

**IS'HOQXON IBRAT NOMIDAGI NAMANGAN DAVLAT CHET TILLARI
INSTITUTI HUZURIDAGI ILMIY DARAJALAR BERUVCHI
PhD.03/05.05.2023.Fil. 163.01 RAQAMLI ILMIY KENGASH ASOSIDAGI
BIR MARTALIK ILMIY KENGASH**

NAMANGAN DAVLAT UNIVERSITETI

ATAMIRZAYEVA E'ZOZA BEKMIRZAYEVNA

**TALABALARGA FRANSUZ TILINI INTEGRATIV YONDASHUV
ASOSIDA O'RGATISH TEXNOLOGIYASI**

13.00.02 – Ta'lim va tarbiya nazariyasi va metodikasi (fransuz tili)

**PEDAGOGIKA FANLARI bo'yicha falsafa doktori (PhD)
ilmiy darajasini olish uchun yozilgan dissertatsiya
AVTOREFERATI**

Namangan – 2025

**Pedagogika fanlari bo‘yicha falsafa doktori (PhD) dissertatsiyasi
avtoreferati mundarijasi**

**Contents of dissertation abstract of philosophy doctor (PhD)
on pedagogical sciences**

**Оглавление автореферата диссертации доктор философии (PhD)
по педагогическим наукам**

Atamirzayeva E‘zoza Bekmirzayevna

Talabalarga fransuz tilini integrativ yondashuv asosida o‘rgatish
texnologiyasi.....3

Atamirzayeva Ezoza Bekmirzayevna

Technology of teaching French to students based on an integrative approach...26

Атамирзаева Эъзоза Бекмирзаевна

Технология обучения студентов французскому языку на основе
интегративного подхода.....49

E‘lon qilingan ishlar ro‘uxati

Список опубликованных работ

List of published works53

**IS'HOQXON IBRAT NOMIDAGI NAMANGAN DAVLAT CHET TILLARI
INSTITUTI HUZURIDAGI ILMIY DARAJALAR BERUVCHI**

**PhD.03/05.05.2023.Fil. 163.01 RAQAMLI ILMIY KENGASH ASOSIDAGI
BIR MARTALIK ILMIY KENGASH**

NAMANGAN DAVLAT UNIVERSITETI

ATAMIRZAYEVA E'ZOZA BEKMIRZAYEVNA

**TALABALARGA FRANSUZ TILINI INTEGRATIV YONDASHUV
ASOSIDA O'RGATISH TEXNOLOGIYASI**

13.00.02 – Ta'lim va tarbiya nazariyasi va metodikasi (fransuz tili)

**Pedagogika fanlari bo'yicha falsafa doktori (PhD)
ilmiy darajasini olish uchun yozilgan dissertasiya
AVTOREFERATI**

Namangan-2025

Pedagogika fanlari bo'yicha falsafa doktori (PhD) dissertatsiyasi mavzusi O'zbekiston Respublikasi Oliy attestatsiya komissiyasida B2024.3.PhD/Ped2840 raqam bilan ro'yxatga olingan.

Dissertatsiya Namangan davlat universitetida bajarilgan.

Dissertatsiya avtoreferati uch tilda (o'zbek, ingliz, rus, (rezyume) Ilmiy kengash veb-sahifasi (www.namsifl.uz) va "Ziyonet" Axborot ta'lim portali (www.ziyonet.uz) manzillarida joylashtirilgan.

Ilmiy rahbar:

Yakubbayev Murodilla Marufovich

Pedagogika fanlari bo'yicha falsafa doktori, dotsent

Rasmiy opponentlar:

Asqarova O'g'ilxon Mamashakirovna

Pedagogika fanlari doktori, professor

Ishanjanova Munosibxon Saidaxmadovna

Filologiya fanlari bo'yicha falsafa doktori, dotsent

Yetakchi tashkilot:

Farg'ona davlat universiteti

Dissertatsiya himoyasi Namangan davlat chet tillari instituti huzuridagi ilmiy darajalar beruvchi PhD.03/05.05.2023.Fil. 163.01 raqamli ilmiy kengashning 2025-yil "_____" kuni soat _____dagi majlisida bo'lib o'tadi. (Manzil: Namangan viloyati, To'raqo'rg'on tumani, "Yangiobod" MFY, Saodat ko'chasi, 28. Tel.: +998 (69) 442-11-67, e-mail: info@namsifl.uz / namchi-1@exat.uz).

Dissertatsiya bilan Namangan davlat chet tillari instituti Axborot resurs markazida tanishish mumkin (_____ raqam bilan ro'yxatga olingan). (Manzil: Namangan viloyati, To'raqo'rg'on tumani, "Yangiobod" MFY, Saodat ko'chasi, 28-uy. Tel.: +998 (69) 442-11-67, e-mail: info@namsifl.uz / namchi-1@exat.uz).

Dissertatsiya avtoreferati 2025- yil "_____" kuni tarqatildi.
(2025- yil "_____" _____dagi _____ raqamli reyestr bayonnomasi).

Dosbayeva Nargiza Turg'unpo'latovna

Ilmiy darajalar beruvchi Ilmiy kengash raisi, filol.f.d., (DSc) prof.

Umrzoqov Islom Isroilovich

Ilmiy darajalar beruvchi Ilmiy kengash ilmiy kotibi, filol.f.d., (PhD) dots.

Misirov Sohibjon Abdupattayevich

Ilmiy darajalar beruvchi Ilmiy Kengash qoshidagi ilmiy seminar raisi, ped.f.n., dots.

KIRISH (falsafa doktori (PhD) dissertasiyasi annotasiyasi)

Dissertatsiya mavzusining dolzarbligi va zarurati. Zamonaviy dunyoda jamiyatning har tomonlama rivojlanishi ta'lim mazmuni va sifati bilan bog'liq ekanligi o'z isbotini topmoqda. Butun dunyoda yuz berayotgan globallashuv jarayonlarining ta'lim sohasiga ham jadal sur'atlarda kirib kelishi, axborot oqimining ko'pligi, zamonaviy innovatsion texnologiyalarning rivojlanishi ta'lim mazmunida ham shunga mos o'zgarishlar bo'lishini taqozo qilmoqda. Ta'limning bugungi kundagi vazifasi sohaga qo'yilgan davlat siyosatini amalga oshirish, kadrlar tayyorlash bo'yicha davlat talablarini sifatli bajarish, o'quv adabiyotlarining zamonaviy avlodini yaratish, o'qituvchi-murabbiylarning metodikasini uzluksiz takomillashtirish kabi pedagogikaning metodologik ahamiyatga ega muammolari bilan bevosita bog'liqdir. Jahonda globallashuv natijasida yuzaga kelgan axborot-ma'lumotlardan o'z sohasi doirasida keng miqyosda foydalanish ehtiyoji chet tillarda kommunikativ kompetentlikni rivojlantirishga bo'lgan ehtiyojni yanada kuchaytirdi.

Dunyoda tillar ta'limshunosligi (lingvodidaktika) sohasida nutqiy muloqot kompetentligini rivojlantirishda integrativ yondashuv, integrativ o'quv dasturlari va darsliklardan foydalanish tadqiqiga doir qator ilmiy izlanishlar olib borilmoqda. Rivojlangan davlatlarning oliy o'quv yurtlarida, jumladan, Kvebek (Université du Québec, Canada), Sorbonna (Université de Sorbonne), Oksford (Université D'Oxford), Kembrij (Université de Cambrige), Toronto (Université de Toronto), Qozon federativ universiteti (Université fédérative de Kazan) hamda Rossiya xalqlar do'stligi universitetlarida (Université de l'Amitié des Peuples de Russie) soha mutaxassislarining xorijiy tillarda erkin muloqot yurita olishi, bo'lajak chet til mutaxassislarining nutqiy muloqotning tarkibiy qismlari hisoblangan – tinglab tushunish, gapirish, o'qish va yozuv malakalarini rivojlantirish masalalari bo'yicha ilmiy-tadqiqotlar olib borish muhim ahamiyat kasb etadi.

Respublikamizning dunyo hamjamiyatiga integratsiyalashuvi chet tillarni mukammal va puxta egallagan yetuk mutaxassis kadrlarni tayyorlashni eng muhim vazifalardan biriga aylantirdi. “Mamlakatimizda bir necha xorijiy tillarni biluvchi zamonaviy kadrlar tayyorlash, xorijiy tillar bo'yicha ilmiy ishlar olib borish, til o'rgatish metodologiyasini takomillashtirish”¹ kabi muhim vazifalar belgilangan. Bunda chet tilni kommunikativ faoliyat ko'rsatish, shaxsga yo'naltirilgan kompetensiyani egallashga mo'ljallangan integrativ yondashuv asosida o'qitish metodikasini takomillashtirish, xorijiy tajribalarni o'rganish va chet tillarni puxta o'zlashtirgan turli soha mutaxassislarini tayyorlash muhim ahamiyat kasb etadi.

Mazkur tadqiqot 2017-yil 20-apreldagi PQ-2909-son “Oliy ta'lim tizimini yanada rivojlantirish chora-tadbirlari to'g'risida”gi qarori, 2017-yil 11-avgustdagi VMQ-610-son “Ta'lim muassasalarida chet tillarini o'qitishning sifatini yanada takomillashtirish chora-tadbirlari to'g'risida”gi qarori, 2018-yil 5-iyundagi

¹O'zbekiston Respublikasi Prezidenti Sh. Mirziyoyevning 2018-yil 5-martdagi Namangan viloyati To'raqo'rg'on tumani Is'hoqxon Ibrat nomidagi maktab-internatiga tashrifidagi nutqi. Elektron resurs:<http://www.uza.uz/oz/...prezidentimiz-is-o-khon-t-ra-ibrat-mazhm>. Murojaat sanasi: 26.11.2018 y.

PQ-3775-son “Oliy ta’lim muassasalarida ta’lim sifatini oshirish va ularning mamlakatda amalga oshirilayotgan keng qamrovli islohotlarda faol ishtirokini ta’minlash bo’yicha qo’shimcha chora-tadbirlar to’g’risida”gi qarori, 2020-yil 16-noyabrdagi PF-6108-sonli “O‘zbekistonning yangi taraqqiyot davrida ta’lim-tarbiya va ilm-fan sohalarini rivojlantirish chora-tadbirlari to’g’risida”gi Farmonlari, 2021-yil 19-maydagi PQ-5117-son “O‘zbekiston Respublikasida xorijiy tillarni o‘rganishni ommalashtirish faoliyatini sifat jihatidan yangi bosqichga olib chiqish chora-tadbirlari to’g’risida” qarorlari, O‘zbekiston Respublikasi Prezidentining 2022-yil 28-yanvardagi PF-60-son “2022-2026-yillarga mo‘ljallangan Yangi O‘zbekistonning taraqqiyot strategiyasi to’g’risidagi” farmoni hamda mazkur faoliyatga tegishli boshqa me’yoriy-huquqiy xujjatlarda belgilangan vazifalarni amalga oshirishda ushbu dissertatsiya tadqiqoti muayyan darajada xizmat qiladi.

Tadqiqotning respublika fan va texnologiyalarni rivojlantirishning ustuvor yo‘nalishlariga mosligi. Mazkur tadqiqot respublika fan va texnologiyalar rivojlanishining I. “Axborotlashgan jamiyat va demokratik davlatni ijtimoiy, huquqiy, iqtisodiy, madaniy, ma’naviy-ma’rifiy rivojlantirish, innovatsion g‘oyalar tizimini shakllantirish hamda ularni amalga oshirish yo‘llari” ustuvor yo‘nalishiga muvofiq bajarilgan.

Muammoning o‘rganilganlik darajasi. Respublikamizda chet tillarni o‘qitish metodikasiga oid muammolar J.Jalolov, T.Sattorov, L.Ahmedova, S.Saydaliyev kabi yetuk olimlarning ishlarida yoritilgan². Fransuz tilida o‘quvchi-talabalarning nutqiy muloqot kompetensiyasini didaktik o‘yinlar vositasida shakllantirish va pedagogik texnologiyalardan foydalanish masalalari bilan H.Tursunov va F.Axrorovalar shug‘ullanganlar³. Fanlar va tillarni o‘qitishda fanlararo aloqadorlik muammolari, chet tillarni o‘qitishda integratsiyalashgan ta’limni joriy etish, ta’lim samaradorligini oshirishda integrasion texnologiyalardan foydalanish, chet tillarni o‘qitishda integrativ yondashuv masalalari M.Gulyamova, X.Yulbarsova, F.Erqulova, N.Abdullayeva, R.Mavlonova va N.Qushiyeva kabi olimlarning ilmiy ishlarida o‘rganilgan⁴.

²Jalolov J. Chet til o‘qitish metodikasi. Chet tillar oliy o‘quv yurtlari (fakultetlari) talabalari uchun darslik qayta ishlangan va to‘ldirilgan 2-nashri. – Toshkent, 2012, -432b.; Sattorov T. Bo‘lajak chet tili o‘qituvchisining uslubiy omilkorligini shakllantirish texnologiyasi (ingliz tili materialida). TDYUI Toshkent., 2003.–191b.; Axmedova L. Роль и место педагогических технологий в профессиональной подготовке студентов. –Т.: Fan va texnologiya.-2009.; Saidaliyev S. Chet til o‘qitish metodikasi ocherklar. –Namangan., 2004. – 238 b.

³Tursunov H. Boshlang‘ich sinf o‘quvchilari kommunikativ kompetensiyalarini didaktik o‘yinlar vositasida shakllantirish (fransuz tilini o‘rgatish misolida). Ped.fan.bo‘yicha fals.dok. (PhD) diss.–Namangan, 2022.-167 b.; Axrorova F. Nofilologik oliy o‘quv yurtlari talabalariga chet tillarini o‘qitishda pedagogik texnologiyalardan foydalanish metodikasi. Ped. fan. bo‘yicha fals. dok. (PhD) diss. –Toshkent, 2020.-167 b.

⁴Gulyamova M. Ingliz tili o‘qitishda talabalarning kommunikativ kompetensiyasini rivojlantirishga integrativ yondashuv. Pedagogika fan. nomzodlik dissertatsiyasi avtoreferati. –Toshkent., 2019. – 45 b.; Yulbarsova X. Integrativ yondashuv asosida bo‘lajak o‘qituvchilarning kommunikativ kompetentligini shakllantirish texnologiyasi. Ped. fan. bo‘yicha fals.dok. (PhD)... diss. –Namangan, 2020.-167b.; Erqulova F. 9-11-sinf o‘quvchilarining ingliz tilida grammatik kompetensiyasini integrativ yondashuv asosida rivojlantirish texnologiyasi. Ped.fan. bo‘yicha fals.dok. (PhD) diss.–Namangan, 2022.-170 b.; Mavlonova R.A., Raxmonqulova N. H., Boshlang‘ich ta’limning integrasion pedagogikasi. – T.: TDPU. O‘quv qo‘llanma. 2006.–98 B.; Kushiyeva N. H. Talabalarga ingliz tilini o‘qitishda klasterli yondashuv xususiyatlari: Dis.ped.fan.falsafa dok.–Toshkent, 2020. – B.123.

Mustaqil davlatlar hamdo'stligida (MDH) chet tillarni o'qitishda nutqiy muloqot kompetensiyani rivojlantirish masalalari, o'quv fanlarini integratsiyalashtirib o'qitish muammosining turli jihatlarini I.Bim, Yu.Biryukova, A.Danilyuk, G.Fedores, N.Galskova, I.Gez, A.Gvozdeva, Yu.Kustov, O.Larionova, V.Levchenko, R.Milrud, Ye.Passov, A.Shepilova, N.Vyunova, I.Zimnyaya, Yu.Zagrayskaya, Ye.Zvaginsevalar tomonidan tadqiq etilgan⁵.

Xorijiy mamlakatlarda chet tillarni o'qitish, nutqiy muloqot kompetensiyani rivojlantirish, turli fanlarni integratsiyalashtirib o'qitish muammolari, chet tillarni o'rganish jarayonida nutqiy muloqot yuritish ko'nikmalarini rivojlantirish masalalari S.Moran, N.Chomsky, M.Canale, M.Swain, L.Xays, B.Vayt, I.Luka, K.Knep, X.Braun, C.Shivanchi, D.Koyl, A.Valeo, M.Bastias, T.Sinx, N.Moxamar, M.Ivens, E.Berard, D.Hayms, J. Holms, J.Prayd, J.Kuk va E.Syussilar tomonidan o'rganilgan⁶.

⁵Бим И. Некоторые актуальные проблемы современного обучения иностранным языкам//Иностранные языки в школе. Москва:–2001.; Бирюкова Ю. Интегративная модель обучения чтению как компоненту профессиональной деятельности переводчика: Дисс. ... канд. пед. Наук.–Москва. 2015. – 243 с.; Данилюк А. Теория интеграции образования. – Ростов-на/Д.2000. – С. 202; Кренева И.В. Интегрированный курс как средство развития младших школьников в условиях углубленного изучения ими немецкого языка: Автореф.дис. ... канд. пед. наук. –Петрозаводск. 2003. – 22 с.; Федорец Г.Ф. Проблема интеграции в теории и практике обучения (предпосылки, опыт)/Г.Ф.Федорец.–Л.:ЛГПИ, 1989. –94с.; Гальскова Н.Д. Теоретические основы образовательной политики в области подготовки учащихся по иностранному языку: Дис... док. пед. наук. – М., 1999. – 477 с.; Гальскова Н.Д., Гез Н.И. Теория обучения иностранным языкам Лингводидактика и методика. Учебное пособие для студентов вузов. Москва, 2006.-335 стр.; Гвоздева А.В. Интегративно – дифференцированный подход к развитию субъектности студентов вуза в процессе обучения французскому языку: Автореф.дис... док.пед.наук.–Курск.2009.- С.53.; Кустов Ю. Интеграция в педагогике и образовании:Сб.науч.-метод. работ/Самара: Самар. индустриал. пед. колледж, 1994.– С.6-17.; Ларионова О.Г. Личностный и компетентностный подходы в образовании: проблемы интеграции. М., 2011.; Левченко В.В. Интегрированный подход к профессионально –педагогической подготовке в ВУЗЕ специалистов для образовательных учреждений. Автореф.дис. ... док. пед. наук.- Самара. 2009.-43 с.; Мильруд Р. П. Компетентность в изучении языка/Иностранные языки в школе,–2004. -№ 7.– С- 36.; Пассов Е.И.Основы коммуникативной методики обучения иностранным языкам. - Москва: –1999,стр-45-52. Щепилова А.В. Теория и методика обучения французскому языку как второму иностранному: учебное пособие для студентов вузов. М.: ВЛАДОС, 2005. -242 стр; Вьюнова Н.И. Теоретические основы интеграции и дифференциации психолого-педагогического образования студентов университета: Автореф. дис. ... док. психол. наук/ Н.И.Вьюнова. –М.,1999.– 41 с.; Зимняя И. А. Лингвопсихология речевой деятельности: Избр. психол. труды/ – М: –2001. 432.с С. 218. Заграйская Ю.С. Методика интегрированного обучения английскому языку и зарубежной литературе на занятиях по домашнему чтению: Дисс.... канд. пед. наук.– Иркутск. 2009.– 167с.; Звягинцева Е.П. Совершенствование иноязычной подготовки студентов на основе интегративно –развивающего подхода: Дисс. ...канд. пед. наук.–Москва. 2014.-218 с.;

⁶Moirand S. Enseigner à communiquer en langue étrangère, –Paris, –1982. Hâchette. P-276; Chomsky N. Language and Mind/N.Chomsky. –N-Y:Harcourt; Brace, Jovanovich, 1972 Canale M., M/Swain//theoretical bases of communicative approach second language teaching and testing / Canale M, Swain.M // Applied Linguistics. – 1980. - № 1. –P. 1-47.; Xias L. Communicative Competence and Critical thinking: a cross cultural view of Chinese EFL learners and teachers in a University Context. – Ireland. Dublin City University. 2004. - 297 p.; Waite B.R The Role of Communicative Competence and Culture in Current Foreign Language Teaching. Doctor of philosophy. – University of Colarado. 2006.-384p.; Luka I. Developing Communicative Competence in Teaching English for Students of the Tourism Industry. Latvia University –Riga: Latvia Volume 700. 2006.- 228 p.; Knapp K., Antos G. Handbook of Communication Competence. –New York. 2008. -538p.; Brown H.D. Teaching by Principles: An interactive Approach to Language Pedagogy. (3rd Edition) – Pearson Education ESL. 2007. – 410 p.; Shivanchi C.Sh. Framework for ICT integration in teaching and learning in public technical training institutes in Kenya. - Kenya. University of Nairobi. 2008. –71 p.; Coyle D. Hood P. Content and Language Integrated Learning. – Cambridge University Press. 2010. –170 p.; Valeo A. The Integration of Language and Content: form–focused instruction in a content – based language program. -University of Toronto. 2010. –145 p.; Bastias M and others. Integration of the four skills of the English language and its influence of the performance of second grade High

Fransuz tilini chet til sifatida o'qitish (FLE-Français langue étrangère) yuzasidan bir qator tadqiqotlar olib borilgan bo'lsada, talabalarga fransuz tilini ikkinchi chet til sifatida o'qitishda nutqiy muloqot kompetensiyani integrativ yondashuv asosida shakllantirish borasida monografik tadqiqotlar kam ekanligi muhokama qilinayotgan tadqiqot ishining dolzarb ekanligini belgilab beradi. Oliy ta'lim muassasalarida chet tillarni integratsiyalashtirib o'qitish, xususan, bo'lajak ingliz tili mutaxassislarining ikkinchi chet til - fransuz tilidagi nutq faoliyatlarini integratsiyalash orqali ularning nutqiy muloqot kompetensiyasini rivojlantirish masalasi maxsus o'rganilmagan.

