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DEVELOPING STUDENTS' COMMUNICATIVE COMPETENCE IN TEACHING FRENCH BASED ON INTEGRATIVE APPROACH

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Abstract

This article highlights the role and importance of communicative competences in teaching French to students of higher education institutions based on an integrative approach.

Keywords: *competence approach, basic competence, memory competence, speaking skills, integrative approach*

Introduction

In recent years, the concepts of integration, integrated approach, integrated skill approach, and integrated skills have entered the field of education and have been actively used. Modern education based on the competence approach is aimed at forming students' ability to apply acquired knowledge, skills, and abilities in their personal, professional, and social activities and creates career choices, healthy competition and general cultural skills.

In the educational process, two main types of competences are distinguished such as basic and special competences. Basic competences focuses on forming the skills and abilities of a person to be able to engage in personal, social, economic and professional relationships, to take important place in society, to solve the problems and to be competitive in their field and profession. They are divided into the following types: commu-

nicative competence, information processing competence, mathematical literacy and awareness of science and technology news. In addition, in the process of mastering each academic subject in education, students are allocated specific competences related to the subject itself and the field based on its content. In particular, the formation of speech, linguistic, social-cultural and pragmatic competences in students are required in learning French and English. Therefore, our research is directly devoted to the issues of teaching students the French language based on an integrative approach.

Materials and Methods

Basic and private competencies are inextricably linked with each other, and they give effective results only if they are formed in a complementary way, and it leads to the correct application of the knowledge, skills, and abilities acquired by students in various

subjects when appropriate. This requires to ensure an organic connection between the subjects and to pay attention to the integrated teaching of the subjects. In particular, communicative competence, which is considered as first basis competences, implemented through language teaching and used practically in studying and mastering all subjects. The competence of working with information, the competence of self-development as a person, the competence of a socially active citizen, general cultural competence, mathematical literacy, the competence to be aware of and use science and technology innovations, the knowledge acquired through various subjects in accordance with various life situations serves to ensure the systematic application and integration of subjects. Therefore, the integrative approach occupies an important place in pedagogical education as a modern method of education and an important factor in the formation and development of basic competencies.

Nowadays, the word competence is understood as competence, competence is ability, and competence approach is an educational direction aimed at forming the ability to apply acquired knowledge, skills and abilities in personal, professional and social activities, to be able to use information wisely in one's life, to be able to independently express one's opinion orally and in writing in this language, and to be able to apply it in accordance with speech situations to acquire the content of skills and to form the ability to use the language purposefully and practically. It is known that students' social, cultural development of listening comprehension and speaking skills in foreign languages on household and various industry topics is noted as one of the urgent issues of today.

However, there are two types of speech activity – reading and writing, and not knowing them or taking them lightly leads to incomplete acquisition of communicative competence Zimnyaya (1998). Therefore, it is appropriate to organize the implementation of an integrative approach in language teaching not only in the direction of strengthening interdisciplinary relations, but also in the directions of integrating listening comprehension, speaking, reading and writing. The

basis of the knowledge to be mastered is the language materials consisting of phonetic, lexical, and grammatical information specified in the curriculum that they are distributed separately for each educational stage in accordance with the requirements of the state educational standard. In the course of education, students develop speech skills on the basis of this knowledge. If this knowledge is not properly distributed between the stages, the integration and continuity of the educational content cannot be achieved.

Speech skills are formed through 4 main types of speech activity: reading, listening, speaking and writing skills and help students to develop the ability to independently apply the acquired knowledge in practical speech activity.

The well-known psychologist Zimnyaya (1998) defines that competence is the achievement of high perfection of movements and the automation of speech processes as a result of exercises.

In fact, the process of speaking and communicating requires the most effective level of lexical, grammatical and phonetic formalization of thought – highly automated speech skills and form speech competence. Students' communication skills in speech communication are formed through the skills of listening, speaking, reading, and writing skills that they will develop their ability to exchange information in a second language and conduct oral and written communication.

So, the speech process consists of the following 3 interrelated and interacting factors: grammatical knowledge that teaches language units and their interconnections, skills of practical application of these units and rules, and the ability to use the learned knowledge to freely express one's thoughts in a new situation. Only when these three factors act together, speech activity occurs. It is the gradual development of these factors that is the basis of language teaching. In this case, it is especially important that they are given systematically, that language units are mutually syntagmatic and paradigmatic, and dependent (Vartanov, 2003).

In the process of speech communication, a person makes these connections through listening, reading and understanding the meaning. These types of speech activities are

mastered step by step in an interdependent manner, ensuring coherence and continuity (Milrud, 2004).

It is recognized by experts that in order to be able to speak freely in a certain language, it is necessary to know about 2000 words, to have a good reading and understanding of about 4000–5000 vocabulary units. Although some believe that such a minimum can be separated and receptive perception by independent reading of large volumes of texts, the special investigations carried out do not support this opinion. For example, psycholinguist Bogin (2001) found out in his experience that students of philological faculties can almost memorize the text by reading a work of 30 pages every week for 100 academic weeks. However, this does not give much result in the complete acquisition of lexical and grammatical material, as students read 3000 pages, not acquired and all lexical and grammatical units.

Since the main focus of language teaching as a foreign or second language is on the speech-related aspects of the language, there are many problematic issues, which both methodologists and psychologists have been dealing with. Psychologists say that secondary language skills are formed in students through primary – native language skills and abilities. The formation of speaking skills in a second language depends, first of all, on the ability to form the skills of using language tools that help to express thoughts in this language and to use them freely and

embodied in the process of speech communication.

It seems that the primary skills in the mother tongue serve as the basis for the formation of speech activity skills in the second language. However, it is necessary to provide only grammatical knowledge that is considered communicatively necessary, and grammatical knowledge should be minimized accordingly. In teaching a language as a foreign or second language, there are 2 more important aspects to consider: teaching the language in a non-language environment and teaching the language in a language environment.

Conclusion

It is known that the educational process has a two-way character. It consists of equal relations between teacher and students. The teacher who leads this process is responsible for the correct organization of the educational process and the correct implementation of educational goals and educational results. But this means that the educational process is carried out under the complete control of the teacher cannot be the basis for the birth of a false opinion. It should not be forgotten that it is not only a mechanism for students to learn the basics of science, but also focuses on the formation of general socio-cultural abilities of a person. The demand of the present time is to achieve positive results with the help of mutual cooperation relationship between teacher and students in teaching French as a second language.

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