Implementation of a Communicative Approach in Teaching of French Language

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Summary: *The classical grammar-translation method of teaching is focused on the academic study of the language: it gives an in-depth understanding of the grammatical structure, a stable writing skill (higher literacy). The communicative method is applied, it is aimed at the successful development of the abilities for oral communication, creates an additional motivation for a person to learn the language, which ensures the student's interest in the classes, and therefore their effectiveness and efficiency. This method is most suitable for people who already have a certain grammatical and lexical base.*

All language teaching methods are divided into traditional and non-traditional. We can say that learning a language is traditional - it is "as taught in school." Sounds, letters, grammar, assembly of phrases based on samples from individual words, reading, translation. When referring to a general education school, many readers will have an unpleasant feeling because of the problem already outlined above. "Everyone taught, and no one really learned," you say, "Why do we need such a tradition?"

In the popularity rating of French language learning methods, the leading position is occupied by the communicative approach, which is aimed directly at the development of communication. In the XX century, when teaching a foreign language, they used classical methods that did not give the desired result in a short time, namely, they did not teach speaking. Thanks to the communicative methodology and peculiarities of the French language, university students who are just embarking on the path of mastering a language so difficult from a grammatical, phonetic, lexical point of view will be able to quickly speak French.

This method is also used when learning other foreign languages. There are also other names for the method. With regard to the English language, it can be called "Oxford" or "Cambridge" in accordance with the names of the famous universities in Great Britain, in which the foundations of this method were laid. Many teachers of various foreign languages, including French, use the

communicative method today. Many popular French training courses demonstrate the benefits of this method. The essence of the communicative method lies in the simultaneous development of the main skills necessary for learning any foreign language (grammar, reading, speaking, writing and listening). The ultimate goal is to teach a person basic communication skills in French. The mastery of the necessary material in a short time and with a sufficient degree of consolidation occurs due to the fact that the basic expressions of the French language, vocabulary, grammatical structures are provided to the student in the form of an emotionally colored situation reproduced in reality.

Overcoming the psychological barrier using the communicative method contributes to the emergence of a pleasant and fun process of communication between the student and the teacher, thanks to which it becomes much easier to learn to speak French. This is a combination of traditional and intensive methods, but with a number of its own characteristics. This method helps to overcome the language barrier, relieves a person from the fear of speaking a foreign language. In the classroom, students have the opportunity to use the language in real life situations.

The use of such a system requires the teacher to be highly qualified in teaching this language as a foreign one. The role of the teacher in the learning process is very great: he must have the skills of a living, non-bookish language, be open to communication, and have a conversation. He is obliged to know all shades of meanings of words and expressions of the studied language and be able to convey them to students. To make classes really exciting, he has to constantly apply the most diverse types of learning activities, take on various roles: teacher, organizer of communication (animator), speaker, opponent in discussions, etc.

The use of an intermediary language (native language) in such classes both between students and in their communication with the teacher is undesirable, and sometimes even prohibited. To explain the meaning of new lexical constructions, they turn to already known words and expressions, photographs and drawings, slides and video clips, gestures and facial expressions. Songs, films, TV shows, newspapers, magazines and even comics help a lot, so that students gradually immerse themselves in the culture of the country whose language they are studying, learn interesting or just important facts from its history, and get acquainted with its geography. Educational games, including board games (for example, Scrabble, which we know as "Scrabble") are effective. Thanks to such an abundance of visual and entertaining material, learning becomes interesting.

Modeling of activity is realized by modeling its units, therefore the question of the nature of such units should be considered fully and comprehensively. Under a unit of activity, it is customary to understand its minimum segment, which retains all the structural and semantic characteristics of this activity. Representatives of modern linguistics, which can be called communicative linguistics, believe that neither the dictionary, nor the grammatical form, nor the phonemic composition of the language separately form any communicative unit. As the minimum unit that integrates the corresponding linguistic elements for the communication process, a speech act is considered in which communication is carried out, defined as an act of joint intersubjective activity to solve a social-speech problem, in which individual needs, motives, goals, results and assessments are transformed into a new reality, into a common motivational - target setting of interacting with each other operations - this is an act of social - speech interaction.

Only a relatively complete act of exchange of opinions in the endless process of human cognitive activity can be considered as an integral communicative unit of communication. The product of an act of communication is a speech unit that has the indicated properties of communication, in other words, a text, in the structure of which, first of all, the two-way direction of the speech act and semantic completeness are realized within a certain segment of speech communication.

The act of communication arises against the background and under the influence of a set of circumstances affecting a person. The linguistic and semantic characteristics of a speech act are determined by the conditions of both intralinguistic and extralinguistic nature, which are present at a certain moment of the speech act. These can be circumstances of both an external and an internal plan that are significant for a person at the moment: a phone call or a desire to receive an object that is beyond the easily accessible, a feeling of hunger or dissatisfaction with a person, a thought, desire, invitation, etc. expressed by someone. ... Proceeding from this, a communicative situation is considered as the minimum cell of communication of the "molecule" of oral communication, which is "one of the contingent conditions for the emergence or successful implementation of a speech act." The communicative act is defined as "the sum of the statements of all communicants (retrospectively - the total text) of one communicative situation.