Dissertasiya tadqiqotining dissertasiya bajarilgan oliy ta'lim muassasasining ilmiy-tadqiqot ishlari rejalari bilan bog'liqligi. Dissertasiya Namangan davlat universiteti ilmiy-tadqiqot ishlari rejasining "O'zbek adabiyotining xorijda o'rganilishi va chet tillar o'qitishning dolzarb muammolari" bandi doirasida bajarildi.

Tadqiqotning maqsadi ingliz tili yo'nalishi talabalarining fransuz tilida kommunikativ kompetensiyasini integrativ yondashuv asosida rivojlantirish texnologiyasini takomillashtirishdan iborat.

Tadqiqotning vazifalari quyidagilardan iborat:

talabalarining fransuz tilida nutqiy muloqot kompetensiyasini rivojlantirish tamoyillarini aniqlashtirish;

talabalarining fransuz tilida nutqiy muloqot kompetensiyasini rivojlantirishning lingvometodik jihatlarini takomillashtirish;

ingliz tili yo'nalishidagi talabalarda fransuz tilida nutqiy muloqot kompetensiyasini tarkibiy qismi hisoblangan nutq faoliyatining tinglab tushunish, gapirish, o'qish va yozuv turlarini integratsiyalashtirib o'qitishga yo'naltirilgan mashq va topshiriqlar tizimini ishlab chiqish;

talabalarining fransuz tilida nutqiy muloqot kompetensiyasini rivojlantirishda yuzaga keladigan qiyinchiliklarni bartaraf etish yo'llarini ishlab chiqish.

Tadqiqotning obyekti sifatida talabalarining nutqiy muloqot kompetensiyasini integrativ yondashuv asosida rivojlantirish bilan bog'liq fransuz tili o'qitish jarayoni belgilanib, tajriba-sinov ishlarida Namangan davlat universiteti, Andijon davlat chet tillar instituti va O'zbekiston Milliy universiteti ingliz tili yo'nalishidagi talabalar ishtirok etdilar.

School Students.-Chile. 2011. -152p.; Singh T.K. Teacher readiness of ICT integration in Teaching –Learning: A Malaysian case study.2014. –885p.; Mokhamar N.W. The impact of integrating Reading and Writing Skills on Palestine Technical College Students Paragraph Writing and Attitudes. -Gaza. 2016. - 176 p.; Evans M.B. The Integration of Reading, Writing, Speaking and Listening Skills in the Middle School Social studies Classroom. – Utah State University.2018.-173p.; Bérard, E. 1991. L'approche communicative, Théories et pratiques.–Paris, CLE International. -103p.; Hymes D. 1991. Vers la compétence de communication, Paris, coll., Hâtier/Didier(traduction française de On communicative compétence dans J. Holmes and J.-B. Pride (dir.), Sociolinguistics, Penguin Books, 1972),; Cuq, J.-P.. Du discours du linguiste au discours pédagogique: Tribulations de quelques concepts grammaticaux. Etudes de Linguistique Appliquée n°125, sous la dir. De M. Verde-Lhan-Bourgade, –2002.pp.83-95; E. Soucy.- Vers une définition de l'approche intégrée- Université du Québec en Abitibi-Témiscamingue (Canada) été december 2022 Quebec. 15 p

Tadqiqotning predmeti oliy ta'lim muassasalari ingliz tili yo'nalishi talabalarining fransuz tilida nutq faoliyati turlarini integratsiyalashtirib o'qitish mazmuni, shakli, usuli va vositalari.

Tadqiqotning usullari: Tadqiqotda nazariy (qiyosiy, tahliliy), diagnostik (kuzatish, suhbat, so'rovnoma), pedagogik tajriba-sinov, matematik-statistik tahlil, umumlashtirish usullaridan foydalanildi.

Tadqiqotning ilmiy yangiligi quyidagilardan iborat:

talabalarining fransuz tilida nutqiy muloqot kompetensiyasini rivojlantirish jarayonida tinglab tushunish, gapirish nutq faoliyatida "omofon" (bir xil tovushli so'zlar) bo'yicha farqli va o'qish, yozuv nutq faoliyatida "omograf" (bir xil yozuvli so'zlar) bo'yicha esa o'xshash xususiyatlari aniqlashtirilgan;

fransuz tilini o'qitishda integratsiyalashtirish yondashuv va innovatsion o'qitish metodlari asosida talabalar nutqiy muloqot kompetensiyasini (tinglab tushunish, gapirish, o'qish va yozuv) integratsiyalashtirishning didaktik ta'minoti ishlab chiqilgan;

ingliz tili yo'nalishidagi oliy ta'lim muassasalarida fransuz tilida nutqiy muloqot kompetensiyaning tarkibiy qismlari bo'lgan nutq faoliyatining tinglab tushunish, gapirish, o'qish va yozuv turlarini integratsiyalashtirib o'qitishga yo'naltirilgan retseptiv, reproduktiv, produktiv, situativ kommunikativ, ijodiy va integrativ mashq va topshiriqlar tizimi ishlab chiqilgan;

talabalarining fransuz tilida nutqiy muloqotni rivojlantirish jarayonida uchraydigan qiyinchiliklar klassifikatsiyasi ishlab chiqilib, ular lingvistik, ekstralingvistik, psixologik va metodik omillar asosida guruhlashtirildi, qiyinchiliklarni oldini olish va bartaraf etishda tilning funksional-amaliy qo'llanilishiga qaratilgan metodlar va innovatsion texnologiyalaridan foydalanish samaradorligi asoslangan.

Tadqiqotning amaliy natijalari:

ingliz tili yo'nalishida mutaxassis tayyorlaydigan OTMlarda talabalarga fransuz tilini ikkinchi chet til sifatida o'qitishda nutqiy muloqot kompetensiyasini rivojlantirishning amaldagi metodikasi takomillashtirilgan;

ingliz tili yo'nalishida mutaxassis tayyorlaydigan OTMlar talabalarining nutq faoliyati turlarini integratsiyalashtirib o'qitishga oid mashqlar bilan boyitilgan, fransuz tilidagi nutqiy muloqot kompetensiyani rivojlantirishga qaratilgan "Ikkinchi chet til (fransuz tili)" o'quv qo'llanmasi yaratilgan;

ingliz tili yo'nalishida mutaxassis tayyorlaydigan OTMlarda fransuz tilida nutq faoliyatining tinglab tushunish, gapirish, o'qish va yozuv turlarini integratsiyalashtirib o'qitish bo'yicha innovatsion usullarning metodik ta'minoti yaratilgan.

Tadqiqot natijalarining ishonchliligi muammoni metodologik, metodik, psixologik va pedagogik yondashuvlar hamda fransuz tilida nutqiy muloqot kompetensiyani integrativ yondashuv asosida rivojlantirishga doir milliy tajriba, respublikamiz va chet ellik olimlar, shuningdek, talabalarining fransuz tilida nutqiy muloqot kompetensiyani rivojlantirishga doir o'quv faoliyatini tashkil etishga oid tavsiyalar ishlab chiqilganligi; tahlillarning miqdor hamda sifat jihatidan

ta'minlanganligi, tajriba-sinov ishlarining haqqoniyligi, olingan natijalarning matematik-statistik tahlil metodlari yordamida qayta ishlanganligi, qo'llanilgan yondashuvlarning ilmiy-metodik jihatdan asoslanganligi, xulosa, taklif va tavsiyalarning amaliyotga joriy etilganligi bilan belgilanadi.

Tadqiqot natijalarining ilmiy va amaliy ahamiyati.

Tadqiqot natijalarining **ilmiy ahamiyati** tillar ta'limida "integratsiya, integrativ o'qitish, integrativ ta'lim va integrativ yondashuv" tushunchalarining mazmun-mohiyati, kommunikativ kompetensiyani rivojlantirishda integrativ yondashuvning o'ziga xos xususiyatlari hamda ingliz tili yo'nalishidagi OTMLlarda fransuz tilida nutq faoliyati turlarini integratsiyalashtirib o'qitish xususiyatlari, fransuz tilida nutqiy muloqot (lingvistik va nutqiy) kompetensiyani rivojlantirishdagi o'rni va ahamiyatining o'ziga xos pedagogik hamda metodik xususiyatlarini belgilab berilganligi, muammoning o'rganishga doir yondashuvlarning tahlil etilganligi bilan izohlanadi.

Tadqiqotning **amaliy ahamiyati** talabalarda kommunikativ kompetensiyani rivojlantirishga mo'ljallangan mashq va topshiriqlarga asoslangan o'quv qo'llanmani amaliyotga joriy etilganligi, fransuz tilida kommunikativ kompetensiyani rivojlantirish texnologiyasi o'qitish metodikasi sohasida ushbu fanning yanada takomillashuviga xizmat qilganligi bilan belgilanadi.

Tadqiqot natijalarining joriy qilinishi. Talabalarga fransuz tilini integrativ yondashuv asosida o'rgatish texnologiyasiga doir erishilgan ilmiy natijalar asosida:

talabalarining fransuz tilida kommunikativ kompetensiyasini rivojlantirish jarayonida tinglab tushunish, gapirish nutq faoliyatida "omofon" (bir xil tovushli so'zlar) bo'yicha farqli va o'qish, yozuv nutq faoliyatida "omograf" (bir xil yozuvli so'zlar) bo'yicha esa o'xshash xususiyatlarini aniqlashga doir ilmiy-nazariy asoslangan takliflaridan KA 107/2022-2023 raqamli Erasmus+ mobility program loyihasi doirasida foydalanilgan (Namangan davlat chet tillari institutining 2024-yil 12-dekabrda 1732-03-sonli ma'lumotnomasi). Ushbu takliflarning joriy qilinishi talabalarining fransuz tilida kommunikativ kompetensiyasining takomillashuviga xizmat qilgan;

fransuz tilini o'qitishda integratsiyalashtirilgan yondashuv va innovatsion o'qitish metodlari asosida talabalar nutqiy muloqot kompetensiyasini (tinglab tushunish, gapirish, o'qish va yozuv) integratsiyalashtirishning didaktik ta'minotidan Oliy ta'lim muassasalari talabalarini uchun "Ikkinchi chet til (fransuz tili)" nomli o'quv qo'llanma tayyorlashda foydalanilgan. (O'zbekiston Respublikasi Oliy ta'lim, fan va innovatsiyalar vazirligining 2024-yil 1-avgustdagi 277-sonli buyrug'i). Natijada, o'quv qo'llanmada berilgan mashqlar nutq faoliyati turlarini integratsiyalashtirib o'qitish asosida talabalar nutqiy muloqot kompetensiyasini rivojlantirishga xizmat qilgan;

ingliz tili yo'nalishidagi oliy ta'lim muassasalarida fransuz tilida nutqiy muloqot kompetensiyasining tarkibiy qismlari bo'lgan nutq faoliyatining tinglab tushunish, gapirish, o'qish va yozuv turlarini integratsiyalashtirib o'qitishga yo'naltirilgan retseptiv, reproduktiv, produktiv, situativ-kommunikativ, ijodiy va integrativ mashq va topshiriqlar tizimidan foydalanish samaradorligiga doir

takliflaridan Namangan davlat universiteti ingliz tili yoʻnalishi talabari uchun ikkinchi chet til (fransuz tili) fanidan oʻquv dasturi ishlab chiqish jarayonida foydalanilgan. (Namangan davlat universitetining 2024-yil 12-dekabrda 794-03-sonli maʼlumotnomasi). Mazkur takliflar, ikkinchi chet til (fransuz tili) fani oʻquv dastur mavzularini takomillashtirishga xizmat qilgan;

talabalarining fransuz tilida nutqiy muloqotni rivojlantirish jarayonida uchraydigan qiyinchiliklar klassifikatsiyasi, ulardagi lingvistik, ekstralingvistik, psixologik va metodik guruhlashuvi, qiyinchiliklarni oldini olish va bartaraf etishda tilning funksional-amaliy qoʻllanilishiga qaratilgan metodlar va innovatsion texnologiyalaridan foydalanish samaradorligi taʼminotidan Oʻzbekiston Milliy teleradiokompaniyasi “Oʻzbekiston teleradiokanali” DM muharririyati tomonidan tayyorlangan “Jahon adabiyoti”, “Taʼlim va taraqqiyot”, “Oʻzbekiston yoshlari” radioeshittirishlar ssenariysini tayyorlashda foydalanilgan. (Oʻzbekiston Milliy teleradiokompaniyasi Oʻzbekiston teleradiokanali davlat muassasasining 2023-yil 20-dekabrda 04-36-1937-son maʼlumotnomasi). Mazkur takliflarning joriy qilinishi talabalarining fransuz tilida kommunikativ kompetensiyasining takomillashuviga xizmat qilgan.

Tadqiqot natijalarining aprobatyasi. Tadqiqot natijalari 7 ta xalqaro va 5 ta respublika ilmiy-amaliy anjumanida muhokamadan oʻtkazilgan.

Tadqiqot natijalarining eʼlon qilinganligi. Dissertasiya mavzusi boʻyicha jami 20 ta ilmiy-uslubiy ishlar, shu jumladan, 1 ta oʻquv qoʻllanma, 1 ta oʻquv-metodik qoʻllanma Oʻzbekiston Respublikasi Oliy attestasiya komissiyasining doktorlik dissertasiyalari asosiy ilmiy natijalarini chop etish uchun tavsiya etilgan ilmiy nashrlarda 6 ta, 4 ta respublika va 2 ta xorijiy jurnallarda chop etilgan.

Dissertasiyaning tuzilishi va hajmi. Dissertasiya kirish, uch bob, xulosa va tavsiyalar, foydalanilgan adabiyotlar roʻyxati hamda ilova qismlaridan iborat boʻlib, 132 sahifani tashkil qiladi.

DISSERTASIYANING ASOSIY MAZMUNI

Kirish qismida tadqiqot mavzusining dolzarbligi asoslangan, tadqiqotning maqsadi va vazifalari, obykti va predmeti tavsiflangan, respublika fan va texnologiyalarni rivojlantirishning ustuvor yoʻnalishlariga mosligi koʻrsatilgan, tadqiqotning ilmiy yangiligi, amaliy natijalari bayon qilingan, olingan natijalarning ishonchliligi, ilmiy va amaliy ahamiyati ochib berilgan, tadqiqot natijalarining amaliyotga joriy qilinishi, nashr qilingan ishlar va dissertasiyaning tuzilishi boʻyicha maʼlumotlar keltirilgan.

Dissertasiyaning **“Ingliz tili yoʻnalishi talabalariga fransuz tilini chet til sifatida oʻqitishning ilmiy-nazariy masalalari”** nomli birinchi bobida fransuz tilini ikkinchi chet til sifatida oʻqitishdan koʻzda tutilgan maqsad va vazifalar, chet til oʻqitish metodikasida ikkinchi chet tilni oʻrgatishga boʻlgan metodik yondashuvlar, ingliz tili yoʻnalishi talabalariga ikkinchi chet til – fransuz tilini oʻrgatish mazmuni va mohiyati, talabalarining fransuz tilida nutqiy muloqot kompetensiyasini rivojlantirishning ilmiy-nazariy muammolari oʻrganilgan.

Mazkur bobda integrativ yondashuv, uning ta'lim jarayonidagi o'rni, "integratsiya", "integrativ yondashuv", "integratsiyalashgan ta'lim" tushunchalarining mazmun mohiyati o'rganib chiqildi hamda mualliflik yondashuvi asosida ta'riflandi. Til o'rganish kishilik jamiyatida bag'oyat muhim sohalardan biri hisoblanadi. Aloqa vositasi bo'lmish tilni tabiiy muhitda - oilada, bog'chada, maktabda, oliy o'quv yurtlarida uyushgan holda darsda amaliy egallash mumkin. Til hodisalariga oid bilimlar esa nazariy jihatdan o'rganiladi. Xalqaro munosabatlar avj olgan hozirgi zamonda bir necha tillarni bilish, ko'p tillilik - poliglossiya ulkan ahamiyat kasb etmoqda. O'zbekiston Respublikasi hududida tahsil oladigan o'quvchi va talabalar, odatda, uch tilni o'rganadilar. Tillar ta'limshunosligida (lingvodidaktikada) uch til quyidagi maqomda yuritiladi: ona tili (o'zbek tili/rus tili), ikkinchi til (rus tili/o'zbek tili), chet til (g'arb va sharq tillari). Filologik oliy o'quv yurtlarida birinchi chet til bilan birga qo'shimcha mutaxassislik sifatida ikkinchi chet til o'rgatiladi.

Ona tili, ya'ni o'zbek tili tafakkur shakllanishida alohida xizmat o'taydigan birinchi tildir. Psixologlar e'tirofiga binoan "tafakkur - verbal, ya'ni fikrlash so'z bilan chambarchas bog'liq, so'z - tushuncha ifodalovchisidir. Ona tili so'zlari zaminida o'zlashtirilgan tushunchalar ikkinchi yoki chet tilni o'rganish chog'ida o'zga til so'zlarining tovush (fonetik) va yozuvdagi (grafik) timsolida gavdalanadi. Ona tili, ikkinchi til va chet tilda o'rganiladigan so'z miqdoran uchta, biroq ular ifodasida shakllanuvchi tushuncha esa yagona bo'ladi. Masalan: suv – вода – eau so'zlari. Xullas, tushuncha tilshunoslar ta'biri bilan aytganda, umuminsoniy, baynalmilal hodisadir, so'zning fonetik va grafik timsoli esa milliydir. O'z tilida shakllangan tushunchalarni talaba endi o'rganilayotgan o'zga til so'zlari bilan fikran bog'laydi.

Ikkinchi til haqida so'z yuritilganda, unga boshqa millat vakillaridan iborat qardosh va qo'shnilar tili sifatida qaraladi. Ma'lumki, til kishilarning bir-birlarini yaqindan bilishlari, hurmat-e'zozlashlari, do'stlashishlarida tengi yo'q omil, bebaho vositadir. Maktab va oliy o'quv yurtlarida ikkinchi til tushunchasi o'zbekcha o'qiydiganlar uchun rus tili, ruscha ta'lim oluvchilar uchun o'zbek tilidir.

Chet til - bu xorijiy mamlakat tili. Respublikamizda G'arbiy Yevropa tillaridan - ingliz, ispan, nemis, fransuz va sharq tillaridan - arab, turk, urdu, fors, xitoy, hind va koreys tillari o'qitilmoqda.

