be said that the utilization of new pedagogical technologies and interactive methods plays a crucial role in learning and teaching foreign languages, especially in fostering students' curiosity for creativity and interactivity, and in exploring their new horizons.

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