Usually, educational organizations (schools, courses, universities, etc.) that use the communicative methodology choose native speakers for the position of teachers. On the one hand, this contributes to good pronunciation and understanding of a foreigner's speech by ear, acquaintance with the most common modern colloquial vocabulary. But, on the other hand, it is sometimes difficult for such a teacher to explain the meaning of individual words, as well as grammatical phenomena that have no analogue in the Russian language. Many people who are

accustomed to the classical technique find it difficult to perceive grammar with almost no explanation. Due to too much emphasis on speaking, the teacher rarely corrects mistakes: the main thing is that the student speaks. The communicative approach does not allow to sufficiently develop the skills of writing (including translation). It is also necessary to remember about the presence of dialects (varieties) of the same language. For example, after learning French with a Canadian teacher, it can be difficult to communicate with French people.

The degree of the teacher's professional training also plays an important role. Unfortunately, it happens that foreigners teaching a language do not have a special diploma in linguistics, and their knowledge of grammar is limited by the school curriculum. Lessons with such a teacher are unlikely to be enough to pass any international language exams, and the university entrance tests (provided that they are not oral) are unlikely to be passed.

In order to draw up the correct lesson plan, first you need to

- Refer to the appropriate section "teacher books" and find out how many lessons are devoted to this topic; whether work was carried out on this topic earlier; what new lexical and grammatical material is contained in the topic; what are the specific methodological instructions of the authors for the study of this topic or subtopic.
- Outline specific practical goals for working on a topic by type of speech activity, i.e. clearly define what students should be able to do in speaking, reading, listening, writing after passing this topic. Outline the circle of the most typical, frequent situations of communication and social contacts on this topic, formulate speech tasks.
- Create a script for the final creative lesson on this topic, the purpose of which would be to develop unprepared speech on an inter-topic basis.
- Study as closely as possible the material on the topic in the textbook. Determine which material should be shortened, and which; on the contrary, should be expanded in order to achieve the practical goals of studying the topic, to meet the individual interests and communication needs of students.
- Match the intended practical goals of the topic with the specific goal of each lesson. Determine the content of speech material in each lesson. Build a chain of lessons. Determine the place of each lesson in the general cycle of lessons.
- Evaluate the plan in terms of the interaction of types of speech activity, the relationship of lessons and the organization of systematic repetition.
- Plan the use of the handout.

The task of the teacher is to help students successively overcome each of the difficulties of the grammatical phenomenon, one after another. Therefore, we communicate the rule in the process of automation in small doses, "quanta", where interference is most likely. This way of transmitting rules is called "quantization".

The number of "quanta" of the rule depends on the set of functional and formal difficulties in mastering the grammatical phenomenon and is strictly individual in each case. Functional and formal difficulties - a phenomenon of different orders, and the "quanta" of the rules that help to overcome these difficulties must be presented in an adequate form. We organize the assimilation of formal difficulties with the help of schemes that are presented to students in the process of performing exercises, namely: in the process of performing imitative exercises, then for performing set exercises, when performing transformation exercises.

By speech text, we mean an oral statement recorded in writing, in which the features of the spoken style of speech are actualized.Exercises for working with spoken text provide for the interpretation of its content and transposition (projection) onto the personality of the students. The criteria for the types of selection of exercises are:

- o The level of complexity of speech-thinking processes;
- o The level of preparedness of the statement;
- o The degree of independence of the speaker.

In accordance with these criteria, we distinguish three types of exercises that provide for different levels of interpretation of spoken text.

Exercises of the first type - teach the selection of the main idea of the text through the identification of its semantic connections. These exercises reveal cause-and-effect relationships in the text, the logic of its construction and lead students to master the model of the statement. Exercises are performed based on text. Working hours: teacher - student.

Exercises of the second type - stimulate the expression of the speaker's attitude to the problem of the text, the assessment and characteristics of the heroes, their actions and actions. Here there is a certain separation from the content of the text. When completing the corresponding tasks, students rely on logical-syntactic schemes. Pair and group work takes place.

Exercises of the third type - teach the projection of material onto the personality of students. Based on the text, students talk about themselves, about their friends in connection with the

problem posed.

- o When working on the text, the following points should be considered:
- o A problem must be posed, which will be discussed in the lesson based on the texts.
- o Speech exercises should lead students to the problem and provide a logical transition to work on texts

Conclusion

Thus, we can say that the communicative approach is designed, first of all, to remove the fear of communication. The main goal of this technique is to teach the student to first speak fluently in the language, and then think in it.

During the work, many advantages of the communicative teaching method were revealed. Only in the communicative method of teaching foreign languages do we find the main features of the activity type of teaching, the peculiarity of which lies in the fact that, by its purpose and by its essence, it is connected, first of all, with a separate type of speech activity.

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