Yuqoridagi uchala tilni o'qitish jarayoni turlicha kechadi: birinchidan, o'zbek tilida tafakkur shakllanadi, o'zga tillarni o'rganish ulardagi fonetika, leksika va grammatikaga xos xususiyatlarni his etish bilan bog'liqdir; ikkinchidan, o'rganish tartibi o'zbek tilidan boshlanib, undan keyin ikkinchi til va nihoyat, chet tilga o'tiladi, uchinchidan, o'zbek tili va ikkinchi tilda nutqni egallash tabiiy vaziyatda, chet tilni o'rganish esa sun'iy muhitda o'tadi. Chet tildagi muloqot asosan darsda o'qituvchi rahbarligida kechadi. Uchala til orasida chet tilni o'rgatish/o'rganish muayyan jihatlari bilan keskin farqlanib turadi. Bu esa, o'z navbatida, tegishli chet til o'qitish uslubiyotini qo'llashni taqozo etadi.

Chet tildan mutaxassislik beradigan oliy o'quv yurtlarida birinchi chet tilga qo'shimcha tarzda ikkinchi chet til ham o'qitiladi. Mazkur oliy o'quv yurtlarida ikkinchi chet til majburiy o'quv predmeti maqomida o'rgatiladi. Chet til o'quv yurtlari fakultetida, roman-german va sharq tillari fakultetlarida chet til mutaxassislari yetishib chiqadi. Mazkur fakultetlarda ikkinchi chet til o'rgatiladi, qo'shimcha mutaxassislik beriladi.

Ikkinchi chet tilni o'qitish jarayoni til bilish darajasini oshirish, madaniyatlararo kommunikatsiya qobiliyatlarini shakllantirish va shaxsiy rivojlanishga hissa qo'shadigan jarayondir. Chet tilidan mutaxassis tayyorlaydigan universitet va institut o'quv rejalarida ona tili, chet til fanlaridan tashqari ikkinchi xorijiy til o'qitish rejalashtirilgan. Oliy ta'lim muassasalarida hozirgi kunda 10 dan ortiq chet tillar hamda ikkinchi chet tillar sifatida ingliz, nemis, fransuz, ispan, italyan, fors, koreys, xitoy, yapon tillari o'qitilmoqda. Bugungi kunda ikkinchi chet tilni o'qitishning zaruriyati:

1. Xalqaro aloqalarning rivojlanishi va turli sohalarda qo'llanayotgan xorijiy tajribalar;

2. Shaxsiy rivojlanish – Dunyoqarashni kengaytirish, yangi madaniyatlar va tafakkur tarzi bilan tanishish;

3. Ta'lim va ilmiy faoliyat – Xorijiy adabiyotlardan foydalanish, xalqaro ilmiy izlanishlarda ishtirok etish va malaka oshirish;

4. Kasbiy va ish faoliyati – Xalqaro bozor va korporatsiyalarda ish yuritish, tarjimonlik, xorijiy hamkorlar bilan muloqot qilish;

5. Sayohat va muloqot – Dunyo bo'ylab erkin sayohat qilish, turli mamlakatlarda odamlar bilan muomala qilish;

6. Axborot va texnologiyalar – Zamonaviy texnologiyalar, ilmiy va ommaviy axborot vositalaridan keng foydalanish, internetdagi xorijiy manbalardan bema'lol foydalanish kabi maqsadlar bilan belgilanadi.

Oliy ta'lim muassasalarida ikkinchi xorijiy tilni (ingliz, nemis, fransuz tili) o'rganish/o'rgatish o'z xususiyatiga ega bo'lib, maxsus o'qitish metodikasini qo'llashni taqozo etadi. O'qitish metodikasi yaxlit tizim bo'lib, ta'lim sharoiti, maqsadi, mazmuni, texnikasi, usuli, metodi va metodikasi hamda vositasi kabi tarkibiy qismlardan iboratdir.

Tadqiqotimizda fransuz tilini ikkinchi chet til sifatida integrativ yondashuv asosida o'qitish muammolari o'rganilganligi sababli dissertasiyada tillar o'rtasidagi o'zaro bog'lanishga, integrativ yondashuv masalalariga to'xtalib o'tishga ehtiyoj tug'iladi. XVIII asrda "integratsiya" tushunchasi ilk marta G.Spenser tomonidan ayrim bo'laklar yoki elementlarning bir-biriga qo'shilishi, bir butun yagonaga aylanishi, yaxlitlanishi sifatida izohlangan. G'arb mamlakatlarida integrativ dasturlar asosida ta'lim olib boriladigan maktablar ancha oldin yuzaga kelgan. XVIII asrda Chikagodagi Dyu maktabi (Ecole Diu, 1898-1948), XIX asrda Amerikadagi Linkoln maktabi (Ecole de Lincolne, 1926) va Xyuston maktablari (Ecole de Hustone, 1924-1930) bunga misol bo'la oladi. Ushbu maktablarda ta'lim beruvchilar darsning maqsadiga erishish uchun o'quvchilarga dars jarayonida muayyan mashq va topshiriqlarni bajarishda jamoa

bo‘lib ishlashni taklif etishgan. Mashqlarda o‘quvchilarning qiziqishiga qarab hayotiy jarayonlar misol sifatida berilgan va turli muammoli vaziyatda uning yechimini topish ko‘nikmalari hosil qilingan. Ayni jarayonda fanga integrativ yondashuv vositasida talabalarda kommunikativ kompetensiya shakllantirib borilgan.

XX asrning 70-80-yillarida Genri Vinsrop (Henri Winthrop 1973), J.Alatis (James Alatis 1978), Koen Vrinlar (Koen Vrins 1978) tomonidan integratsiyalashgan ta‘lim g‘oyasi ilgari surildi. Jumladan, Hindistonda doktor Karan Sing (Karan Singh) nomli integrativ ta‘lim instituti faoliyat ko‘rsata boshladi.

“Integratsiya” so‘zi lotincha, “integer” butun so‘zidan kelib chiqqan bo‘lib, “integratio” – tiklash, to‘ldirish o‘zaro aloqa jarayoni ma’nolarida ham qo‘llanadi. O‘zbek tilining izohli lug‘atida “Integratsiya lotincha integratio – tiklash, qaytadan boshlash, to‘ldirish degan tushunchalarni ifodalab, quyidagi ma’nolarni anglatgan: 1. Ayrim qismlarning, elementlarning bog‘liqlik holatini, ularni qo‘shib birlashtirishni ifodalovchi tushuncha; 2. Fanlarning yaqinlashishi va o‘zaro bog‘lanish jarayoni; 3. Ikki va undan ortiq davlatlarning iqtisodiyotini o‘zaro muvofiqlashtirish va birlashtirish” kabi⁷.

O‘zbekiston milliy ensiklopediyasida “integral” lotincha integer – “butun” degan tushunchani ifodalab, matematik tahlilning asosiy tushunchalaridan biridir. Integrallash tushunchasi ham matematikada integralni izlash amali degan ma‘noni ifodalashi qayd etib o‘tilgan⁸.

V. Myullerning inglizcha va ruscha lug‘atida mazkur terminga quyidagicha ta‘rif berilgan: “Integral” – 1) muhim; 2) to‘la, butun, yaxlit integrallashgan, integrativ – to‘la va butun qilish, butunni tashkil qilish, o‘rtacha qiymati yoki umumiy miqdorini aniqlash; 3) mat. integrallashtirish. Integratsiya – 1. mat. integratsiya, integrallash; 2. bir- biriga birlashtirish”⁹.

“Le petit Larousse” (fransuzcha izohli lug‘at) lug‘atida esa quyidagicha izohni uchratish mumkin: Integral (intégrale) - 1. To‘liq, butun; Integratsiyalash (Intégration) 2. Ikki yoki undan ortiq narsalarni to‘liq tizim yoki bo‘lak bo‘lishi uchun birlashtirish¹⁰.

Tadqiqotlarda integratsiya tushunchasini quyidagi yo‘nalishlarda tadqiq etishni tavsiya etadilar: 1. O‘quv predmetlari va fanlar turkumi doirasidagi mazmunni integratsiyalab o‘rganish; 2. Turli o‘quv predmetlaridan tahsil beruvchi shaxslarning faoliyatlarini integratsiyalash; 3. Ta‘lim-tarbiya ishini tashkil etish shakllarini integratsiyalash kabilar.

Tadqiqotchi R. Mavlonova ta‘rificha, “Integratsiya – “butun” degan ma‘noni bildiradi, demak, bu tafakkur o‘shisi jarayonining turli qismlarini yaxlitlashdir”. R. Konchakovskiy integratsiyani 4 ta asosiy darajaga ajratadi. Ular: 1. Sistemali; 2. Modelli; 3. Kompleksli; 4. Analitik.

⁷ O‘zbek tilining izohli lug‘ati. №2. O‘zbekiston milliy ensiklopediyasi. Davlat ilmiy nashriyoti. -T.: 2002. – B. 265

⁸ O‘zbekiston Milliy ensiklopediyasi ., Toshkent -2013, 212 bet.

⁹ V.K. Muller`s Russian –English Dictionary -published 2004. P 388.

¹⁰ Le Petit Larousse . LAROUSSE-17, du Montparnasse-Paris 2006 .556 p

Keyingi yillarda ta'lim sohasiga ham integratsiya (intégration), integrativ yondashuv (approche intégrative), integrativ yondashuv mahorati (compétences en approche intégrative) tushunchalari kirib keldi, tillarni o'qitish amaliyotida faol qo'llana boshlandi.

Jahon tajribasida tillarni o'rganishda turlicha yondashuvlardan foydalanib kelingan va ular muntazam ravishda takomillashtirib borilgan.

Jumladan tadqiqotchilardan N.Geiz chet til o'qitish metodikasida 4 ta asosiy - bixevioristik, induktiv-ongli, kognitiv va integrativ yondashuvlar mavjudligini ko'rsatgan. Chet til o'qitish metodistlaridan G.Rogova esa chet tilini o'rgatishda 5 ta yondashuvni – ongli yondashuv (approche consciente), amaliy yondashuv (approche pratique), strukturali yondashuv (approche structurale), situativ yondashuv (approche situationnelle), turli xil yondashuvlarni (approche différente) o'z tadqiqotlarida taklif etgan.

Tadqiqotchi M.Vyutnev esa chet tilni o'rganishda 6 ta yondashuvni – grammatik yondashuv (approche grammaticale), to'g'ri yondashuv (approche directe), bixevioristik yondashuv (approche comportementaliste), o'qish orqali yondashuv (approche par la lecture), guruh orqali yondashuv (approche par le groupe), kombinatsiyalashgan individual yondashuvlarni (approche individuelle combinée) ko'rsatib o'tgan.

Shuningdek, tadqiqotchi K.Alimova esa hozirgi sharoitda ingliz tilini o'qitishda 4 ta yondashuvni muhimligini ta'kidlaydi: og'zaki yondashuv (approche d'orale), ongli yondashuv (approche consciente), nutqiy muloqot yondashuv (approche communicative), kognitiv yondashuv (approche cognitive).

Demak, ilmiylik nuqtai nazaridan olib qaraganda integratsiyaning asosini olamning yaxlitligi va uni tashkil etuvchi qism (element)larning o'zaro aloqadorligi, munosabatlari tashkil etadi. Genetik jihatdan integratsiya-uzviylik, predmetlararo aloqadorlik, o'zaro aloqadorlik va nihoyat, o'zaro bir-birini to'ldiruvchi, kengaytiruvchi hamda chuqurlashtiruvchi tushunchalarni ifodalaydi. Integratsiyalashgan ta'limning didaktik xususiyatlarini quyidagilar tashkil qiladi: integratsiyalashgan darslarning birinchi xususiyati talaba shaxsiga yo'naltirilganligidir. An'anaviy darslardan farqli o'laroq integratsiyalashgan ta'lim talabalarni har jihatdan rivojlantirishga, tarbiyalashga, ijodkorlikka yo'llaydi. Integratsiyalashgan darslarda o'qituvchi ta'lim jarayonini tashkil etuvchi va boshqaruvchi sifatida faoliyat olib boradi. O'qituvchi-talaba hamkorligi ta'lim jarayonini harakatga keltiruvchi asosiy faktorga aylanadi. Integratsiyalashgan darslar markazida umumlashtirilgan va tizimlashtirilgan o'quv topshiriqlari, savollar turadi, ular vositasida didaktik tahlil hamda umumlashtirish (analiz va sintez) talabalarni mustaqil izlanishga, fikrlashga, qaror qabul qilishga yo'llaydi.

Filologik OTMlarda fransuz tili (ikkinchi chet til) fani o'quv dasturlari va darsliklarini o'rganib chiqish hamda fransuz tili mashg'ulotlarini tahlil qilish ulardagi mashq va topshiriqlar nutq faoliyati turlarini integratsiyalashtirib o'qitishga yo'naltirilmagani, dars jarayonida ko'pincha nutq faoliyati turlarining (tinglab tushunish, gapirish, o'qish, yozuv) ayrim turlarigagina ahamiyat berilayotganligini ko'rsatdi. Bu talabalar kommunikativ kompetensiyasining to'liq

shakllanishi va rivojlanishiga salbiy ta'sir etib, ularda nutq faoliyatining ayrim tomonlarini zaiflashishiga olib kelmoqda. Talabalarga fransuz tilini ikkinchi chet til sifatida o'qitishda nutq faoliyati turlarini teng rivojlantirib borishgina ularning malakali mutaxassis bo'lib yetishishlarini kafolatlaydi.

Dissertasiyaning ikkinchi bobi **“Fransuz tili darslarida nutq faoliyati turlarini integrativ yondashuv asosida o'qitishda yuzaga keladigan qiyinchiliklarni bartaraf etish texnologiyasi”** deb nomlanib, mazkur bobda ingliz tili yo'nalishi talabalariga fransuz tilini o'rgatishning lingvodidaktik asoslari, nutq faoliyati turlarining integrativ yondashuv asosida o'qitish metodikasi va mashqlar tizimi, talabalarga fransuz tilini integrativ yondashuv asosida o'rgatish texnologiyasi masalalari ilmiy tadqiq qilingan.

Hozirgi kunda ta'limning asosiy talabi turli fanlardan olingan bilimlarni o'z o'rnida amaliy qo'llay olishga o'rgatish bo'lib, bu esa, o'z-o'zidan integrativ yondashuvni talab qiladi. Xorijiy tilni o'rgangan talaba nutqiy muloqot kompetensiyasi, fonetik, leksik va grammatik bilimlarni bilish muhim ahamiyat kasb etadi. Chunki, fonetika orqali tovushlarni to'g'ri talaffuz qilish, urg'uni to'g'ri qo'yish o'rganilsa, leksika orqali so'zlar o'rganiladi. Grammatikada so'z birikmalari, gap tuzilishi va zamonlar moslashuvi o'rganiladi.

Bizning maqsadimiz ilmiy ishimiz orqali og'zaki nutq (tinglash va gapirish) va yozma nutq (o'qish va yozuv) ning fransuz tili darsida birgalikda rivojlanishini targ'ib qilishdir. Olib borgan tadqiqotlarimiz natijasida shuni aniqladikki, og'zaki (tinglash va gapirish) va yozma (o'qish va yozuv) nutq talaffuz orqali rivojlanadi. Buning uchun fransuz tilini o'rganishda rag'batlantiruvchi va osonlashtiradigan integratsiyalashgan yondashuvdan foydalanish kerak. Bitta ta'lim doirasida bir nechta til ko'nikmalarini rivojlantirish dars jarayonida o'qitish-o'rganish holatining qiziqarli bo'lishini ta'minlaydi.

N.Barishnikov o'z tadqiqotlarida “ikkinchi chet tilini o'zlashtirishga, bu jarayonni yengillashtirish va tezlashtirishga nima yordam berishi, shuningdek, uning to'g'ri o'rganilishiga nima xalaqit berishi” masalasiga to'xtalib o'tgan. A. Shepilova esa “Chet tilini o'rganishda muhim omillardan biri – oldingi chet tilini o'rganish tajribasi, ishlash usullari va bir tildan ikkinchi tilga o'tish ko'nikmalaridir” degan fikrni ilgari surgan.

Til hodisalarining yaqinligi ko'pincha interferentsiyaga sabab bo'ladi: talabalar tildagi o'xshash tomonlarni qabul qiladilar, ammo farqlarni hisobga olmaydilar. Shuni ham unutmaslik kerakki, birinchi chet tilni o'rganishda orttirilgan noto'g'ri ko'nikmalar ikkinchi chet tilga ham ko'chadi. Shunday qilib, ikkinchi chet tilini o'rganish va o'qitish o'ziga xos xususiyatlarga ega bo'lib, ularni e'tiborsiz qoldirib bo'lmaydi.

Ko'pchilik hollarda fransuz tili ikkinchi chet til sifatida ingliz tiliga asoslanib o'rganiladi. Fransuz tilini ingliz tili asosida o'rgatishda yagona nazariy pozitsiyalar va umumiy qonuniyatlar mavjud bo'lib, ularni hisobga olish o'quv jarayonining samaradorligini ta'minlash uchun zarurdir. Ikkinchi chet tilini o'rgatishda dars samaradorligini oshirishning asosiy talablaridan biri – taqqoslash (kontrastiv) yondoshuvni amalga oshirishdir. Tadqiqotimiz davomida talabalarga nutq faoliyati

turlari – tinglab tushunish, gapirish, o‘qish va yozuvni integrativ yondashuv asosida o‘qitishda yuzaga keladigan interferension, ekstralingvistik va psixologik qiyinchiklarni tahlil etish hamda ushbu muammolarni bartaraf etish masalalariga ham to‘xtalib o‘tishni joiz deb bildik.

Til o‘rgatishdan ko‘zlangan asosiy maqsad kommunikatsiya orqali kognizant, ya’ni tilda bevosita va bilvosita muloqot qila oladigan mutaxassisni tayyorlashdan iborat. L.Iliyeva “Har qanday muloqotning yuzaga kelishi kommunikatsiyaga kirishuvchi uchun sabab, asos bo‘lishi kerak. Til muloqoti asosan nutq faoliyati turlari – tinglab tushunish, gapirish, o‘qish va yozishning o‘zaro aloqasisiz yuzaga chiqqa olmaydi”, deb hisoblaydi. Fransuz tilini ikkinchi chet til sifatida o‘rganuvchilarning nutq faoliyati turlarining ba’zi turlarini yaxshi o‘zlashtirmaganligi nutqiy aktning sekin yuz berishiga yoki to‘xtab qolishiga olib kelishi mumkin. Shu bois talabalarda fransuz tilini o‘z ona tillari darajasida o‘zlashtirishlariga erishishda nutq faoliyati turlarini mukammal o‘rgatish hamda nutq aktining uzluksizligini ta’minlashga erishish nihoyatda muhim. Buning uchun aynan nutq faoliyati turlarini integratsiyalashtirib qo‘llashga o‘rgatish talab etiladi. Fransuz tili amaliy mashg‘ulotlarida amaldagi kabi nutq faoliyatining ayrim turlarini: tinglab tushunish va gapirish yoki o‘qish va yozuv tarzida u yoki bu turini alohida o‘rgatish talabalarning chet tildagi nutqiy ko‘nikmalarini yetarli darajaga olib chiqmaydi. Ta’lim jarayonida ushbu ko‘nikmalarni amaliy integratsiyalab qo‘llash, talabalarda uchraydigan lingvistik, ekstralingvistik, psixologik qiyinchiliklarni yengish uchun tavsivaviy mashqlarini ko‘plab bajartirib borish, talabalarga tinglab tushunish, gapirish, o‘qish va yozishni bir vaqtning o‘zida erkin qo‘llay olish biridan ikkinchisiga to‘xtamasdan osonlik bilan o‘tish malakalarini shakllantiradi.

Fransuz tilini o‘qitishning integrativ maqsadi talabalarning chet tilida nutq faoliyatining asosiy turlari: tinglab tushunish, gapirish, o‘qish va yozuv bo‘yicha qulay darajadagi boshlang‘ich kompetensiyasini shakllantirishdan iborat. Talabalarning nutqiy malakalarini o‘stirish dars davomida olib boriladigan amaliy mashqlar orqali amalga oshiriladi.

