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METHODOLOGICAL ISSUES FOR TEACHING WRITING IN FRENCH

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Khayatova Nigina Ikromdjonovna

Teacher Of The Department Of French Philology Of Bukhara State University, Uzbekistan

Rakhmatullina Rushana Muradovna

Student Of Bukhara State University, Uzbekistan

ABSTRACT

This article is devoted to the analysis of written papers in French which are a distinct nationally specific genre. The article describes the main features of the different types of written papers which are actively used by methodologists and professors in schools and universities to test students' knowledge.

Written types of papers are especially challenging for learners because they imply not only good knowledge of vocabulary and grammatical structures of the studied language but also the knowledge of structural and stylistic features of the papers themselves which usually differ from their analogues in native language. The article points out that the effectiveness of teaching writing in French depends as much on the linguistic background of the learners as on the number of tasks and exercises needed to build, practice, and monitor learners' writing skills. Speaking about written work done in French, an important factor for sustained interest in further learning of French is adequate reasoned assessment of assignments. The article provides the assessment criteria for different types of written papers that are taught in contemporary universities.

KEYWORDS

Modern French, written papers, writing methods, assessment criteria for written papers

INTRODUCTION

Writing is one of the most complex speech activities in the process of learning and teaching foreign languages. As a rule, it is used as a teaching tool (performance of tasks and exercises in writing when teaching language aspects) and is one of the goals of foreign language teaching (formation of students' ability to express their thoughts in writing).

RELEVANCE OF THE PROBLEM UNDER STUDY

The relevance of this study is due to the fact that with the seeming multidimensionality and extensiveness of research, many mechanisms of implementation of assessment of written works are still in the process of learning. There is a contradiction between the need to develop approaches to control writing skills and to evaluate students' written works in a foreign language and the lack of unified evaluation criteria in the methodology of teaching French as a foreign language. The aim of the study is to analyze written works in French as a special nationally specific genre.

MATERIAL AND RESEARCH METHODS

The research methods used in this work (analysis of methodological literature, observation, comparison and modeling) allowed us to examine in detail and determine the features of different types of written works in French that are actively used by methodologists and teachers in universities, as well as

to develop criteria for evaluating creative types of written works.

Linguistics and methodological literature have different interpretations of the concepts of written speech and writing. Thus, B. V. Belyaev does not distinguish between the terms "writing" and "written speech". The researcher writes: "Written speech is not a type, but a form of speech, as it cannot exist without oral speech. Written speech is associated with thinking not in isolation, but through oral speech. This form is more complex, since both the visual analyzer and the motor analyzer of the hand are joined to the dynamic stereotype of oral speech" [1]. [1]. Consequently, written speech is seen as fixed oral speech, as the psychological characteristics inherent in written and oral speech are identical. B.V. Belyaev also emphasizes that "productive writing is an independent speech creativity". [1], [5]. Methodists note that it is necessary to inculcate interest in language and new words in a systematic, gradual manner, and writing instruction should take place in a consistent, graded manner [4].

As for writing in the French methodological literature, there are such notions as "production écrite", "expression écrite" and "écriture creative". [6], [7].

The Dictionary of Methodological Terms gives the following definition of "écrit": "The field of language teaching, which includes teaching reading, writing,

spelling, producing texts of different levels and performing different language functions." [12].

J. Hendricks, a lecturer at the University of Liège, defines "production écrite" as follows: "It is a written text with meaning that methodologically goes beyond the traditional reproduction and transmission of information in writing." In her opinion, the production of written speech is a complex mental activity, including the implementation of a set of language skills and various mental processes [10].

One of the popular methods of teaching writing in foreign language teaching methodology is creative writing. Scott Barry Kaufman defines creative writing this way: "It is a versatile activity involving the author's own personality, views, beliefs, and habits" [11].

Regarding the French notion of "écriture creative," Roland Barthes emphasizes the following: "It is a matter of words included in a work and arranged in such a way as to give it sustained and, as far as possible, unique meaning." [12].

There are such types of writing in French as compte, rendu, resume and synthese, which are popular in the educational system of Uzbekistan and abroad.

All three types of written works have certain similarities that unite them:

- they represent a "reduction, compression" of the content in a limited number of words, designated at the very beginning;

- the regulations note the objectivity and impartiality of judgments, which exclude personal evaluation;

- they require "restatement" of the author's key ideas in the author's own words [8].

When working on writing, our experience shows that an effective teaching technique is mental maps, which allow students to memorize certain recurring aspects of writing tasks, such as connective words, emphases, politeness formulas in writing, etc. [3].

