

On the Compilation of a Textbook in French for Students of Non-Linguistic Universities

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ABSTRACT--- *The article considers the problem of developing a professionally oriented textbook on the French language as a second foreign language for the initial stage of training on the example of the experience of the Jizzakh State Pedagogical Institute. The task is to design and create conditions that allow students studying in a non-linguistic university to acquire communicative competence for verbal and written communication in a foreign language to solve problems of interpersonal and intercultural interaction. The principles, specificity and difficulties of organizing the process of teaching French as a second foreign language after English are studied. The goals, principles, methods and techniques of professionally oriented training in the main types of speech activity are considered. The components of foreign language communicative competence, its specificity in relation to the sphere of professional activity are noted. Particular attention is paid to the selection of the content of the developed training manual. It is concluded that in order to develop an effective textbook, it is necessary to take into account the future specialty of students, their professional motivation, level of knowledge of a foreign language, features of a second foreign language and the specifics of the development of foreign language communicative competence in the professional field.*

Keywords-- *teaching a foreign language, communicative, cognitive, informational, sociocultural.*

I. INTRODUCTION

In the modern world, knowledge of a foreign language has its own specifics and, by definition, is an integral part of the professional training of all specialists at a university, a foreign language course is multilevel and is developed in the context of lifelong education, learning a foreign language is based on an interdisciplinary integrated basis, teaching a foreign language is aimed at comprehensive development communicative, cognitive, informational, sociocultural, professional and general cultural competence of students [1; 2]. Graduate must master the ability

To communicate verbally and in writing in their native and foreign languages to solve the problems of interpersonal and intercultural interaction” and to form “the ability to self-organization and self-education” [8]. Following I. L. Bim, we distinguish five components within the framework of foreign language communicative competence: linguistic, speech, sociocultural, compensatory, and educational-cognitive [3].

In the works of domestic methodologists and linguistic educators, teaching a foreign language of a specialty is more often defined by the term “professionally oriented teaching of a foreign language”.

This term was used in the dissertation works of a number of scientific schools: T. S. Serova, I. L. Bim, S. G. Ter-Minasova, N. N. Sergeeva, I. A. Giniatullina and many others. Following the representatives of the domestic

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methodological school, we consider professionally oriented teaching of a foreign language in a non-linguistic university higher than studying a foreign language for special purposes.

The basis of professionally oriented teaching of a foreign language is its integration with special disciplines in order to obtain a synergistic effect, as a result of which students receive additional professional knowledge and the necessary professional qualities of a person are formed.

In a non-linguistic university, the formation of a foreign language communicative competence in the field of professional activity has its own specifics and, according to N. N. Sergeeva, represents “the totality of knowledge about the native and foreign-language culture, abilities and skills to understand and adequately use professional vocabulary in speech, correctly apply knowledge of the culture of native speakers in professionally directed communication situations and the ability to effectively participate in professional intercultural interaction with foreign colleagues” [9, p. 150].

II. MATERIALS AND METHODS

In the conditions of teaching a second foreign language, among the most important principles, researchers distinguish the communicative-cognitive principle, the principle of differentiation and sociocultural orientation of instruction, the principle of the active nature of instruction, the interconnected development of all types of speech activity, a comparative approach, the principle of economy (intensification), intercultural orientation, cognitive intellectual orientation, thoroughness, rational combination of conscious and unconscious, accounting for artificial subordinate trilingualism, taking into account the linguistic and educational experience of students [2; 3; fifteen].

Professionally oriented teaching of the French language as a second foreign language is an organized process of implementing an educational course for students with the aim of forming a foreign language communicative competence in their professional field.

The manual should be a system that includes the main components: goals, content of the training (the unity of the content of the subject and the formation of foreign language knowledge, skills and abilities), teaching methods and tools. Such a manual also serves as a system for the implementation of these components, the use of which in training provides direct scientifically sound management of the functioning of the pedagogical process [2]. The purpose of developing a specialized textbook for a second foreign language is to order a modern society for specialists who speak several foreign languages.

The work program for teaching a second foreign language for students of non-linguistic universities and the study guide are compiled taking into account the order for this educational service and are aimed at mastering the specific foreign-language communicative competencies demanded in this professional field.

We believe that the use of traditional teaching aids for teaching a second foreign language cannot bring the desired result, since they were created for other purposes and had different content. As for the professionally oriented study guide, in it the formation of foreign language communicative competence is integrated with the formation of professional competence.