Bizning fikrimizcha, maqsadga ega bo‘lish faqat puxta ishlab chiqilgan, samarali mashqlar tizimi asosida amalga oshirilishi mumkinki, bunda aynan mashq (iyeroglif, so‘z, ibora, grammatik konstruktsiya emas) o‘qitishning asosiy birligi funksiyasini bajaradi. R.Minyar-Beloruhev mashqqa ta’rif berar ekan, shunday yozadi: “Mashq bo‘linmaydigan birlik bo‘lgani bois, uni o‘qitishning elementar birligi deb hisoblash mumkin. Ayni mashq shunday bir metodik “g‘isht” hisoblanadiki, undan mashqlar tizimi barpo bo‘ladi, u o‘qitish usulining eng muhim tarkibiy qismi bo‘lib, busiz nutqiy ko‘nikmalarining shakllanishi mumkin emas”. Tadqiqotchi M.Gulyamova esa mashqqa quyidagicha ta’rif beradi “tilni o‘rganish, odatda, mashq qilish yo‘li bilan amalga oshiriladi. Mashqlarning asosiy mazmuni til o‘rganuvchilarda nutq faoliyati turlari bo‘yicha ko‘nikmalarni hosil qilish, shakllantirish va rivojlantirishga qaratiladi”.

Mashqlar nutq faoliyati turlarini egallovchi, osonlashtiruvchi va tezlashtiruvchi o'quv vositasi bo'lib, ularning tipologiyasi masalalari metodist olimlar ishlarida keng tadqiq etilgan.

E.Passov o'z vaqtida har qanday mashqlar nutqiy muloqot, lingvistik, psixologik xususiyatlarga ega degan fikrni ilgari surgan. Uning fikricha, kommunikativ mashqlar, xaqiqiy kommunikativ mashqlar va shartli kommunikativ mashqlar turlariga bo'linadi. Haqiqiy kommunikativ mashqlar muloqot jarayonida paydo bo'ladi va shartli kommunikativ mashqlar mashg'ulotlar jarayonida shartli muloqot vaziyatini yuzaga keltirishi tadqiq etilgan.

V.Rahmonov esa mashqlar tizimini til va nutq mashqlari, reseptiv produktiv, aspektli va kompleks mashqlar, yakka, juft, tayyorlov, nazorat mashqlari kabi turlarga bo'ladi.

M.Djusupov mashqlarni til sistemalarida bilimlarni shakllantirishga doir mashqlar, til dinamikasida bilimlarni shakllantirishga doir mashqlar, nutq faoliyatida ko'nikma va malakalarni shakllantiruvchi mashqlar kabi uchta asosiy turga ajratishni tavsiya etadi. Uning fikricha, ushbu mashqlar kompleks mashqlar bo'lib, birinchi va ikkinchi mashq turlarining tayyorlov mashqlari (dastlabki va elementar) hamda uchinchi mashq turini esa asosiy mashqlar (analitik, situativ, nutqiy muloqot va ijodiy) deb hisoblash mumkin.

S.Saydaliyev mashqlarni ikkita turga ajratadi tilga oid mashqlar va tayyorlov mashqlari. Uning fikricha: "tilga oid mashqlarni nutqiy amaliyot bilan bog'lash, pirovard natijada tildan muomala vositasi sifatida foydalanish, malakasini rivojlantirish uchun xizmat qiladi. Tayyorlov mashqlari faqat til materialini (fonetik, grammatik, leksik) o'zlashtirishni ta'minlovchi mashqlarigina o'z ichiga olmay, balki fikrlarni shakllantirish va ifodalash usullarini o'rgatuvchi, nutq mexanizmlarini shakllantiruvchi mashqlarni ham o'z ichiga oladi".

M.Gulyamova tadqiqot ishida quyidagi xulosalarni beradi "... mashq bu biror bir faoliyatni egallash uchun qaratilgan va o'quv jarayonini takomillashtirish hamda mustahkamlashga xizmat qiladigan ketma-ket yoki alohida bajariladigan amaliy harakatlardir. Mashqlar talabalar bilim darajalariga mos ravishda tanlanadi va dars materialiga asoslanib tasniflanadi, nutq faoliyati turlari bo'yicha taqsimlanadi va dars davomida mavzuni mustahkamlab o'zlashtirishga yo'naltiriladi. Vazifa esa aniq maqsad uchun bajariladigan muammoli vaziyatni hal etishda kerak bo'ladigan topshiriqlar in'ikosidir".

Bizning olib borgan tadqiqot ishimiz nutq faoliyatining muayyan turi tushunish, gapirish, o'qish va yozuv ko'nikmalaridan samarali foydalanishga qaratilgan bo'lib, tadqiqotimiz jarayonida nutq faoliyati turlarini uyg'unlashtirib qo'llashga yo'naltirilgan integrativ mashq va topshiriqlarni loyihalashga harakat qildik. Tadqiqotimiz jarayonida nutq faoliyati turlarini uyg'unlashtirib qo'llashga yo'naltirildi.

Nutq faoliyati turlariga integrativ yondashuv kommunikativ kompetensiyani tezlashtirishga va rivojlantirishga yordam beradi. Bu jarayonda o'qituvchilardan ham, talabalardan ham yuqori interfaol bo'lish talab etiladi. Fransuz tilini ikkinchi chet til sifatida o'qitishda integratsiyalashgan mashq va topshiriqlarni joriy etish,

ta'lim jarayoniga samarali interfaol usullarni tatbiq etish dars samaradorligini oshiradi. Ushbu maqsadni amalga oshirish uchun "Kontekstdan topish" (Trouver dans le contexte), "Yakka, juft va guruh bo'lib o'ylash va baham ko'rish" (Individuelle, groupe et partage), "Optimistlar va pessimistlar" (Optimistes et pessimistes), "Yo'naltiruvchi intervyu" (Un entretien guidé), "A dan Z gacha" (de A à Z), "Rolli o'yinlar" (Un jeu de rôle), Klaster (Clastère), Muammoli o'qish (lecture de puzzle) kabi pedagogik texnologiyalardan foydalanish ta'lim samaradorligini kafolatlaydi.

Integrativ mashqlarning dastlabki bosqichi uchun nutq faoliyatining barcha turidan dars jarayoni davomida foydalanish ko'zda tutiladi hamda retseptiv, reproduktiv va produktiv mashqlar qo'llaniladi. Yuqori bosqich uchun esa bu jarayon tezlashtirilib, o'rganilayotgan bitta matn ichida to'rtta nutq faoliyati turlarini qo'llash tavsiya etiladi. Ushbu bosqichda esa situativ-kommunikativ, ijodiy va integrativ mashqlardan foydalanish maqsadga muvofiq. Fransuz tili mashg'ulotlarida nutq faoliyati turlarini integratsiya qilish (ya'ni, tinglash, gapirish, o'qish va yozishni birgalikda o'rganish) til o'rganish samaradorligini ortishini ko'rsatmoqda. Nutq faoliyatlarining integratsiyasi talabalarga tilni barcha jihatdan tushunish va qo'llash imkoniyatini beradi. Masalan, "Jinoyat va jazo" mavzusi bo'yicha berilgan materialni o'qish, bu mavzu bo'yicha suhbatlashish va yozish orqali talabalar mavzuni yanada chuqurroq tushunadilar.

Xulosa qilib aytganda, mashq va topshiriqlarni shu tarzda tizimlashtirib borish orqali amaliy mashg'ulotlarda nutqiy faoliyat turlaridan muntazam foydalanish, talabalarining ham og'zaki ham yozma nutqini rivojlantirib borishida yordam beradi. Ushbu mashq va topshiriqlarni bajarish jarayonida guruhlarga bo'linib, ishlash, talabalarining ham dialogik, ham monologik nutqini rivojlantirishga olib keladi. Fransuz tilini ikkinchi chet til sifatida nutq faoliyati turlarining integratsiyalashgan yondashuv asosida o'qitishda aniq bir metod yoki tamoyildan foydalanilish mushkul, chunki bu jarayon psixofiziologik jarayon bo'lib, til o'rganuvchining yoshi, qiziqishi va undagi til o'rganish qobiliyatiga bog'liqdir. Shuning uchun ham fransuz tili darslarida nutq faoliyati turlarining integrativ yondashuv asosida o'rgatish umumiy metodik tamoyillariga asoslanadi.

Demak, har bir bosqich bir-biri bilan chambarchas bog'liq bo'lib, ularda izchillik mavjud. Bu esa o'quv jarayonini samarali va muvaffaqiyatli ta'minlashga imkon yaratadi. Ta'lim oluvchilarning darsdagi faoliyatini faollashtirish, ularning o'zlashtirish darajalari hamda ularda ma'lum faoliyat bo'yicha malaka va ko'nikmalarni hosil qilish darsda foydalanadigan metodlarga bog'liq.

Dissertasiyaning "**Ingliz tili yo'nalishi talabalariga fransuz tilini ikkinchi chet til sifatida o'qitishning eksperimental tadqiqi**" nomli 3-bobida ingliz tili yo'nalishi talabalarining fransuz tilida nutqiy kompetensiyalarini rivojlantirish bo'yicha o'tkazilgan tajriba-sinov ishlarini tashkil etish, undan ko'zlangan maqsad va vazifalar, tajriba-sinov ishlarining miqdoriy va sifat ko'rsatkichlari, fransuz tili o'rgatish jarayonida talabalarining nutqiy kompetensiyalarining rivojlanish holatining tahlili hamda natijalari yoritilgan.

Tajriba-sinov ishlari uch bosqichda amalga oshirildi: 1. Aniqlovchi bosqich (2020-2021-yillar); 2. Rivojlantiruvchi bosqich (2021-2022-yillar); 3. Yakunlovchi bosqich (2022-2024-yillar). Tajriba-sinov maydonchalari sifatida Namangan davlat universiteti Jahon tillari fakulteti talabalaridan 254 nafar, Andijon davlat chet tillari instituti talabalaridan 251 nafar, O‘zbekiston milliy universiteti talabalaridan 250 nafar, jami 755 nafar talaba tajriba-sinov ishlarida qatnashdi.

Tajriba-sinov ishlarining **Aniqlovchi bosqichida** reja tuzish, diagnostik metodikalar asosida talabalarning nutqiy muloqot kompetensiyasi shakllanganligining mavjud holati aniqlandi; **Rivojlantiruvchi bosqichda**-chet til amaliy mashg‘ulotlari jarayonida ingliz tili yo‘nalishi talabalarida fransuz tilida nutqiy muloqot kompetensiyalarni integrativ yondashuv orqali rivojlantirish bo‘yicha maqsadga yo‘naltirilgan faoliyat olib borildi; **Yakunlovchi bosqichda**-tajriba va nazorat guruhlarini natijalarini qiyosiy tahlil qilish, natijalarni statistik tahlil etish va xulosa chiqarildi.

Aniqlovchi bosqichda fransuz tilini ikkinchi chet til sifatida o‘qitilishining hozirgi holati o‘rganildi, oliy ta‘lim muassasalaridagi o‘quv-uslubiy ta‘minoti - namunaviy dastur, o‘quv reja, ishchi o‘quv dasturi, darsliklar, o‘quv qo‘llanmalar tahlil etildi. Bundan tashqari, fransuz tili darslari kuzatildi, darslarda nutq faoliyati turlarini o‘rgatish holati asnosida tajriba-sinov ishlari dasturi mazmuni aniqlandi. Fransuz tilini o‘rganish bo‘yicha talabalar o‘rtasida anketa so‘rovnomalar o‘tkazildi, fransuz tili fanidan test sinovlari, gapirish, tinglab tushunish, o‘qish va yozuv ko‘nikmasiga doir mashqlar o‘tkazildi. Nutq faoliyati turlarini o‘zlashtirishdagi qiyinchiliklarga doir suhbatlar olib borildi. Suhbatlarda talabalarning fransuz tilini o‘rganishdagi to‘siq bo‘layotgan omillar-so‘zlarni o‘qilishidagi qiyinchiliklar, so‘zlarni eslab qololmaslik, fransuz tilida gapirishdagi muammolar, yozuvdagi orfografik xatolar, tinglab tushunishdagi qiyinchiliklar aniqlandi va shakllantiruvchi tajriba-sinov bosqichida ushbu omillarni bartaraf etuvchi mashqlar va yangi texnologiyalarni qo‘llab tajriba guruhlarida dars jarayonlari olib borildi. Bundan tashqari, fransuz tilini ikkinchi chet til sifatida o‘rganuvchi talabalar uchun o‘quv qo‘llanma yaratildi.

O‘rganish va tahlillar natijasida tajriba-sinov maydonlari va ularda tajriba guruhlarini tanlab olindi, tajriba-sinov ishlarida qatnashuvchi professor-o‘qituvchilar va talabalar aniqlashtirildi, ularga tadqiqot va tajriba-sinov maqsadi, ilmiy farazi hamda vazifalari tanishtirildi, shu yo‘nalish va shu tajriba maydonidagi mavjud shart-sharoit uchun tajriba-sinov dasturi ishlab chiqildi.

1-jadval

Oliy ta‘lim muassasalaridan tajriba-sinov ishida ishtirok etgan professor-o‘qituvchi va talabalar soni

№	Oliy ta‘lim muassasalari	Ishtirok etganlar soni	
		Professor-o‘qituvchilar	Talabalar
1.	Namangan davlat universiteti	6	254
2.	O‘zbekiston Milliy universiteti	5	250
3.	Andijon davlat chet tillar instituti	6	251
Jami		17	755

Oliy ta'lim muassasalarida fransuz tilini ikkinchi chet til sifatida o'rganuvchi talabalarga integrasiyalashgan dars jarayonini tashkil etish bo'yicha va ushbu holatni haqqoniy baholash maqsadida anketa-so'rovnomalar, test savollari o'tkazildi.

So'rovnomalar tajriba-sinov oldi bosqichida o'tkazish uchun mo'ljallangan bo'lib, ikkinchi chet tilini integrativ yondashuv asosida o'rganish jarayonida talaba qanday muammolarga duch kelishini aniqlashga qaratilgan. Unda tajriba maydonlaridan quyidagi sondagi respondentlar ishtirok etdilar:

2-jadval.

Tajriba-sinovning anketa – so'rovnomasida ishtirok etgan respondentlar soni

Tajriba sinov maydonlari	Respondentlar soni	2-bosqich	3-bosqich
O'zMU	250	129	121
ADChTI	251	125	126
NamDU	254	123	131
Jami	755	377	378

Talabalardan olingan so'rovnomalar natijasida deyarli barcha talabalar ikkinchi xorijiy til sohani chuqurroq o'rganish, o'zini har tomonlama rivojlantirish hamda chet el adabiyotlarini o'qish, o'rganish uchun kerakligini aytdilar.

3-jadval.

Talabalarning fransuz tilidagi nutqiy muloqot kompetensiyasi shakllanganlik darajasi bo'yicha o'z-o'zini baholash natijalari

Ball	O'zbekiston Milliy universiteti	Andijon davlat chet tillari instituti	Namangan davlat universiteti
0-2	12%	14%	11%
4-6	75%	68%	75%
8-10	13%	18%	14%

Tajriba-sinov ishlarining avvali va yakuniy bosqichida talabalar faoliyatini tahlil etish, ularning fransuz tili darslarida nutqiy kompetensiyasini rivojlantirish texnologiyalarining samaradorlik darajalarini baholash bo'yicha ijobiy ko'rsatkichlarni qo'lga kiritdik.

4-jadval.

Tajriba va nazorat guruhlaridagi talabalarda nutqiy muloqot kompetensiyalarini shakllanganlik va rivojlanganlik ko'rsatkichi natijalari

Ko'rsatkichlar	5 (a'lo)	4 (yaxshi)	3 (qoniqarli)	2 (qoniqarsiz)	jami
Tajriba guruhlari	140	124	83	29	376
Nazorat guruhlari	73	92	152	62	379
Jami	213	216	235	91	755

Bundan tashqari, talabalarning nutq faoliyati turlarini (gapirish, tinglab tushunish, o'qish va yozuv) egallanganlik darajasini aniqlash maqsadida dastlab tekshiruv ishlari olib borildi. Nazorat ishi natijalari 4-jadvalda o'z aksini topgan.

3-bosqich talabalariga motivasion, kognitiv va nutqiy muloqot funksiyalarini qo'llagan holda tayyorlangan topshiriqlar berildi.

5-jadval

Tajriba-sinov avvalida talabalarining nutq faoliyati turlarini egallaganlik darajalari (% jami talabalar soniga nisbatan olindi)

Topshiriqlar turlari	Tajriba guruhi (jami 376 nafar)				Nazorat guruhi (jami 379 nafar)			
	To'g'ri javoblar		Noto'g'ri javoblar		To'g'ri javoblar		Noto'g'ri javoblar	
	Talabalar soni	%	Talabalar soni	%	Talabalar soni	%	Talabalar soni	%
Gapirish	128	45.4%	125	54.6%	120	53.4%	129	46.6%
Tinglab tushunish	129	48%	124	52.%	119	46.8%	130	53.2%
O'qish	130	50.6%	123	49.4%	121	49.2%	128	50.8%
Yozuv	127	50.3%	126	49.7%	118	49%	131	51%
		51.4%		49.5%		50.4%		48.5%

Tadqiqotimizning ikkinchi rivojlantiruvchi bosqichi talabalarga fransuz tilini integrativ yondashuv asosida o'qitishning nazariy va amaliy asoslarini takomillashtirish konsepsiyasini ishlab chiqish va asoslashga bag'ishlandi. Tadqiqot ishlarining holatini aniqlash uchun talabalarining fransuz tilidagi bilim, ko'nikma va malakalarini quyidagi motivatsion (fanga oid axborot bilan ishlash), kognitiv (integrasiyalashgan ta'lim mazmun-mohiyatini anglash) amaliy-faoliyatli (ta'lim sharoitida tilga oid muammolarning maqbul yechimlarini topish va o'zi ham shu kabi vaziyatlar yaratib natijaga erishish) mezonlari asosida talabalarining bilim, ko'nikma va malakalari rivojlantirildi va baholandi. Ingliz tili yo'nalishi talabalariga fransuz tilini ikkinchi chet til sifatida o'rgatishda nutq faoliyati turlari integratsiyasi bo'yicha olingan nazorat topshiriqlari natijalariga ko'ra, talabalarda nutq faoliyati turlarida quyidagi kamchiliklar mavjudligini ko'rsatdi.

6- jadval

Nutq faoliyati turlarida talabalarda kuzatilgan kamchiliklar.