The ability to compose a written statement can be judged by the development of such skills as text transformation, replacement, combination, and unification of its elements. In text compression students need to master the actions of dissection, differentiation and juxtaposition of different parts of the text, as well as the actions of text transformation. The choice of ways to form and improve the above-mentioned writing skills depends on the difficulties encountered by students at a particular stage of foreign language learning, as well as on existing linguistic experience. Based on the analysis of exercises aimed at developing students' writing skills given in foreign educational-methodical complexes for the French language, we have developed a system of exercises for the gradual formation of students'

writing skills. For the most productive evaluation of the completed assignments after studying the main criteria of evaluating the written works according to the requirements of the educational standard of a foreign language we have developed an evaluation toolkit for students' written works.

We use a ten-point scale for evaluating essays where :

9-10 points - mark "5", 8-7 points - mark "4", 6-5 points - mark "3", less than 5 points - mark "2".

Criteria for evaluating essays with a brief description, as well as the skills required of students can be summarized as follows:

1. Communicative Problem Solving: the learner can do the work according to the given situation, the learner can fit within the given text frames (0-0.5).
2. Ability to provide facts: the learner can describe events, facts, or his or her own experiences (0 -0.5 -1.5 -1.5-2).
3. Ability to express thoughts: the learner can describe ideas, feelings, or reactions and express an opinion (0 -0.5 -1.5 -2).
4. Coherence and connectedness: the learner can connect a series of individual short, simple elements into a connected written text (0 -0,5 -1,5 -1,5).
5. Lexical competence / lexical spelling / vocabulary volume: the learner possesses enough words to

express on the current topic, using lexical transformations when necessary (0-0,5).

6. Vocabulary: the learner shows a good command of elementary vocabulary, but serious errors still occur when it comes to expressing more complex thought (0 -0,5 -1).
7. Mastery of spelling: spelling, punctuation, and text structure do not interfere with comprehension (0-0.5).
8. Grammatical competence / degree of sentence development: the learner knows and uses the structures of simple sentences and the most common compound sentences (0-0.5).
9. Choice of tenses and inflections: the learner has a good command of the studied verb tenses despite the influence of the native or first foreign language (0-0.5).
10. Morphology/Syntax: The student has a good command of agreement in gender and number, can use pronouns (0-0,5 -1) [2].

It should be noted that each creative written work completed by a student requires evaluation and clarification by the instructor. However, in order for the feedback to be effective, the instructor's comments should be as quick in time as possible.

The feedback should also be specific. The more accurately it describes the relevant facts, the better it will be understood by the learner [9]. The feedback

message should avoid any subjectivity and, therefore, adhere to the criteria used for evaluation.

Finally, it is necessary to check whether the learner has received explanations of his/her work and, if necessary, to comment on them in more detail. In this way, the grade does not duplicate the mark. Comments on the work are seen as individualized correction and aim to maintain, a kind of dialogue with the learner. However, if the instructor is mainly highlighting weaknesses in the written work, the comments, by contrast, should emphasize positive elements and contain advice addressed to the learner.

RESULTS

Teaching writing as a productive type of speech activity is one of the obligatory aspects of foreign language learning and requires a lot of effort. Writing is regarded as a complex stage in the ability to use language.

The content of the formation of writing competence depends on the stage of learning and includes learning from simple to complex in the transition from the primary stage of learning to the secondary stage. The formation of writing skills and skills include: mastering the alphabet, graphics, orthography.

Having studied and analyzed the scientific and methodological material on the topic of the research: teaching materials aimed at forming and improving writing skills and abilities, as well as foreign experience

of teaching writing in high school, it was found that the methods, especially native ones, lack a sufficient number of exercises aimed at the formation of writing skills and abilities.

Many methods are characterized by different approaches to the use of material. However, the competency-based approach in foreign language teaching has recently become more widespread. This approach is proposed to be used in the formation of writing skills and abilities in French in higher education institutions.

CONCLUSION

Improving the skills of understanding written text, selecting the main and essential, the ability to correctly structure the data obtained, the logical presentation of the main idea of the text, using various linguistic means of generalized transmission of content is the key to success when working with this kind of assignments.

Thus we can conclude that mastering the nationally specific genres of academic writing in French is essential for all students of that language, and especially for those who are going to study in French-speaking countries.

The techniques for correcting errors and assessing written work can vary, but the use of various forms of correction develops students' skills of self-control and automaticity in detecting and correcting errors in these

types of work and forms a sustainable positive motivation for learning French.

The development of evaluation criteria for written translations of university students from Russian to French and from French to Russian is promising for further research, since they may encounter this type of written work in their future professional activities.

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