Consider the specifics of developing a manual for the French language as a second foreign language. In accordance with the program, training begins in the first year of a pedagogical university and lasts two and a half years. The main objective of this course is to achieve a level sufficient for the practical use of the French language

in future professional activities. The ultimate goal of training is to ensure that students have an active command of French as a means of formulating thoughts. A professionally oriented learning process is based on the students' need for learning the French language, dictated by the characteristics of their specialty, which in turn requires its study to replenish their professional competencies.

Teaching French as a second foreign language after English requires taking into account the general principles that apply when teaching any foreign language [3; 13; 15]. - Among the most significant principles, we note the following:

1. The purpose of teaching a foreign language at a university is the formation of foreign language communicative competencies. In view of the fact that students already have experience in learning the first foreign language, mastering the second happens more consciously, they possess the skills of mental operations with foreign language material: they can analyze and compare the linguistic phenomena of different languages, draw independent conclusions, formulate rules, note the similarities, differences and exceptions.

This helps to find analogies, to use the positive effect of transference, and also to identify differences in order to avoid the negative impact of interlingual and within linguistic interference.

2. The educational process is organized taking into account the personality-oriented activities of students, individualization and their professional needs, interests, motivation in learning a second foreign language and is aimed at developing independence and creative potential [11].

3. The content of the training uses authentic materials for the formation of sociocultural competence, providing intercultural communication and mutual understanding of carriers of different cultures.

4. The system of exercises is built on the principle from simple to complex and includes tasks that require speech actions to solve communicative tasks related to a future specialty.

5. All the main types of speech activity: listening, speaking, reading, writing should develop in parallel. Knowledge of the Latin script, skills to work with foreign text, and the use of linguistic guesses will somewhat facilitate learning to read French authentic texts in the specialty. However, it is necessary to take into account a number of difficulties in the rules of French pronunciation and interference with the English language.

6. The comparative approach plays a special role in teaching a second foreign language. The identification of similarities and differences between foreign languages and the Russian language, acquaintance with international vocabulary and professional terminology, reliance on the positive impact of the transfer of knowledge and skills greatly facilitate the process of mastering the French language as a second foreign language.

7. The application of the principles of saving the intensification of teaching a second foreign language is also important, since only two and a half years are allocated to the learning process. In this regard, it is advisable to intensify the introductory-phonetic course, teach the rules of pronunciation and reading for several lessons, in vocabulary sounds and in reading exercises, preference is given to professional vocabulary and terminology. From the first lessons for reading, small authentic texts on the specialty and dialogues typical of situations in the professional sphere are offered [13].

According to O.V. Flerova [12] "minimizing the theory both at the level of vocabulary, grammar, and at the level of pronunciation and phonetics is one of the main features of communicative teaching of a foreign language", and "teaching a new foreign language from scratch gives an excellent potential opportunity to make learning it as practical as possible. applied. "

The developed manual is a basic teaching tool that is included in the components of the educational and methodological complex of the discipline, and the teaching methodology provides for the implementation of several approaches: communicative-competent, integrative, personality-oriented, cognitive and socio-cultural.

Before you start creating a French language study guide for restaurant services (the initial stage of training), you need to identify the difficulties that students may encounter. These difficulties should be reduced or eliminated whenever possible. Objective difficulties include the following.

1. Joint groups, including students who studied English as the first foreign language. Negative effect of inter-language interference.
2. Specifics of the French rules of pronunciation and reading, significantly different from the English rules. The presence of sounds that do not exist in other languages, the binding and cohesion of sounds, rhythmic groups.
3. Features of French grammar: the presence of arrangements, fused articles, a complex system of tenses of verbs and harmonization of tenses, especially conjugation of verbs of the third group.
4. The specifics of the French professional vocabulary and vocabulary in the specialty.
5. Use of authentic professionally oriented texts and oral communication topics.
6. Certain French etiquette and good manners. Subjective difficulties include a lack of special knowledge of foreign language teachers, a lack of knowledge of modern French realities in this professional field, significant time spent on finding authentic materials in the specialty, their processing and adaptation, and the need for professional advice.

A special approach to the selection of training content is also required. It should reflect the latest scientific achievements in the specialty in order to provide trainees with opportunities for professional growth. The content of the course is presented as a set of competencies that students must learn in the learning process.

Consider the structure of the content of the textbook being developed, using the components of the model of professionally oriented teaching of a foreign language D.L. Matukhina [7, p.121-129].