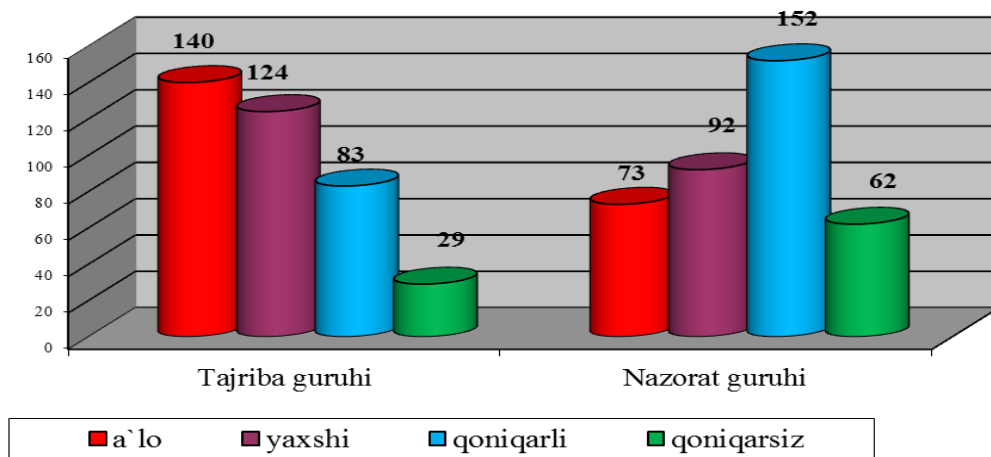
Tinglab tushunishga doir kamchiliklar.	Gapirishga doir kamchiliklar	O'qib tushunishga doir kamchiliklar	Yozuvga doir kamchiliklar
So'z boyligi kamligi va ularni xato to'ldirishlik	Yetarlicha so'z boyligiga ega emasliklari va so'zlarni o'rinli qo'llay olmasliklari	Matnni o'qish davomida matnda uchragan ayrim notanish so'zlarni to'g'ri o'qishga qiynalishlari	Gaplarni mantiqiy bog'lay olmasliklari va grammatik xatolar
Nutqning tezligi va turli xil maromda ekanligi	Grammatik jihatdan jummalarni to'g'ri tuza olmasliklari xamda qisqa gaplar tuzishligi	So'zlarni o'z ona tiliga tarjima qilishda mantiqiy mushohada yuritishga qiynalganliklari	Yozma nutqda leksik birliklarning kamligi
Matnni oldindan taxminan fahmlay olmasliklari va kalit so'zlarni tushuna olmasliklari	Xato qilishdan qo'rqishlari fikrlarini va diqqatlarini bir joyga to'play olmasliklari	Matnni yetarli darajada tez o'qiy olmasliklari o'qish borasida tajribaning kamligi	O'z fikrlarini to'liq bayon etib yoza olmasliklari so'z boyligini kamligi va so'zlarni o'rinli qo'llay olmaslik

Turli xil frazeologik birliklar va iboralarni tinglab anglay olmasliklari	Mavzu bo'yicha yetarlicha ma'lumotga ega emasliklari va so'zlarni talaffuz qilishdagi qiyinchiliklar	O'qish strategiyalariga amal qilmasliklari	Yozuv jarayonida grammatik leksik, fonetik, imlo xatolar qilishlari
Diqqatni jamlay olmasliklari	Tezda muloqotga kirishib o'z fikrlarini mustaqil bayon eta olmasliklari ya'ni mustaqil fikrlashga qiynalishlari	Har bir gapni so'zma so'z tarjima qilib matnni g'oyasini chiqara olmaslik shu sababli vaqtdan unumli foydalana olmasliklari	Yozuv strukturasi ega emasliklari va yozuv bo'yicha yetarlicha tajribaning yo'qligi

O'tkazilgan pedagogik tajriba-sinov ishlari natijalarini matematik-statistik usullar bilan tekshirish va tahlil qilish ishonchli xulosalarni chiqarish imkonini beradi. Pedagogik ilmiy-tadqiqot ishlari uchun bunday usullar yetarli darajada ishlab chiqilgan.

Pedagogik tadqiqotlar uchun shu narsa muhimki, bunda qo'llaniladigan vositalarning samaradorligi muayyan bir guruh, obyektlarning (talabalar guruhi, o'quvchilar guruhi va h.k.) yoki turli guruhlar, obyektlarning ma'lum bir vaqt ichida erishgan yutuqlari yoki xulosalarini taqqoslash asosida tekshiriladi.

O'tkazilgan tajriba-sinov ishlari davomida og'zaki va yozma so'rovnomalar, suhbat, fransuz tili darslarini kuzatish, o'quv dasturlari, darsliklar va dars jarayonini tahlil qilish, mashg'ulotlarni integrativ yondashuv asosida tashkil etishga qaratilgan samarali metodlar, texnologiyalar, mashqlar va topshiriqlarni tajriba-sinovdan o'tkazish integrativ mashq va topshiriqlardan foydalanish kutilgan natijani qo'lga kiritishda muhim asos bo'ladi.



Olingan natijalardan o'qitish samaradorligini baholash mezonining birdan kattaligi va bilish darajasiga mos keluvchi baholash mezonining noldan kattaligi bilan ko'rish mumkin. Demak, fransuz tili darslarida talabalarning nutqiy muloqot va kasbiy kompetensiyalarini nutq faoliyati turlari orqali integrativ yondashuv asosida rivojlantirish metodikasini sinovdan o'tkazish bo'yicha o'tkazilgan tajriba-sinov ishlari samarador ekan va bu samaradorlik o'rtacha 13,5 % ni tashkil etadi. Demak, talabalarda integratsiyalashgan mashq topshiriqlar natijasida talabalar nutq faoliyatlarining o'sishi darajalarini tinglab tushunish, gapirish, o'qish va yozuv bo'yicha o'zlashtirishlarining samaradorlik darajasini aniqlash bo'yicha

o'tkazilgan tajriba-sinov ishlari tadqiqotimizda ilgari surilgan ilmiy-nazariy farazlarimizni tasdiqladi. Tadqiqot ishimizda tavsiya qilingan nutq faoliyati turlarini integratsiyalashning turlarga bo'lingan mashqlar tipologiyasi samarali ekanligi dalillandi.

XULOSALAR

Ingliz tili yo'nalishi talabalariga fransuz tilini ikkinchi chet til sifatida o'qitishda integrativ yondashuv texnologiyasi mavzusida olib borilgan tadqiqot natijasida quyidagi xulosalar umumlashtirildi:

1. Chet tildan mutaxassislik beradigan ingliz tili yo'nalishlarida fransuz tilini o'qitish mazmunini zamon talablari darajasida takomillashtirilishi talabalarning tilga oid lingvistik va nutqiy kompetensiyalarini yanada rivojlantirishning asosiy omillardan biri hisoblanadi. Buning uchun fransuz tili o'qituvchilarning integratsiyalashgan ta'limni tashkil etish bo'yicha ilmiy, pedagogik va metodik tayyorgarligini ta'minlash hamda integratsiyalashgan ta'lim texnologiyalaridan foydalanish malakalarini takomillashtirish talab qilinadi.

2. Integrativ yondashuv ta'limning zamonaviy usuli sifatida pedagogik ta'limda muhim o'rin tutadi. Hozirgi kunga kelib jahonning 70% mamlakatlarida integrativ tarzda yaratilgan o'quv dasturlar va darsliklardan foydalanib kelinmoqda. Chet tillarni integrativ yondashuv asosida o'qitish o'quvchi-talabalarga turli fanlardan egallangan bilimlarni nutq faoliyatining to'rt turi – tinglab tushunish, gapirish, o'qish va yozuv vositasida amaliy qo'llash malakalarini rivojlantirishga yordam beradi

3. Tahliliy kuzatuvlar fransuz tili amaliy mashg'ulotlarida nutq faoliyati turlarining ayrim turlarigina (o'qish va yozuv yoki tinglab tushunish va gapirish) faol qo'llanilayotganini ko'rsatdi. Fransuz tilini o'qitishda talabalarning tinglab tushunish va gapirish jarayonida nutq tovushlarining talaffuzida omofonlarning qo'llanilishidagi, o'qish va yozuvda omograflarning qo'llanilishidagi qiyinchiliklarni bartaraf etish, darsliklardagi mavjud imkoniyatlardan foydalanish orqali darslarda talabalarning kommunikativ kompetensiyasini rivojlantirish mashg'ulot jarayonida nutq faoliyati turlarining barchasini integratsiyalashtirishni, ya'ni bir darsning o'zida to'rtala nutq faoliyatini teng barobar qo'llashni taqozo etadi.

4. Fransuz tilini o'qitishda qo'llanib kelgan an'anaviy yondashuv fransuz tili o'quv fan dasturlari va o'quv-uslubiy majmualar mazmunini qiyoslash, ularda nutq faoliyati turlarini alohida rivojlantirishga e'tibor qaratilganini ko'rsatdi.

Ingliz tili talabalarning kommunikativ kompetensiyasini shakllantirish, nutq faoliyati turlarining to'rtala turini birdek rivojlantirish zaruratidan kelib chiqib filologik yo'nalishdagi OTMLar o'quv dasturlari takomillashtirilishi zarur.

5. Chet tillarni, xususan, fransuz tilini o'qitishda nutq faoliyati turlarini integratsiyalashtirib o'qitishning 2- va 3- bosqich uchun mashq va topshiriqlar qo'llashni, bunda ikkinchi bosqich uchun retseptiv, reproduktiv, produktiv mashqlardan, uchinchi bosqich uchun esa situativ-kommunikativ, ijodiy va integrativ mashqlardan foydalanish maqsadga muvofiq. Ushbu mashqlar ikkinchi

bosqich talabalari tomonidan mashg'ulot davomida nutq faoliyatining tinglab tushunish, gapirish, o'qish va yozuv turlarini teng darajada qo'llashga qaratilishi, uchinchi bosqichda har bir autentik materialni o'zlashtirishda nutq faoliyati turlarining barchasidan foydalanishga yo'naltirilishi ko'zda tutiladi.

6. OTMLlarda dars samaradorligini oshirishda integratsiyalashgan mashq va topshiriqlar, interfaol metodlardan foydalanishning ahamiyati katta. Fransuz tilida nutq faoliyati turlarini rivojlantirishda "Yo'naltiruvchi intervyu" (Un entretien guidé) "Optimistlar va pessimistlar" (Optimistes et pessimistes), "Rolli o'yinlar" (Un jeu de rôle), "A dan Z gacha" (de A à Z), "Muammoni top" (Trouve le problème) kabi mashqlar va integratsiyalashgan interfaol metodlardan foydalanish ta'lim samaradorligini kafolatlaydi.

7. O'tkazilgan tajriba-sinov ishlari davomida nutq faoliyati turlarini integratsiyalashtirishga yo'naltirilgan mashq va topshiriqlar mashg'ulotlarni integrativ yondashuv asosida tashkil etishga qaratilgan samarali usul va metodlarni tajriba-sinovdan o'tkazish, integrativ mashq va topshiriqlardan foydalanish, ilmiy-nazariy jihatdan asoslangan g'oyaning samaradorligini dalilladi.

Tadqiqot natijalari asosida quyidagi tavsiyalar ishlab chiqildi:

1. Ingliz tili yo'nalishi talabalariga fransuz tilini ikkinchi chet til sifatida o'qitishda o'qituvchilarning pedagogik faoliyatini puxta rejalashtirish, fransuz tili amaliy mashg'ulotlarida har bir talabaning real shaxsiy imkoniyatlarini hisobga olish, ijodiy, muammoli-izlanish xarakteridagi usullardan foydalanish tavsiya etiladi.

2. Tadqiqotda ingliz tili yo'nalishi talabalariga fransuz tilini ikkinchi chet til sifatida o'qitish talabalarning nutqiy kompetensiyasini rivojlantirish maxsus jarayon sifatida ko'rib chiqildi. Fransuz tilini integrativ yondashuv asosida o'qitishning mohiyati va mazmuni nazariy jihatdan asoslab berildi. Fransuz tilini ikkinchi chet til sifatida o'qitishda integrativ yondashuv asosida ta'lim mazmunini tanlash, fanlararo hamkorlikka asoslangan jarayonlarni yo'lga qo'yish maqsadga muvofiq.

3. Ingliz tili yo'nalishlarida fransuz tilini ikkinchi chet til sifatida o'qitish orqali talabalarning nutqiy kompetensiyasini rivojlantirishda tilga oid - o'zbek, rus, ingliz va fransuz tillari o'quv fanlarining xususiyat hamda imkoniyatlarini hisobga olgan holda fanlar va ta'lim mazmuni integratsiyasini ta'minlash orqali o'qitishni samarali tashkil qilish lozim.

4. Ingliz tili yo'nalishi talabalariga fransuz tilini ikkinchi chet til sifatida o'qitishda zamonaviy darslik va qo'llanmalarni yaratish bugungi kun talabidir. Fransuz tili darslik va qo'llanmalarni yaratishda nutqiy kompetensiyani rivojlantirishda til ichki va tillararo interferensiya (qiyinchilik va xato) hamda transpozisiya (ijobiy ta'sir) hodisalarini hisobga olish zarur. Ayniqsa, talabalarning nutqiy kompetensiyasini rivojlantirishda fransuz tili o'qitish maqsadlarini zamonaviy talablarga bo'ysundirish ijobiy samara beradi. Fransuz tili ta'limining bugungi kungi dasturiy talablarini integrativ yondashuvga yo'naltirilgan holda ta'minlanish maqsadga muvofiq.

**ONE TIME SCIENTIFIC COUNCIL PhD.03/05.05.2023.Fil.163.01
WARDING ACADEMIC DEGREES AT NAMANGAN STATE INSTITUTE
OF FOREIGN LANGUAGES NAMED AFTER I.IBRAT**

NAMANGAN STATE UNIVERSITY

ATAMIRZAYEVA E'ZOZA BEKMIRZAYEVNA

**THE TECHNOLOGY OF TEACHING THE FRENCH LANGUAGE
TO STUDENTS BASED ON AN INTEGRATIVE APPROACH**

**13.00.02 – THE THEORY AND METHODOLOGY OF EDUCATION AND
UPBRINGING (THE FRENCH LANGUAGE)**

ABSTRACT

**OF DISSERTATION OF THE DOCTOR OF PHILOSOPHY (PhD) on
PEDAGOGICAL SCIENCES**

Namangan-2025

The theme of the Doctor of Philosophy (PhD) dissertation in Pedagogical Sciences is registered with a number B2024.3.Phd/Ped2840 in the Higher Attestation Commission of the Republic of Uzbekistan.

The dissertation was completed at Namangan State University.

Dissertation abstract in three languages (Uzbek, Russian, English) is available on the website of the Council (www.namsifl.uz) and "ZiyoNet" Information and Education portal (www.ziynet.uz)

Scientific supervisor:

Yakubbayev Murodilla Marufovich

Doctor of Pedagogical Sciences (PhD), Associate Professor

Official opponents:

Askarova Ugilkhon Mamashakirovna

Doctor of Science (DSc), Professor

Ishanjanova Munosibkhon Saidahmadovna

Doctor of Philological Sciences (PhD), Associate Professor

Leading organization:

Fergana State University

Dissertation defense PhD at the Namangan State Institute of Foreign Languages. 03/05/05/2023. Phil. Scientific Council No. 163.01 will be held at the meeting of "___" _____, 2025 at _____. (Address: Saodat street, 28, Turakurgan city, Namangan region, Tel.: +998 (69) 442-11-67; e-mail: info@namsifl.uz/namchi-1@exat.uz/namdchti@edu.uz).

The dissertation can be viewed at the Information Resource Center of the Namangan State Institute of Foreign Languages (registered with number ____). (Address: Saodat Street, 28, Namangan Region, Turakurgan City, Tel.: +998 (69) 442-11-67).

Dissertation abstract was distributed on _____, 2025.

(Register statement No. ___ dated "___" _____, 2025).

N.T.Dosbayeva

Chairman of Scientific Council Awarding Academic degrees, Doctor of Philological Sciences, Professor

I.I.Umrzaqov

Secretary of Scientific Council Awarding Academic degrees, Doctor of Philosophy in Philological Sciences, Associate Professor

S.A.Misirov

Chairman of Scientific Seminar of the Scientific Council Awarding Academic degrees, Candidate of Pedagogical Sciences, Associate Professor

INTRODUCTION (Doctor of Philosophy (PhD) dissertation abstract))

The relevance and necessity of the dissertation topic. In the modern world, it is becoming increasingly clear that the comprehensive development of society is related to the content and quality of education. The rapid penetration of globalization processes into the field of education, the abundance of information flows, and the development of innovative technologies require corresponding changes in the content of education. The task of education today is directly related to such methodologically important problems of pedagogy as the implementation of state policy in the field, the qualitative fulfillment of state requirements for personnel training, the creation of a modern generation of educational literature, and the continuous improvement of the methodology of teachers and trainers. The solution of these problems ensures the qualitative fulfillment of state requirements for the content of education and leads to a positive solution to the main conceptual issues of education. The need for widespread use of information and data within the scope of one's field, which has arisen as a result of globalization in the world, has further strengthened the need for the development of professional and communicative competence in foreign languages.

In the world, a number of scientific studies are being conducted in the field of language education (linguodidactics) on the study of communicative competence and professional and communicative activity. In higher education institutions of developed countries, including Quebec (Université du Québec, Canada), Sorbonne (Université de Sorbonne), Oxford (Université D'Oxford), Cambridge (Université de Cambridge), Toronto (Université de Toronto), Kazan Federal University (Université fédérative de Kazan) and Russian Peoples' Friendship University (Université de l'Amitié des Peuples de Russie), it is of great importance to conduct scientific research on the development of listening comprehension, speaking, reading and writing skills of future foreign language specialists, which are components of communicative communication.

The integration of our republic into the world community has made the training of highly qualified specialists with perfect and thorough command of foreign languages one of the most important tasks. Important tasks such as "training modern personnel who know several foreign languages in our country, conducting scientific work on foreign languages, and improving the methodology of language teaching"¹¹ have been set. In this regard, improving the methodology of teaching a foreign language as a communicative activity, based on an integrative approach aimed at acquiring competences, studying foreign experiences, and training specialists in various fields who are fluent in foreign languages are of great importance.

This study is based on the Decree of the President of the Republic of Uzbekistan No. PF-4947 dated February 7, 2017 "On the Strategy of Actions for the Further Development of the Republic of Uzbekistan", Resolution No. PQ-2909

¹¹O'zbekiston Respublikasi Prezidenti Sh. Mirziyoyevning 2018-yil 5-martdagi Namangan viloyati To'raqo'rg'on tumani Is'hoqxon Ibrat nomidagi maktab-internatiga tashrifidagi nutqi. Elektron resurs:<http://www.uza.uz/oz/...prezidentimiz-is-o-khon-t-ra-ibrat-mazhm>. Murojaat sanasi: 26.11.2018 y.

dated April 20, 2017 “On Measures for the Further Development of the Higher Education System”, Resolution No. VMQ-610 dated August 11, 2017 “On Measures to Further Improve the Quality of Teaching Foreign Languages in Educational Institutions”, Resolution No. PQ-3775 dated June 5, 2018 “On Additional Measures to Improve the Quality of Education in Higher Educational Institutions and Ensure Their Active Participation in the Comprehensive Reforms Being Implemented in the Country”, Resolution No. PQ-3775 dated November 16, 2020. This dissertation research serves to a certain extent in the implementation of the tasks set out in the Decrees No. PF-6108 “On measures to develop the spheres of education and science in the new period of development of Uzbekistan”, Resolutions No. PQ-5117 dated May 19, 2021 “On measures to bring the popularization of foreign language learning in the Republic of Uzbekistan to a qualitatively new level”, Decree of the President of the Republic of Uzbekistan No. PF-60 dated January 28, 2022 “On the Development Strategy of New Uzbekistan for 2022-2026” and other regulatory and legal documents related to this activity.

Compliance of the research with the priority areas of the development of science and technology in the republic. This research was carried out in accordance with the priority direction of the development of science and technology of the republic I. “Social, legal, economic, cultural, spiritual and educational development of an information society and a democratic state, formation of a system of innovative ideas and ways of their implementation”.

The level of study of the problem. Problems related to the methodology of teaching foreign languages in our republic, problems of interdisciplinary connections in teaching subjects and languages, the introduction of integrated education in teaching foreign languages, the use of integration technologies to increase the effectiveness of education, issues of an integrative approach to teaching foreign languages are studied in the scientific works of such scientists as J.Jalolov, T.Sattorov, L.Ahmedova, M.Gulyamova, X.Yulbarsova, F.Erkulova, N.Abdullayeva, R. Mavlonova and N.Kushiyeva¹².

The issues of developing communicative competence in teaching foreign languages in the Commonwealth of Independent States (CIS), various aspects of the problem of integrated teaching of academic subjects were studied by I.Bim, Yu.Biryukova, A.Danilyuk, G.Fedores, N.Galskova, I.Gez, A.Gvozdeva,

¹²Jalolov J.J. Chet til o'qitish metodikasi. Chet tillar oliy o'quv yurtlari (fakultetlari) talabalari uchun darslik qayta ishlangan va to'ldirilgan 2-nashri.-Toshkent: O'quvchi, 2012.-432 b.; Sattorov T. B'ulajak chet tili o'qituvchisining uslubiy omilkorligini shakllantirish texnologiyasi (ingliz tili materiali). TDYOI Toshkent., 2003.-191b.; Ahmedova L.T. Rоль и место педагогических технологий в профессиональной подготовке студентов.-Т.: Фан ва технология.-2009.; Гулямова М.Х. Инглиз тили o'qitishda talabalarнинг коммуникатив компетенциясини ривожлантиришга интегратив компетенциясини ривожлантиришга интегратив ёндашув. Педагогика фан. ... номзодлик диссертацияси автореферати.-Ташкент, 2019. - 45 б.; Юлбарсова Х.А. Интегратив ёндашув асосида б'улажак o'qituvchиларнинг коммуникатив компетентлигини шакллантириш технологияси. пед.фан.б'уйича фалс. док. (PhD) дисс. -Наманган, 2020.-167б.; Erkulova F.M. 9-11 sinf o'quvchilarining ingliz tilida grammatik kompetensiyasini integrativ yondashuv asosida riojlantirish texnologiyasi. ped.fan.bo'yicha fals.dok. (PhD) diss. -Namangan, 2021. -170 b. Мавлонова Р.А., Рахмонкулова Н.Х. Бошланғич таълимнинг интеграцион педагогикаси. - Т.: ТДПУ. O'quv кўлланма. 2006.- 98 Б.; Кушиева Н.Х. Талабаларга инглиз тилини o'qitishda кластерли ёндашув хусусиятлари: Дис. ... пед. фан. фалсафа док.-Ташкент, 2020. -Б.123.