1. Communicative skills by type of speech activity based on general and professional vocabulary. Learning to speak at the initial stage involves the development of dialogical skills, spontaneous utterance skills, the production of monologue utterances [5, p.3], the ability to talk on common everyday topics and communicate in situations related to the profession.

The purpose of teaching listening is to acquire the skills of perception and understanding of French speech in a monological or dialogical form in the field of domestic and professional communication. The nature and goals of professionally oriented listening became the basis for the use of its various subspecies proposed by V.A. Yakovleva [14, p.10]: tentative-familiarization, tentatively estimated, informative-selective and informative-active.

Learning to read aims to develop the skills of various types of reading publications, especially specialized literature. In the studies of T.S. Serova, it is indicated that professionally oriented reading is aimed at the future profession, at the formation of professional competence, therefore it has specific characteristics and functions [10, p.10].

The student as a future specialist determines his motives, goals and preferences in the selection of special literature with consumer value. Among the important functions of this type of reading, cognitive, communicative, referential, informational, creative, and instrumental are noted [10, p.10]. Given these facts, we selected

professionally oriented texts and authentic publications of various functional styles and genres: excerpts from scientific articles, historical references, newspaper ads, handouts, recipes, poems and rhymes, proverbs and sayings on the subject by profession. The result of teaching writing is the acquisition of the communicative competency required for written communication in the framework of professional activities. Students must first be taught the ability to write their CV (CV) and a motivation letter for hiring, annotating and abstracting the information received, as well as translating professionally significant texts from French into their native language and from native to foreign.

2. The next component is linguistic knowledge and skills, which are an integral part of complex communicative skills. They are represented by the phonetic phenomena of the French language, its basic grammatical forms, word formation rules, the necessary lexical terminological minimum, selected in accordance with situations and topics of professional communication, in order to master the communicative competencies defined by the training program. When selecting language material, the specifics of this professional sphere are taken into account: restaurant service terminology, conceptual base, lexical and syntactic features (interrogative sentences, prepositional constructions, abbreviations, complex nouns), grammatical features (verb tenses, conditional mood of verbs, passive form, impersonal turns, gender and number of nouns and adjectives, degree of comparison of adjectives and adverbs, fused articles, pronouns).

3. Sociocultural knowledge is represented by regional and linguistic and regional knowledge [4]. Regional geographic knowledge includes encyclopedic, background knowledge and knowledge of the realities of the country, necessary to become a competent user of the French language, since the purpose of training is not only communication in a foreign language, but also willingness, as well as the ability to conduct a dialogue of cultures. Linguistic and regional knowledge is represented by lexical knowledge that reflects the culture of France in the semantics of linguistic units.

4. Educational skills, rational methods and techniques of mental activity, capable of providing a culture of mastering the French language as a second foreign language in the process of learning in artificial communicative situations and a culture of communication with francophones in real professional communication. According to I.A. Zimney, the competence of cognitive activity is “the formulation and solution of cognitive tasks, non-standard solutions, problem situations — their creation and resolution, productive and reproductive cognition, research, intellectual activity” [5]. Depending on the content of future professional activity, such forms dominate in the educational process that contribute to the realization of the main goal - the formation of foreign language communicative competence. Given this fact, the training manual presents a system of exercises that have varying degrees of communicative freedom for students:

- substitution exercises, in which actions are proposed by analogy with the sample;
- transformational exercises where students apply existing knowledge and skills in a changed context or other communicative situation;
- conditionally, communicative tasks, where students participate in communicative situations that imitate real professional communication, but following the instructions in the manual;
- creative communicative tasks, where communication in French is carried out within the framework of topics related to future professional activities.

In order to control the process of assimilation of the material, test assignments, lexical and grammar tests, creative assignments, dialogue for certain situations in professional activities, compilation of short stories, and the development of special texts are offered.

III. CONCLUSION

As additional teaching aids, individual materials are used that are relevant to the subject of the chosen profession: audio and video recordings, excerpts from authentic textbooks, Internet resources, commercials, advertisements from the French press, as well as active teaching methods: presentations and master classes, thematic conferences, meetings and discussion round tables, conversations with foreign students, the study of problem situations.

In developing the study guide, she tried to take into account all the above specific features, as well as the objective and subjective difficulties of organizing the learning process. The manual consists of fifty lessons, each of which is a complete meaningful section, including grammatical material, communicative and professional aspects. Professionally oriented texts and conversational topics are provided with dictionaries, commentaries and an exercise system. In order to organize independent work and individualize training, materials for repetition, texts for outside the classroom reading, applications with authentic materials and professional terminology are offered.

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