Yu.Kustov, O.Larionova, V.Levchenko, R.Milrud, Ye.Passov, A.Shepilova, N.Vyunova, I.Zimnyaya, Yu.Zagrayskaya, Ye.Zvaginsevalar¹³.

The problems of teaching foreign languages in foreign countries, the development of communicative competence, the integration of various disciplines, the development of oral communication skills in the process of learning foreign languages were studied by S.Moran, N.Chomsky, M.Canale, M.Swain, L.Xays, B.Vayt, I.Luka, K.Knep, X.Braun, C.Shivanchi, D.Koyl, A.Valeo, M.Bastias, T.Sinx, N.Moxamar, M.Ivens, E. Berard, D.Hayms.J. Holms, J.Prayd, J.Kuk va E. Syussi¹⁴.

Although a number of studies have been conducted on teaching French as a foreign language (FLE-Français langue étrangère), the lack of monographic studies

¹³Щепилова А.В. Теория и методика обучения французскому языку как второму иностранному: учебное пособие для студентов вузов. М.: ВЛАДОС, 2005.-242 стр; Федорец Г.Ф. Проблема интеграции в теории и практике обучения (предпосылки, опыт)/Г.Ф.Федорец.–Л.:ЛГПИ, 1989. –94с.; Гальскова Н.Д. Теоретические основы образовательной политики в области подготовки учащихся по иностранному языку: Дис. ...док. пед. наук. – М., 1999. – 477 с.; Гальскова Н.Д., Гез Н.И. Теория обучения иностранным языкам Лингводидактика и методика. Учебное пособие для студентов вузов. Москва, 2006.-335 стр.; Кустов Ю. Интеграция в педагогике и образовании: Сб.науч.-метод. работ/Самара: Самар. индустриал. пед. колледж, 1994.– С.6-17.; Попова Т.П. Историческая и социально-образовательная мысль. 2013. №2(18) Необходимость использования компетентностного подхода в процессе обучения иноязычному общению (неязыковой вуз) -6 стр.; Вербицкий А.А., Ларионова О.Г. Личностный и компетентностный подходы в образовании: проблемы интеграции. М., 2011.; Вьюнова Н.И. Теоретические основы интеграции и дифференциации психолого-педагогического образования студентов университета: Автореф. дис. ... док. психол.наук/ Н.И.Вьюнова. –М.,1999.– 41 с.; Мильруд Р. П. Компетентность в изучении языка/Иностранные языки в школе.–2004. -№ 7.– С- 36.; Зимняя И. А. Лингвопсихология речевой деятельности: Избр. психол. труды/ – М: –2001. 432.с Бим И. Л. Некоторые актуальные проблемы современного обучения иностранным языкам//Иностранные языки в школе. Москва: –2001. С. 218. Пассов Е.И.Основы коммуникативной методики обучения иностранным языкам. - Москва: –1999, стр-45-52. Данилюк А.Я. Теория интеграции образования. – Ростов-на/Д. 2000. – 202 с; Кренева И.В. Интегрированный курс как средство развития младших школьников в условиях углубленного изучения ими немецкого языка: Автореф. дис.канд. пед. наук. – Пенрозаводск. 2003. – 22 с.; Заградская Ю.С. Методика интегрированного обучения английскому языку и зарубежной литературе на занятиях по домашнему чтению: Дис. ... канд.пед.наук.–Иркутск. 2009.– 167с.; Гвоздева А.В. Интегритивно – дифференцированный подход к развитию субъектности студентов вуза в процессе обучения французскому языку:Автореф. ... дис.док.пед.наук. –Курск.2009.-53 с.; Левченко В.В. Интегрированный подход к профессионально –педагогической подготовке в ВУЗЕспециалистов для образовательных учреждений. Автореф. ... дис. док.пед.наук.- Самара. 2009.-43 с.; Звягинцева Е.П. Совершенствование иноязычной подготовки студентов на основе интегративно –развивающего подхода: Дисс. ...канд. пед. наук.–Москва. 2014.-218 с.; Бирюкова Ю.Н. Интегративная модель обучения чтению как компоненту профессиональной деятельности переводчика: Дисс. ... канд. пед. наук.–Москва. 2015. – 243 с.

¹⁴Moirand S. Enseigner à communiquer en langue étrangère, –Paris, –1982. Hâchette. P-276; Chomsky N. Language and Mind/N.Chomsky. –N-Y:Harcourt; Brace, Jovanovich, 1972 Canale M., M/Swain//theoretical bases of communicative approach second language teaching and testing / M. Canale, M Swain // AppliedLinguistics. – 1980. - № 1. –P. 1-47.; Xias L. Communicative Competence and Critical Thinking: a crosscultural view of Chinese EFL learners and teachers in a University Context. – Ireland. Dublin City University. 2004. - 297 p.; Waite B.R The Role of Communicative Competence and Culture in Current Foreign Language Teaching. Doctor of philosophy. –University of Colarado. 2006.-384p.; Luka I. Developing Communicative Competence in Teaching English for Students of the Tourism Industry.Latvia University –Riga: Latvia Volume 700. 2006.- 228 p.; Knapp K., Antos G. Handbook of Communication Competence. –New York. 2008. -538p.; Brown H.D. Teaching by Principles: An interactive Approach to Language Pedagogy. (3rd Edition) – Pearson Education ESL. 2007. – 410 p.; Shivanchi C.Sh. Frmework for ICT integration in teaching and learning in public technical training institutes in Kenya. -Kenya. University of Nairobi. 2008. –71 p.; Coyle D. Hood P. Content and Language Integrated Learning. –Cambridge University Press. 2010. –170 p.; Valeo A. The Integration of Language and Content: form–focused instruction in a content – based language program. -University of Toronto. 2010. –145 p.; Bastias M and others. Integration of the four skills of the English language and its influence of the performance of second grade High School Students.-Chile. 2011. -152p.; Singh T.K. Teacher readiness of ICT integration in Teaching –Learning: A Malaysian case study.2014. –885p.; Mokhamar N.W. The impact of integrating Reading and Writing Skills on Palistine Technical College Students Paragraph Writing and Attitudes. -Gaza. 2016. - 176 p.; Evans M.B. The Integration of Reading, Writing, Speaking and Listening Skills in the Middle School Social studies Classroom. – Utah State University.2018.-173p ; Bérard, E. 1991. L’approche communicative, Théories et pratiques.–Paris, CLE International. -103p. ; Hymes D. 1991. Vers la compétence de communication, Paris, coll., Hâtier/Didier(traduction française de On communicative compétence dans J. Holmes and J.-B. Pride (dir.), Sociolinguistics, Penguin Books, 1972), ; Cuq, J.-P.. Du discours du linguiste au discours pédagogique: Tribulations de quelques concepts grammaticaux. Etudes de Linguistique Appliquée n°125, sous la dir. De M. Verde-Lhan-Bourgade, –2002.pp.83-95; E. Soucy.- Vers une définition de l’approche intégrée- Université du Québec en Abitibi-Témiscamingue (Canada) éè december 2022 Quebec. 15 p

on the formation of professional and communicative competence in teaching French as a second foreign language to students based on an integrative approach indicates the relevance of the research work under discussion. The issue of integrated teaching of foreign languages in higher education institutions, in particular, the development of communicative competence of future English language specialists through the integration of their speech activities in a second foreign language - French, has not been specifically studied.

The connection of the dissertation research with the research plans of the higher education institution where the dissertation was completed. The dissertation was completed within the framework of the research plan of Namangan State University, “Study of Uzbek literature abroad and current problems of teaching foreign languages”.

The aim of the research is to improve the technology for developing communicative competence in French of English language students based on an integrative approach.

The objectives of the research are:

Clarifying the principles of developing students’ communicative competence in French;

Improving the linguistic and methodological aspects of developing students’ communicative competence in French;

Developing a system of exercises and tasks aimed at integrating listening comprehension, speaking, reading and writing types of speech activity, which are components of communicative competence in French in philological universities;

Developing ways to overcome difficulties in developing students’ communicative competence in French.

The object of the research was the process of teaching the French language related to the development of students’ communicative competence based on an integrative approach, and students of the philological department of Namangan State University, Andijan State Institute of Foreign Languages, and the National University of Uzbekistan participated in the pilot study.

Subject of the research: The content, form, methods and means of integrated teaching of students’ speech activities in French in higher educational institutions in the philological direction.

Research methods: The study used theoretical (comparative, analytical), diagnostic (observation, interview, questionnaire), pedagogical experimental-testing, mathematical-statistical analysis, generalization methods.

The scientific novelty of the study is as follows:

In the process of developing students’ French language skills, different features of “homophones” (words with the same sound) in listening and speaking speech activities and similar features of “homographs” (words with the same spelling) in reading and writing speech activities were identified;

Based on an integrated approach to teaching French and innovative teaching methods, a didactic support for integrating students’ French language skills (listening, speaking, reading and writing) was developed;

A system of receptive, reproductive, productive, situational communicative, creative and integrative exercises and tasks was developed to integrate listening, speaking, reading and writing, which are components of French language skills, was developed in higher educational institutions specializing in the English language;

A classification of difficulties encountered by students in the process of developing spoken communication in French has been developed, which are grouped based on linguistic, extralinguistic, psychological and methodological factors, and the effectiveness of using methods and innovative technologies aimed at the functional and practical use of the language in preventing and eliminating difficulties is based on.

Practical results of the research:

The current methodology for developing students' communicative competence based on an integrative approach to teaching the French language in philological universities has been improved;

A Second Foreign Language (French) textbook has been created, aimed at developing communicative competence in French by integrating the types of speech activity of students of philological higher education institutions;

Methodological support for innovative methods of teaching French speech activity by integrating listening comprehension, speaking, reading and writing has been created in philological higher education institutions.

The reliability of the research results is determined by the methodological, methodological, psychological and pedagogical approaches to the problem and the national experience of developing communicative competence in French based on an integrative approach, the development of recommendations by scientists of our republic and abroad, as well as the organization of educational activities for the development of communicative competence in French for students; the quantitative and qualitative provision of the analysis, the validity of the experimental work, the processing of the results obtained using mathematical and statistical analysis methods, the scientific and methodological basis of the approaches used, the implementation of conclusions, proposals and recommendations in practice.

Scientific and practical significance of the research results.

The scientific significance of the research results is explained by the fact that the essence of the concepts of "integration, integrative teaching and integrative approach" in language education, the specific features of the integrative approach in the development of communicative competence and the features of integrated teaching of speech activities in French in philological higher education institutions, the specific pedagogical and methodological features of their role and importance in the development of communicative (linguistic and speech) competence in French, and the analysis of approaches to studying the problem are determined.

The practical significance of the research is determined by the fact that the teaching and methodological manual based on exercises and tasks designed to develop students' communicative competence has been introduced into practice,

and the technology for developing communicative competence in French has served to further improve this discipline in the field of teaching methodology.

Implementation of the research results. Based on the scientific results achieved on the technology of teaching French to students based on an integrative approach:

In the process of developing students' communicative competence in French, scientifically and theoretically based proposals for identifying different features of "homophones" (words with the same sound) in listening comprehension, speaking speech activities and similar features of "homographs" (words with the same spelling) in reading and writing speech activities were used within the framework of the Erasmus+ mobility program project No. KA 107/2022-2023 (reference of the Namangan State Institute of Foreign Languages dated December 12, 2024 No. 1732-03). The implementation of these proposals served to improve the communicative competence of students in French;

The didactic support for the integration of students' communicative competence (listening, speaking, reading and writing) based on an integrated approach to teaching the French language and innovative teaching methods was used in the preparation of a textbook for students of higher educational institutions entitled "Second Foreign Language (French)". (Order of the Ministry of Higher Education, Science and Innovation of the Republic of Uzbekistan dated August 1, 2024 No. 277) As a result, the exercises given in the textbook served to develop students' communicative competence based on integrated teaching of types of speech activity.

Proposals on the effectiveness of using a system of receptive, reproductive, productive, situational communicative, creative and integrative exercises and tasks aimed at integrating listening comprehension, speaking, reading and writing, which are components of French language communicative competence, in higher educational institutions specializing in English, were used in the process of developing a curriculum for students of the English department of Namangan State University in the subject of the second foreign language (French). (Reference No. 794-03 of Namangan State University dated December 12, 2024). These proposals served to improve the topics of the curriculum for the second foreign language (French).

The classification of difficulties encountered by students in the process of developing speech communication in French, their linguistic, extralinguistic, psychological and methodological grouping, the effectiveness of the use of methods and innovative technologies aimed at the functional-practical use of the language in preventing and eliminating difficulties were used in the preparation of the scripts for the radio broadcasts "World Literature", "Education and Development", "Youth of Uzbekistan" prepared by the editorial board of the National Television and Radio Company of Uzbekistan "Uzbekistan Television and Radio Channel". (Reference of the State Institution of the National Television and Radio Company of Uzbekistan "Uzbekistan Television and Radio Channel"

No. 04-36-1937 dated December 20, 2023). The introduction of these proposals served to improve the communicative competence of students in French.

Approbation of the research results. The results of the research were discussed at 5 international and 1 republican scientific and practical conferences.

Publication of the research results.

A total of 20 scientific and methodological works on the topic of the dissertation, including 1 textbook, 1 educational and methodological manual, were published in 6 scientific publications recommended for publication of the main scientific results of doctoral dissertations by the Higher Attestation Commission under the Cabinet of Ministers of the Republic of Uzbekistan, 4 republican and 2 foreign journals.

Structure and volume of the dissertation. The dissertation consists of an introduction, three chapters, conclusion and recommendation, a list of used literature and appendices, and is 132 pages.

MAIN CONTENT OF THE DISSERTATION

The introduction establishes the relevance and necessity of the research topic, describes the goals and objectives, object and subject of the research, indicates its compliance with the priority areas of development of science and technology in the republic, describes the scientific novelty and practical results of the research, reveals the reliability of the results obtained, scientific and practical significance, provides information on the implementation of the research results into practice, published works and the structure of the dissertation.

The first chapter of the dissertation, entitled “**Scientific and theoretical issues of teaching French as a foreign language to students of the English language department**”, studies the goals and objectives of teaching French as a foreign language, methodological approaches to teaching a second foreign language in the methodology of teaching a foreign language, the content and essence of teaching a second foreign language - French to students of the English language department, and the scientific and theoretical problems of developing students’ communicative speech competence in French.

Language learning is one of the most important areas in human society. Language, which is a means of communication, can be practically mastered in a natural environment - in the family, kindergarten, school, and in higher educational institutions in an organized manner. Knowledge of language phenomena is studied theoretically. In our time, when international relations are booming, knowledge of several languages, multilingualism - polyglossia, is gaining great importance. Pupils and students studying in the Republic of Uzbekistan usually learn three languages. In language education (linguistics), three languages are considered in the following status: mother tongue (Uzbek / Russian), second language (Russian / Uzbek), foreign language (Western and Eastern languages). In philological higher educational institutions, along with the first foreign language, a second foreign language is taught as an additional specialty.

Mother tongue, that is, Uzbek, is the first language that plays a special role in the formation of thinking. According to psychologists, “thought is verbal, that is, thinking is closely related to words, and words are the expression of concepts. The concepts mastered on the basis of the words of the native language are embodied in the sound (phonetic) and written (graphic) representation of the words of another language during the study of a second or foreign language. The words studied in the native language, the second language and the foreign language are three in number, but the concept formed in their expression is one. For example: the words non - khleb - pain. Thus, the concept, as linguists say, is a universal, international phenomenon, while the phonetic and graphic representation of the word is national. The student mentally connects the concepts formed in his own language with the words of the foreign language being studied.

When talking about the second language, it is considered as the language of brothers and neighbors consisting of representatives of other nationalities. It is known that language is an invaluable factor and tool for people to get to know each other better, to respect each other, to make friends. In schools and universities, the concept of a second language is Russian for those who study Uzbek, and Uzbek for those who study Russian.

The process of teaching a second foreign language is a process that contributes to improving language proficiency, developing intercultural communication skills, and personal development. In addition to the native language and foreign language subjects, the curricula of universities and institutes that train specialists in foreign languages plan to teach a second foreign language in higher education institutions. Currently, more than 10 foreign languages are taught in higher education institutions, and English, German, French, Spanish, Italian, Persian, Korean, Chinese, Japanese are taught as second foreign languages. The need for teaching a second foreign language today:

1. Development of international relations and foreign experience used in various fields;
2. Personal development - broadening the worldview, getting acquainted with new cultures and ways of thinking;
3. Educational and scientific activities - using foreign literature, participating in international scientific research and improving skills;
4. Professional and business activities - working in the international market and corporations, translation, communication with foreign partners;
5. Travel and Communication – Free travel around the world, interacting with people in different countries
6. Information and Technology – Determined by goals such as the widespread use of modern technologies, scientific and media, and free access to foreign resources on the Internet.

In higher education institutions that specialize in foreign languages, a second foreign language is taught in addition to the first foreign language. In these higher education institutions, a second foreign language is taught as a compulsory subject. Foreign language specialists are trained at the faculties of foreign language

institutions, at the faculties of Romance-Germanic and Oriental languages. In these faculties, a second foreign language is taught, and additional specialization is given.

Since our research studies the problems of teaching French as a second foreign language, there is a need to touch upon the issues of the interconnection between languages, the integrative approach in the dissertation. In the 18th century, the concept of “integration” was first explained by G.Spencer as the joining of individual parts or elements to each other, their transformation into a single whole, and their integration. Schools where education is conducted on the basis of integrative programs have appeared in Western countries much earlier. Examples of this include the Dey School in Chicago (Ecole Diu, 1898-1948) in the 18th century, the Lincoln School (Ecole de Lincolne, 1926) and the Houston Schools (Ecole de Hustone, 1924-1930) in the 19th century. In these schools, teachers invited students to work as a team in completing specific exercises and tasks during the lesson to achieve the goal of the lesson. In the exercises, life processes were given as examples depending on the interest of the students and the skills of finding solutions to various problem situations were developed. In the process, communicative competence was formed in students through an integrative approach to science.

In the 70s and 80s of the 20th century, the idea of integrated education was put forward by Henry Winthrop (Henry Winthrop 1973), J. Alatis (James Alatis 1978), Cohen Vrins (Koen Vrins 1978). In particular, the Institute of Integrative Education named after Dr. Karan Singh began operating in India.

The word “integration” comes from the Latin word “integer” and is also used in the meaning of the process of interaction “integratio” - restoration, completion. In the explanatory dictionary of the Uzbek language, “integration” expresses the concepts of Latin integratio - restoration, resumption, completion, and has the following meanings: 1. A concept expressing the state of connection of individual parts, elements, their integration; 2. The process of convergence and interconnection of disciplines; 3. Coordination and integration of the economies of two or more countries¹⁵.

The National Encyclopedia of Uzbekistan states that “integral” is one of the basic concepts of mathematical analysis, expressing the concept of the Latin integer – “whole”. It is also noted that the concept of integration in mathematics expresses the meaning of the act of searching for the integral.¹⁶

V.Muller’s English and Russian dictionary defines this term as follows: “Integral” – 1) important; 2) complete, whole, integral, integrative – to make complete and whole, to organize a whole, to determine the average value or total amount; 3) mat. to integrate. Integration – 1. mat. to integrate, to integrate; 2. to unite together.¹⁷

¹⁵O‘zbek tilining izohli lug‘ati. №2. O‘zbekiston milliy ensiklopediyasi. Davlat ilmiy nashriyoti. -T.: 2002. – B. 265

¹⁶ O‘zbekiston Milliy ensiklopediyasi ., Toshkent -2013 212 bet

¹⁷ V.K. Muller’s Russian –English Dictionary -published 2004. P 388.

In the dictionary “Le petit Larousse” you can find the following definition: Integral (intégrale) - 1. Complete, whole; Integration (Intégration) 2. Combining two or more things to form a complete system or part.

In research, it is recommended to study the concept of integration in the following areas: 1. Integrated study of content within the framework of subjects and disciplines; 2. Integration of the activities of individuals teaching different subjects; 3. Integration of forms of organizing educational work, etc.

Researcher R.Mavlonova explains, “Integration means “whole”, which means the integration of various parts of the process of thinking growth”. R.Konchakovsky divides integration into 4 main levels. They are: 1. Systemic; 2. Model; 3. Complex; 4. Analytical.

In recent years, the concepts of integration (intégration), integrative approach (approche intégrative), and integrative approach skills (compétences en approche intégrative) have also entered the field of education and have been actively used in language teaching practice.

In world experience, various approaches have been used in language learning and are constantly being improved.

In particular, one of the researchers, N.Geiz, showed that there are 4 main approaches to foreign language teaching methodology - behavioral, inductive-conscious, cognitive, and integrative approaches. Also, researcher K.Alimova emphasizes the importance of 4 approaches in teaching English in the current conditions: oral approach (approche d'orale), conscious approach (approche consciente), communicative approach (approche communicative), and cognitive approach (approche cognitive).

One of the foreign language teaching methodologists, G.Rogova, proposed 5 approaches to teaching a foreign language in her research - a conscious approach (approche consciente), a practical approach (approche pratique), a structural approach (approche structurale), a situational approach (approche situationnelle), and different approaches (approche différente).

Researcher M.Vyutnev, on the other hand, suggested 6 approaches to learning a foreign language - a grammatical approach (approche grammaticale), a direct approach (approche directe), a behavioral approach (approche comportementaliste), an approach through reading (approche par la lecture), an approach through a group (approche par le groupe), and combined individual approaches (approche individuelle combinée).

Researcher K.Alimova emphasizes the importance of four approaches in teaching English under current conditions: the oral approach (approche d'oral), the conscious approach (approche consciente), the communicative approach (approche communicative), and the cognitive approach (approche cognitive).

From a scientific perspective, integration is based on the wholeness of the world and the interconnection and relationships of its constituent elements. Genetically, integration represents coherence, interdisciplinary connections, mutual interaction, and, ultimately, concepts that complement, expand, and deepen each other.

The didactic characteristics of integrated education include the following: the primary feature of integrated lessons is their student-centered approach. Unlike traditional lessons, integrated education focuses on students' comprehensive development, upbringing, and creativity. In integrated lessons, the teacher acts as an organizer and manager of the educational process. The teacher-student collaboration becomes the key driving factor of the learning process.

At the core of integrated lessons are generalized and systematized learning tasks and questions. Through these, didactic analysis and synthesis direct students toward independent inquiry, critical thinking, and decision-making.

An analysis of curricula and textbooks for French as a second foreign language in philological universities, as well as an examination of French language lessons, revealed that exercises and tasks are not designed to integrate different types of speech activities. In the learning process, certain types of speech activities listening comprehension, speaking, reading, and writing are often given more attention than others. This negatively affects the full development of students' communicative competence, leading to weaknesses in certain aspects of speech activity. Ensuring the balanced development of all speech activities in the training of philology students guarantees their formation as skilled specialists.

The second chapter of the dissertation is entitled **“Technology for overcoming difficulties in teaching speech activities in French lessons based on an integrative approach”**, and this chapter scientifically studies the linguodidactic foundations of teaching French to English language students, the methodology and system of exercises for teaching speech activities based on an integrative approach, and the technology for teaching French to students based on an integrative approach.

Nowadays, the main requirement of education is to teach students to apply knowledge gained from various disciplines in their own place, which in itself requires an integrative approach. For a student who has learned a foreign language, it is important to have communication skills, phonetic, lexical and grammatical knowledge. Because, while phonetics teaches the correct pronunciation of sounds and correct stress, vocabulary is learned through lexis. Grammar studies word combinations, sentence structure and tenses.

Our goal is to promote the joint development of oral speech (listening and speaking) and written speech (reading and writing) in the French language lesson through our scientific work. As a result of our research, we have found that oral (listening and speaking) and written (reading and writing) speech develop through pronunciation. To do this, it is necessary to use an integrated approach that stimulates and facilitates learning French. The development of several language skills within the framework of one education ensures an interesting teaching-learning situation in the lesson.

N.Baryshnikov in his research touched upon the issue of “what helps to master a second foreign language, to facilitate and accelerate this process, as well as what hinders its correct learning”. A.Shepilova put forward the idea that “one of the important factors in learning a foreign language is the experience of learning a

previous foreign language, working methods and skills of switching from one language to another”.

The proximity of linguistic phenomena often causes interference: students perceive similar aspects in the language, but do not take into account the differences. It should also be remembered that incorrect skills acquired when learning the first foreign language are also transferred to the second foreign language. Thus, the study and teaching of a second foreign language has its own characteristics, which cannot be ignored.

In most cases, French is studied as a second foreign language based on English. There are common theoretical positions and general laws in teaching French on the basis of English, and their consideration is necessary to ensure the effectiveness of the educational process. One of the main requirements for increasing the effectiveness of lessons in teaching a second foreign language is the implementation of a comparative (contrast) approach. During our study, we considered it appropriate to analyze the interference, extralinguistic and psychological difficulties that arise when teaching students the types of speech activity - listening comprehension, speaking, reading and writing - based on an integrative approach, and also to address the issues of eliminating these problems.

The main goal of language teaching is to train a cognizant through communication, that is, a specialist who can communicate directly and indirectly in the language. L. Iliyeva believes that “the emergence of any communication should be a reason, a basis for the one who engages in communication. Language communication cannot occur without the interaction of the main types of speech activity - listening, speaking, reading and writing”. The lack of good mastery of some types of speech activity by students of French as a second foreign language can lead to a slow or even halting of the speech act. Therefore, in order for students to master the French language at the level of their native language, it is extremely important to perfectly teach the types of speech activity and ensure the continuity of the speech act. For this, it is necessary to teach the integrated use of the types of speech activity. Teaching some types of speech activity separately, as is done in practical French lessons: listening comprehension and speaking or reading and writing, does not bring students’ speech skills in a foreign language to a sufficient level. The practical integration of these skills in the educational process, the implementation of numerous recommended exercises to overcome linguistic, extralinguistic, and psychological difficulties encountered by students, and the ability to freely use listening comprehension, speaking, reading, and writing simultaneously form the skills of students to easily switch from one to another without stopping.

The integrative goal of teaching French is to form students’ basic competence in the main types of speech activity in a foreign language: listening comprehension, speaking, reading, and writing at a comfortable level. The development of students’ speech skills is carried out through practical exercises conducted during the lesson.

In our opinion, achieving the goal can only be achieved on the basis of a well-developed, effective system of exercises, in which it is the exercise (not a hieroglyph, word, phrase, or grammatical construction) that performs the function of the main unit of learning. R.Minyar-Beloruhev, defining the exercise, writes: "Since the exercise is an indivisible unit, it can be considered an elementary unit of teaching. This exercise is a methodological "brick" from which a system of exercises is built, it is the most important component of the teaching method, without which the formation of speech skills is impossible." Researcher M.Gulyamova defines the exercise as follows: "language learning is usually carried out through exercises. The main content of the exercises is aimed at the formation, formation and development of skills in the types of speech activity in language learners."

Exercises are a learning tool that master, facilitate and accelerate the types of speech activity, and the issues of their typology have been widely studied in the works of methodologists.

E.Passov once put forward the idea that any exercises have speech communication, linguistic, psychological properties. In his opinion, communicative exercises are divided into types of real communicative exercises and conditional communicative exercises. Real communicative exercises arise in the process of communication, and conditional communicative exercises are studied to create a conditional communicative situation in the process of training.

V.Rakhmonov divides the system of exercises into such types as language and speech exercises, receptive-productive, aspectual and complex exercises, individual, pair, preparatory, control exercises.

M.Dzhusupov recommends dividing exercises into three main types: exercises for the formation of knowledge in language systems, exercises for the formation of knowledge in language dynamics, exercises for the formation of skills and competencies in speech activity. In his opinion, these exercises are complex exercises, and the first and second types of exercises can be considered preparatory exercises (initial and elementary), and the third type of exercise can be considered basic exercises (analytical, situational, speech communication and creative).

S.Saydaliev divides exercises into two types: language exercises and preparatory exercises. In his opinion: "linking language exercises with speech practice, ultimately serves to develop the use of language as a means of communication, and skills. Preparatory exercises include not only exercises that ensure the mastery of language material (phonetic, grammatical, lexical), but also exercises that teach methods of forming and expressing thoughts, and form speech mechanisms".

M.Gulyamova makes the following conclusions in her research work: "... an exercise is a set of practical actions performed sequentially or separately, aimed at mastering a certain activity and serving to improve and consolidate the learning process. Exercises are selected in accordance with the level of knowledge of students and are classified based on the lesson material, distributed according to the types of speech activity and are aimed at consolidating and mastering the topic

during the lesson. The task is a reflection of the tasks necessary to solve a problem situation, performed for a specific purpose”.

Our research work is aimed at the effective use of a specific type of speech activity, comprehension, speaking, reading and writing skills, and in the process of our research we tried to design integrative exercises and tasks aimed at the coordinated use of types of speech activity. In the process of our research, the direction was directed to the coordinated use of types of speech activity.

An integrative approach to types of speech activity helps to accelerate and develop communicative competence. This process requires both teachers and students to be highly interactive. The introduction of integrated exercises and tasks in teaching French as a second foreign language, the application of effective interactive methods in the educational process increases the effectiveness of the lesson. To achieve this goal, the use of pedagogical technologies such as “Finding in context” (Trouver dans le contexte), “Thinking and sharing in individuals, pairs and groups” (Individuelle, groupe et partage), “Optimists and pessimists” (Optimistes et pessimistes), “Guided interview” (Un entretien guidé), “From A to Z” (de A à Z), “Role playing” (Un jeu de rôle), Cluster (Clastère), Problem reading (lecture de puzzle) guarantees the effectiveness of education.

For the initial stage of integrative exercises, the use of all types of speech activity during the lesson is envisaged, and receptive, reproductive and productive exercises are used. For the higher level, this process is accelerated and it is recommended to use four types of speech activity within one text being studied. At this stage, it is advisable to use situational-communicative, creative and integrative exercises. Integrating types of speech activity in French lessons (i.e., learning listening, speaking, reading and writing together) has been shown to increase the effectiveness of language learning. Integration of speech activities gives students the opportunity to understand and use the language in all aspects. For example, by reading the material on the topic “Crime and Punishment”, talking and writing on this topic, students understand the topic more deeply.

In conclusion, the regular use of speech activity types in practical lessons by systematizing exercises and tasks in this way helps to develop both oral and written speech of students. In the process of completing these exercises and tasks, working in groups leads to the development of both dialogical and monological speech of students.

It is difficult to use a specific method or principle in teaching French as a second foreign language based on an integrated approach to speech activity types, since this process is a psychophysiological process and depends on the age, interest and language learning ability of the language learner. Therefore, teaching speech activity types in French lessons based on an integrated approach is based on general methodological principles.

Therefore, each stage is closely related to each other and has a sequence. This makes it possible to ensure the effective and successful learning process. The activation of students’ activities in the lesson, their level of mastery, and the

formation of skills and abilities in them in a particular activity depend on the methods used in the lesson.

Chapter 3 of the dissertation entitled **Experimental study of teaching French as a foreign language to English language students** describes the organization of experimental work on the development of English language students' speaking competence in French, its goals and objectives, quantitative and qualitative indicators of experimental work, analysis of the state of development of students' speaking competence in the process of teaching French, and its results.

The experimental work was carried out in three stages: 1. Exploratory stage (2020-2021); 2. Developmental stage (2021-2022); 3. Final stage (2022-2024). As experimental and testing grounds, 254 students from the Faculty of World Languages of Namangan State University, 251 students from the Andijan State Institute of Foreign Languages, and 250 students from the National University of Uzbekistan, a total of 755 students, participated in the experimental and testing work.

At the Clarifying stage of the experimental and testing work, the current state of the formation of students' communicative competence was determined based on planning and diagnostic methods; At the Developing stage, goal-oriented activities were carried out to develop professional and communicative competencies in English language students through an integrative approach during practical foreign language classes; At the Final stage, a comparative analysis of the results of the experimental and control groups was carried out, statistical analysis of the results was performed, and a conclusion was drawn.

At the exploratory stage, the current state of teaching French as a second language was studied, educational and methodological support in higher education institutions was analyzed - a model program, curriculum, working curriculum, textbooks, study guides. In addition, French lessons were observed, the content of the experimental work program was determined during the teaching of speech activities in lessons. Questionnaires were conducted among students on the study of French, tests were conducted on the subject of French, exercises on speaking, listening comprehension, reading and writing skills. Interviews were held on difficulties in mastering speech activities. During the interviews, the factors that hinder students' learning of the French language difficulties in reading words, inability to remember words, problems in speaking French, spelling errors in writing, difficulties in listening comprehension were identified, and during the formative experimental stage, exercises that eliminate these factors and lesson processes using new technologies were carried out in experimental groups. In addition, a manual was created for students learning French as a second language. As a result of the study and analysis, experimental sites and experimental groups were selected, professors, teachers and students participating in the experimental work were identified, they were introduced to the purpose of the research and experimental work, scientific hypothesis and tasks, and an experimental program was developed for this direction and the existing conditions in this experimental field (See table 1.).

Table 1.

Number of professors and students from higher education institutions participating in the pilot study

	Higher education institutions	Number of participants	
		Professors	Students
1.	Namangan State University	6	254
2.	Uzbekistan National university	5	250
3.	Andijan state foreign languages institute	6	251
Total		17	755

In order to organize an integrated teaching process for students studying French as a second language in higher education institutions and to assess this situation fairly, questionnaires and test questions were administered.

The questionnaires were designed for the pre-test stage and aimed to identify the problems that students encounter in the process of learning a second foreign language based on an integrative approach. The following number of respondents from the experimental areas participated in it (see Table 2):

Table 2.

Number of respondents who participated in the pilot questionnaire

Experiment regions	Respondents number	Stage 2	Stage 3
UzNU	250	129	121
ASFLI	251	125	126
NamSU	254	123	131
Total	755	377	378

As a result of the questionnaires received from students, almost all students said that a second foreign language is necessary for deeper study of the field, comprehensive self-development, and reading and studying foreign literature.

Results of self-assessment of students by the level of development of communicative competence in French.

Table 3.

Score	Uzbekistan National university	Andijon state foreign languages instituti	Namangan state university
0-2	12%	14%	11%
4-6	75%	68%	75%
8-10	13%	18%	14%

At the beginning and end of the experimental work, we obtained positive indicators in terms of analyzing students' activities and assessing the effectiveness of technologies for developing their speaking competence in French lessons.

Table 4.

Indicators of the formation and development of communicative and professional competencies in students in the experimental and control groups, results.

Results	5(excellent)	4 (good)	3 (satisfactory)	2 (unsatisfactory)	Total
Experiment groups	140	124	83	29	76
Monitoring groups	73	92	152	62	79
Total	213	216	235	91	55

In addition, in order to determine the level of mastery of the types of speech activity (speaking, listening comprehension, reading and writing) of students, initial inspection work was carried out. The results of the inspection work are reflected in Table 3.4. Students of the 2nd and 3rd stages were given tasks prepared using motivational, cognitive and communicative functions.

Table 5.

The level of mastery of the types of speech activity of students at the beginning of the experimental test (% was taken relative to the total number of students)

Types of exercise	Experiment groups (Total 376)				Monitoring groups (Total 379)			
	Correct answers		Incorrect answers		Correct answers		Incorrect answers	
	Number of students	%	Number of students	%	Number of students	%	Number of students	%
Speaking	128	45.4%	125	54.6%	120	53.4%	129	46.6%
Listening	129	48%	124	52.%	119	46.8%	130	53.2%
Reading	130	50.6%	123	49.4%	121	49.2%	128	50.8%
Writing	127	50.3%	126	49.7%	118	49%	131	51%
48.5%		51.4%		49.5%		50.4%		48.5%

The second developmental stage of our research was devoted to the development and substantiation of the concept of improving the theoretical and practical foundations of teaching French to students based on an integrative approach. In order to determine the state of the research work, the knowledge, skills and competencies of students in the French language were developed and assessed based on the following motivational (working with subject-related information), cognitive (understanding the content and essence of integrated education), practical-active (finding optimal solutions to language-related problems in educational situations and achieving results by creating similar situations themselves). According to the results of the control tasks on the integration of speech activity types in teaching French as a second foreign

language to students of the English language department, the following shortcomings in speech activity types were shown in students.

Table 6.

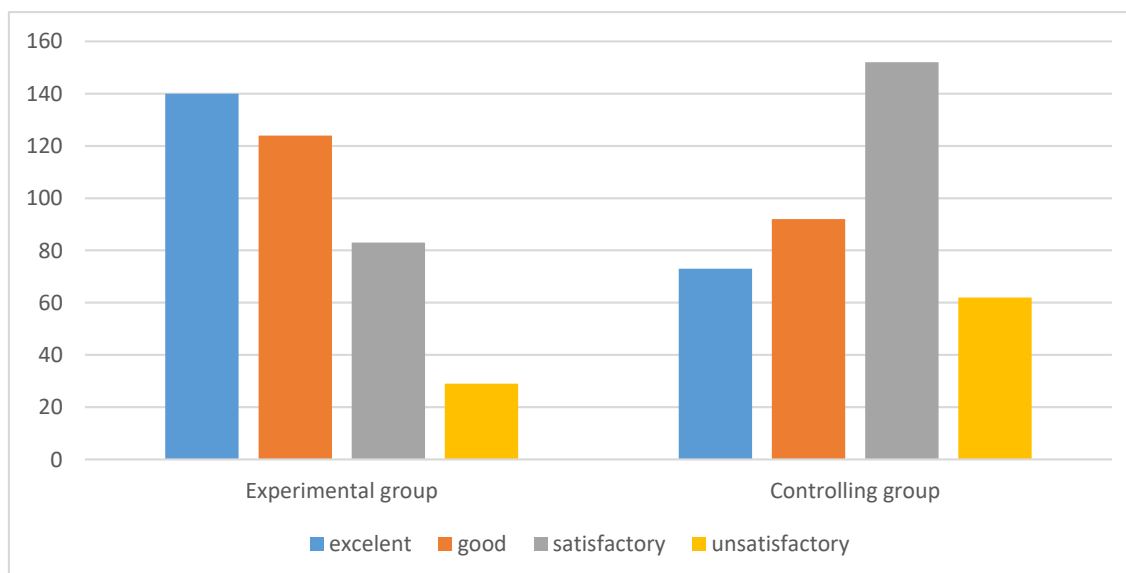
Problems observed in students in speech activity.

Listening issues	Speaking issues	Reading issues	Writing issues
Lack of vocabulary and incorrect use of words	Lack of vocabulary and incorrect use of words	Difficulty correctly reading some unfamiliar words encountered in the text while reading the text	Inability to connect sentences logically and grammatical errors
The speed and rhythm of speech are different, not developed fluency	inability to construct sentences grammatically correctly and short sentences	They have difficulty making logical observations when translating words into their native language.	scarcity of lexical units in written speech
Inability to understand the text in advance and to understand key words	Fear of making mistakes, inability to concentrate and focus	inability to read text fast enough; lack of experience in reading	Inability to express their thoughts fully, limited vocabulary, and inability to use words appropriately
Inability to understand various phraseological units and expressions by listening	Lack of sufficient knowledge on the subject and difficulty pronouncing words	not following reading strategies	making grammatical, lexical, phonetic, and spelling errors in the writing process
Inability to concentrate	They are unable to communicate quickly and express their thoughts independently, that is, they have difficulty thinking independently.	They are unable to translate every sentence word for word and get the gist of the text, thus making less efficient use of time.	Lack of writing structure and insufficient writing experience

Verification and analysis of the results of pedagogical experimental and test works using mathematical and statistical methods allows drawing reliable conclusions. Such methods are sufficiently developed for pedagogical research.

It is important for pedagogical research that the effectiveness of the tools used is checked on the basis of comparing the achievements or conclusions of a specific group, objects (group of students, group of students, etc.) or different groups, objects over a certain period of time.

During the experimental and test works, oral and written questionnaires, interviews, observation of French language lessons, analysis of curricula, textbooks and the lesson process, and the use of effective methods, technologies, exercises and tasks aimed at organizing classes on the basis of an integrative approach. The use of integrative exercises and tasks is an important basis for achieving the expected result.



From the results obtained, it can be seen that the effectiveness of teaching is determined by the value of the evaluation criterion equal to one and the value of the evaluation criterion corresponding to the level of knowledge equal to zero. Therefore, the experimental work conducted to test the methodology for developing students' communicative and professional competencies in French language classes based on an integrative approach through speech activities is effective, and this efficiency is on average 13.5% .

As a result of the integrated exercises, the students' levels of speech activity development were assessed in terms of listening comprehension, speaking, reading, and writing proficiency. The effectiveness of their acquisition was measured, confirming the scientific and theoretical hypotheses proposed in our research. The study also demonstrated that the typology of exercises categorized according to different types of integrated speech activities, as recommended in our research, proved to be effective.

CONCLUSION

As a result of the study conducted on the topic of the technology of an integrative approach in teaching French as a second foreign language to students of the English language department, the following conclusions were summarized:

1. Improving the content of teaching French in English departments with a specialization in foreign languages in line with modern requirements is one of the main factors for further developing students' linguistic and speech competencies in the language. This requires ensuring the scientific, pedagogical and methodological training of French teachers in organizing integrated education and improving their skills in using integrated educational technologies.

2. The integrative approach, as a modern method of education, plays an important role in pedagogical education. To date, 70% of the world's countries use curricula and textbooks that are designed in an integrative manner. Teaching foreign languages based on an integrative approach helps students develop the skills of practical application of knowledge acquired in different subjects through

four types of speech activity - listening comprehension, speaking, reading and writing.

3. Analytical observations have shown that only some types of speech activity (reading and writing or listening comprehension and speaking) are actively used in practical French lessons. In teaching French, overcoming the difficulties of students in the use of homophones in the pronunciation of speech sounds in the process of listening comprehension and speaking, and in the use of homographs in reading and writing, and developing students' communicative competence in lessons through the use of existing opportunities in textbooks, requires the integration of all types of speech activity in the training process, that is, the equal use of all four speech activities in one lesson.

4. The traditional approach used in teaching the French language has shown that the content of French language curricula and teaching-methodological complexes is compared, and attention is paid to the separate development of speech activity types in them.

Based on the need to form the communicative competence of English language students and develop all four types of speech activity types simultaneously, it is necessary to improve the curricula of philological higher education institutions.

5. In teaching foreign languages, in particular, French, it is advisable to use exercises and tasks for the 2nd and 3rd stages of teaching by integrating speech activity types, using receptive, reproductive, productive exercises for the second stage, and situational - communicative, creative and integrative exercises for the third stage. These exercises are intended to focus on the equal use of listening comprehension, speaking, reading and writing types of speech activity by students of the second stage during the training, and to focus on the use of all types of speech activity in the mastery of each authentic material in the third stage.

6. The use of integrated exercises and tasks, interactive methods is of great importance in increasing the effectiveness of the lesson in higher education institutions. In the development of speech activity types in French, the use of exercises such as "Guided interview" (Un entretien guide), "Optimists and pessimists" (Optimists et pessimists), "Role games" (Un jeu de role), "A to Z" (A-Z), "Find the problem" (Trouve le problème) and integrated interactive methods guarantee the effectiveness of education.

7. During the conducted experimental work, exercises and tasks aimed at integrating types of speech activity proved the effectiveness of the idea of experimentally testing effective methods and techniques aimed at organizing classes based on an integrative approach, using integrative exercises and tasks, and scientifically and theoretically based.

Based on the results of the research, the following recommendations were developed:

1. It is recommended that teachers carefully plan their pedagogical activities when teaching French as a second foreign language to English language students,

take into account the real personal capabilities of each student in practical French language lessons, and use creative, problem-based and research methods.

2. The study considered teaching French as a second foreign language to English language students as a special process for developing students' speech competence. The essence and content of teaching French based on an integrative approach were theoretically substantiated. It is appropriate to select the content of education based on an integrative approach when teaching French as a second foreign language, and to establish processes based on interdisciplinary cooperation.

3. In English language courses, in order to develop students' oral competence by teaching French as a second foreign language, it is necessary to effectively organize teaching by ensuring the integration of subjects and educational content, taking into account the characteristics and capabilities of language-related subjects - Uzbek, Russian, English and French.

4. Creating modern textbooks and manuals for teaching French as a second foreign language to students of the English language course is a modern requirement. When creating French language textbooks and manuals, it is necessary to take into account the phenomena of intra- and inter-language interference (difficulties and errors) and transposition (positive effects) in the development of oral competence. In particular, subordinating the goals of French language teaching to modern requirements will have a positive effect in developing students' oral competence. It is expedient to provide today's program requirements of French language education with an integrated approach.

**РАЗОВЫЙ НАУЧНЫЙ СОВЕТ НА ОСНОВЕ НАУЧНОГО СОВЕТА
ПО ПРИСУЖДЕНИЮ УЧЕНЫХ СТЕПЕНЕЙ
PhD.03/05.05.2023.Fil.163.01 ПРИ НАМАНГАНСКОМ
ГОСУДАРСТВЕННОМ ИНСТИТУТЕ ИНОСТРАННЫХ ЯЗЫКОВ
ИМЕНИ ИСХОКХОНА ИБРАТА**

НАМАГАНСКИЙ ГОСУДАРСТВЕННЫЙ УНИВЕРСИТЕТ

АТАМИРЗАЕВА ЭЪЗОЗА БЕКМИРЗАЕВНА

**ТЕХНОЛОГИЯ ОБУЧЕНИЯ СТУДЕНТОВ ФРАНЦУЗСКОМУ ЯЗЫКУ НА
ОСНОВЕ ИНТЕГРАТИВНОГО ПОДХОДА**

13.00.02 – теория и методика обучения и воспитания (французский язык)

**АВТОРЕФЕРАТ
диссертации доктора философии (PhD) по ПЕДАГОГИЧЕСКИМ НАУКАМ**

Наманган-2025

Тема диссертации доктора философии (PhD) по педагогическим наукам зарегистрирована в Высшей аттестационной комиссии Республики Узбекистан за № В2024.3.Phd/Ped2840

Диссертация выполнена в Наманганском государственном университете.

Автореферат диссертации размещен на трёх языках (узбекском, английском, русском (резюме)) на веб-странице Научного совета (www.namsifl.uz) и на Информационно-образовательном портале «ZiyoNet» (www.ziyo.net).

Научный консультант:

Якуббаев Муродилла Маруфович
Доктор философии по педагогических наук (PhD), доцент

Официальные оппоненты:

Аскарова Угилхон Мамашакировна
доктор филологических наук (DSc), профессор

Ишанжанова Муносибхон Саидахмадовна
Доктор философии по филологическим наукам (PhD), доцент

Ведущая организация:

Ферганский государственный университет

Защита диссертации состоится « ____ » _____ 2025 года в ____ часов на заседании Научного совета PhD.03/05.05.2023.Fil.163.01 по присуждению ученых степеней при Наманганском государственном институте иностранных языков имени Исхокхона Ибрата (Адрес: Наманганская область, Туракурганский район МСГ Янгиобод, улица Саодат, 28. Тел.: +998 (69) 442-11-67, e-mail: info@namsifl.uz / namchi-1@exat.uz .

С докторской диссертацией можно ознакомиться в Информационно-ресурсном центре Наманганского государственного института иностранных языков имени Исхокхона Ибрата (зарегистрирована за № ____). (Адрес: Наманганская область, Туракурганский район МСГ Янгиобод, улица Саодат, 28. Тел.: +998 (69) 442-11-67, e-mail: info@namsifl.uz / namchi-1@exat.uz .

Автореферат диссертации разослан « ____ » _____ 2025 года.

(Реестр протокола рассылки № ____ от « ____ » _____ 2025 года)

Дусбаева Наргиза Тургунпулатовна

Председатель Научного совета по присуждению ученых степеней, доктор филологических наук (DSc), профессор

Умрзоков Ислон Исроилович

Ученый секретарь Научного совета по присуждению ученых степеней, доктор философии по филологическим наукам (PhD), доцент.

Мисиров Сохибжон Абдупаттаевич

Председатель Научного семинара при Научном совете кандидат педагогических наук, доцент

ВВЕДЕНИЕ (аннотация диссертации доктора философии (PhD))

Цель исследования.

Целью исследования является совершенствование технологии развития коммуникативной компетенции студентов направления «английский язык» на французском языке на основе интегративного подхода.

Объект исследования.

Процесс преподавания французского языка, связанный с развитием компетенции речевого общения студентов на основе интегративного подхода.

В экспериментальных исследованиях приняли участие студенты Наманганского государственного университета, Андижанского государственного института иностранных языков и Национального университета Узбекистана (направление «английский язык»).

Научная новизна исследования:

определены особенности омофонов (одинаково звучащих слов) в аудировании и говорении, а также омографов (одинаково пишущихся слов) в чтении и письме в процессе развития компетенции речевого общения студентов на французском языке;

разработано дидактическое обеспечение интеграции навыков речевого общения студентов на французском языке (аудирование, говорение, чтение, письмо) на основе интегративного подхода и инновационных методов обучения;

разработана система упражнений и заданий (рецептивных, репродуктивных, продуктивных, ситуативно-коммуникативных, творческих и интегративных), направленных на интегративное обучение видам речевой деятельности студентов направления «английский язык» в вузах;

классифицированы трудности, возникающие в процессе развития компетенции речевого общения, по лингвистическим, экстралингвистическим, психологическим и методическим факторам; обоснована эффективность использования функционально-прикладных методов и инновационных технологий для их устранения.

Внедрение результатов исследования. На основе достигнутых научных результатов, касающихся технологий преподавания французского языка на основе интегративного подхода, были использованы научно-теоретические предложения о различиях в «омофонах» (одинаковые по звучанию слова) и «омографах» (одинаковые по написанию слова) в процессе развития коммуникативной компетенции в рамках программы Erasmus+ mobility (проект КА 107/2022-2023), согласно информационному письму №1732-03 от 12 декабря 2024 года в Институте иностранных языков города Наманган. Эти предложения способствовали улучшению коммуникативной компетенции студентов.

Разработка учебного пособия. Методическое обеспечение интегративного подхода и инновационных методов преподавания на основе

интеграции видов речевой деятельности для студентов, изучающих французский язык, было использовано при создании учебного пособия «Второй иностранный язык (французский)» для студентов вузов (приказ Министерства высшего образования, науки и инноваций Республики Узбекистан от 1 августа 2024 года № 277). Результатом этого является подготовка учебного пособия с заданиями, интегрирующими виды речевой деятельности, что содействует развитию коммуникативной компетенции студентов.

Использование системы упражнений и заданий, направленных на интеграцию видов речевой деятельности, таких как восприятие на слух, говорение, чтение и письмо, для развития коммуникативной компетенции на французском языке в вузах по направлению английского языка, показало свою эффективность при разработке учебной программы для студентов направления английский язык по дисциплине «Второй иностранный язык (французский)» в Наманганском государственном университете. (Информационное письмо Наманганского государственного университета от 12 декабря 2024 года № 794-03). Эти предложения способствовали улучшению тем учебной программы дисциплины «Второй иностранный язык (французский)».

Классификация трудностей, возникающих в процессе развития коммуникативных навыков на французском языке, включая лингвистические, экстралингвистические, психологические и методические группы, а также методы и инновационные технологии, направленные на преодоление этих трудностей, были использованы при подготовке сценариев радиопередач «Мировая литература», «Образование и развитие», «Молодежь Узбекистана» для Национальной телерадиокомпании Узбекистана. (Информационное письмо Национальной телерадиокомпании Узбекистана от 20 декабря 2023 года № 04-36-1937). Внедрение этих предложений способствовало улучшению коммуникативной компетенции студентов на французском языке.

Апробация результатов исследования. Результаты исследования были обсуждены на 7 международных и 5 республиканских научно-практических конференциях.

Публикация результатов исследования. По теме диссертации опубликовано 20 научно-методических работ, включая 1 учебное пособие, 1 учебно-методическое пособие, из которых 6 опубликованы в научных изданиях, рекомендованных Высшей аттестационной комиссией Республики Узбекистан для публикации основных научных результатов докторских диссертаций, 4 статьи в республиканских и 2 статьи в зарубежных журналах.

Структура и объем диссертации. Диссертация состоит из введения, трёх глав, заключения и рекомендаций, списка использованной литературы и приложений. Объем работы составляет 132 страницы.

E'LON QILINGAN ISHLAR RO'YXATI
СПИСОК ОПУБЛИКОВАННЫХ РАБОТ
LIST OF PUBLISHED WORKS

I bo'lim (часть 1; part 1)

1. Atamirzayeva E.B. Teaching French for specific purposes// “Pubmedia Jurnal Penelitian Tindakan Kelas”. Indonesia-2024, Vol.1. №-4.1-10 pages. (35, CrossRef).
2. Atamirzayeva E.B. Developing students' communicative competence in teaching French based on integrative approach//“The European Journal of Education and applied Psychology”. The Czech Republic -2023, 95-98-pages. (35, CrossRef).
3. Atamirzayeva E.B. Fransuz tilini chet tili sifatida o'qitishda “integratsiya” va integrativ yondashuv tushunchalarini metodik tahlili//“Samarqand davlat universiteti Ilmiy axborotnomasi”. Samarqand - 2022, 6-son, 118-122-betlar. 13.00.00 № 7
4. Atamirzayeva E.B. Chet tili o'qitishda “integratsiya ” va “Integrativ yondashuv tushunchalarining metodik tahliliga oid ayrim mulohazalar”// “Til va adabiyot ta'limi”. Toshkent -2023, 1-son, 41-43-betlar. 13.00.00 № 8
5. Atamirzayeva E.B. Fransuz tili darslarida nutq faoliyati turlarini integrativ yondashuv asosida o'qitishning hozirgi holati//“NamDU axborotnomasi”. Namangan- 2024, 1-son, 588-594-betlar. 13.00.00 № 30
6. Atamirzayeva E.B. Fransuz tili darslarida talabalarni o'qib tushunish ko'nikmlarini rivojlantirish//“Xorijiy lingvistika va lingvodidaktika” Samarqand davlat chet tillar instituti ilmiy axborotnomasi -2024, 4-son, 138-142-betlar. 13.00.00
7. Атамйрзаева Э.Б Современные технологии обучения французскому языку //“Рақамлаштирилган таълим муҳитида тиллар ўқитиш ҳамда лингвокултурологиянинг долзарб масалалари: Муаммо ва ечимлар. ”Халқаро илмий амалий конференция. Жиззах-2024, 348-353-бетлар.
8. Атамйрзаева Э.Б Современные методы и технологии обучения студентов обучения французскому языку //“Актуальные направления научных исследований: От теории к практике ”International scientific conference. Пенза -2024, 80-83-страница.
9. Atamirzayeva E.B. Fransuz tilini o'qitishda integrativ yondashuv kompetensiyalarning rivojlanish omillari// Chet til ta'limiga innovatsion yondashuv tamoyillari va ilmiy-amaliy tarjima muammolari. Respublika ilmiy-texnik anjuman. Namangan -2023, 73-79 betlar.
10. Atamirzayeva E.B. Talabalarga fransuz tilini integrativ yondashuv asosida o'qitishda nutqiy muloqot kompetensiyalarning ahamiyati//“Вопросы современной филологии и теории обучения иностранным языкам. Материалы Республиканской научно-практической конференции. Андижан-2023, стр.162-166

II bo‘lim (part 2; II часть)

11. Atamirzayeva E. B. Ikkinchi chet tili (fransuz tili) // O‘quv qo‘llanma, Namangan -2024.

12. Atamirzayeva E. B. Exercices en grammaire pour les etudiants en FLE. Fransuz tilini o‘rganuvchi talabalar uchun grammatik mashqlar to‘plami//O‘quv-uslubiy qo‘llanma. Namangan-2022.

13. Atamirzayeva E.B. Talabalarga fransuz tilini chet til sifatida o‘rgatishda nutqiy muloqot kompetensiyani didaktik metodlar vositasida shakllantirish usullari //“Yangi O‘zbekiston: ilmiy tadqiqotlar” Respublika anjuman materiallari to‘plami, 1-qism, Toshkent -2024, 46-48 betlar.

14. Atamirzayeva E.B. Fransuz tili darslarida talabalarni talaffuzga o‘rgatish muammolari.//“Zamonaviy filologiya muammolari” Is’hoqxon Ibrat nomidagi Namangan davlat chet tillari instituti jurnali. 2024-yil, 2-son. Namangan-2024. 187-189 betlar.

15. Atamirzayeva E.B. Chet tilida nutqiy muloqot kompetensiyani shakllantirishda integratsiya muammosi// “Zamonaviy ingliz tili aspektlarini nazariy va amaliy o‘qitish muammolari, yechimlari va rivojlanish istiqbollari. Respublika ilmiy-amaliy onlayn konferensiya materiallari to‘plami. Toshkent - 2023, 21-25 betlar.

16. Atamirzayeva E.B. Fransuz tili o‘qitishda nutq faoliyati turlarining integratsiyalashgan yondashuv asosida o‘qitish metodikasi//“Texnik oliy o‘quv yurtlarida tillarni o‘qitishda innovatsion va nutqiy muloqot yondashuvlar: Muammo va yechimlar. ”Xalqaro ilmiy amaliy konferensiya. Namangan-2024, 186-193-betlar.

17. Atamirzayeva E.B. Ingliz tili yo‘nalishi talabalariga fransuz tilini chet tili sifatida o‘qitishni psixolingvistik maqsadlari//“Xorijiy tillarni o‘qitishda innovatsion yondashuvlar” Xalqaro ilmiy amaliy konferensiya. Namangan-2023, 263-269-betlar.

18. Atamirzayeva E.B. Talabalarga xorijiy tilni o‘qitishning maqsad va vazifalari// Scientific approach to the modern education system“France international scientific-online conference” Fransiya - 2022, 109-112-betlar.

19. Atamirzayeva E.B. Talabalarga fransuz tilini ikkinchi chet til sifatida o‘qitishni zamonaviy usullari//“Integrativ va kompetensiyaviy yondashuvlar asosida chet tillarni o‘qitishning muammo va yechimlari” mavzusida Xalqaro ilmiy-amaliy konferensiya materiallari 2022-yil, 8-9 Aprel. Namangan-2022, 39-44-betlar.

20. Atamirzayeva E.B. The role of pedagogy in the development of personality//“Экономика и Социум. № 11-(66) Электронное периодическое издание. Россия- 2019, С. 9-11.

Avtoreferat Is'hoqxon Ibrat nomidagi Namangan davlat chet tillari institutining "Zamonaviy filologiya muammolari" ilmiy jurnalida 2025-yil 10-fevralda tahrirdan o'tkazildi.

Bosishga ruxsat etildi: 13.02.2025-yil.
Bichimi 60x84 1/16, "Times New Roman" garniturasida.
Shartli bosma tabog'i 4,75. Adadi: 60. Buyurtma: №1/02.
To'raqo'rg'on shahar Ibrat ko'chasi 28-uy.
"Ibrat Print" bosmaxonasida chop etildi.

