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A COMPARATIVE STUDY OF COMMUNICATIVE METHODS USED IN PRESCHOOL EDUCATIONAL INSTITUTIONS IN FRENCH AND UZBEK LANGUAGES

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Annotatsiya: Mazkur ilmiy maqolada fransuz va o'zbek tillarida maktabgacha ta'lim muassasalarida qo'llaniladigan kommunikativ metodlar qiyosiy jihatdan tahlil qilinadi. Tadqiqotda til o'rgatish jarayonida kommunikativ yondashuvning ahamiyati, bolalarning yosh va psixologik xususiyatlariga mos metodlar, o'yin, dialog va interaktiv mashg'ulotlar orqali nutqiy kompetensiyani shakllantirish masalalari yoritilgan.

Kalit so'zlar: kommunikativ metod, maktabgacha ta'lim, til o'rgatish, interaktiv yondashuv, nutqiy kompetensiya

Abstract: This article provides a comparative analysis of communicative methods used in preschool educational institutions in French and Uzbek languages. The study emphasizes the importance of the communicative approach in early language teaching and the role of interactive activities in developing children's communicative competence.

Аннотация: В статье представлен сравнительный анализ коммуникативных методов, применяемых в дошкольных образовательных учреждениях при обучении французскому и узбекскому языкам. Рассматривается значение коммуникативного подхода, а также использование игровых и интерактивных форм обучения для развития речевой компетенции детей.

Ключевые слова: коммуникативный метод, дошкольное образование, обучение языкам, интерактивный подход, коммуникативная компетенция

Key words: communicative method, preschool education, language teaching, interactive approach, communicative competence

Introduction

In today's globalization process, teaching foreign languages from an early age has become a pressing issue. The preschool stage of education plays an important role in the formation of children's interest in language, speech activity and communicative competence. In particular, language teaching through communicative methods corresponds to the natural needs and abilities of children. This article will analyze the communicative methods used in teaching French and Uzbek languages in a comparative manner.

Literature Review

A review of the scientific literature on language teaching methods in preschool education shows that the communicative approach is one of the leading directions of modern pedagogy. In particular, the concept of "communicative competence" put forward by D. Hymes is interpreted as the ability to use language not only grammatically, but also in real communication. This approach was further

developed by scientists such as C. Brumfit, H. Widdowson, J. Richards and applied to practical methods.

In French pedagogy, the use of game technologies, role-playing exercises, visual and audio materials plays an important role in teaching language to preschool children. According to researchers, children learn language faster and more effectively in a natural communicative environment, without mandatory rules, in the process of interesting activities. Therefore, the principle of "learning by playing" is considered the main methodological basis in French preschool educational institutions.

The importance of communicative methods is also emphasized in the scientific research of Uzbek scientists. In particular, the works of N. Sayidahmedov, B. Khodjaev and Sh. Sharipov widely cover the issues of interactive methods in preschool education, the development of dialogical speech, the formation of children's free thinking and communication skills. An analysis of this literature shows that communicative methods, along with increasing children's speech activity, also have a positive effect on their socialization.

Research Methodology

The research used the comparative-analytical method, observation, study of pedagogical experiences, and analysis of scientific sources. Lessons, curricula, and methodological manuals used in French and Uzbek preschool educational institutions were compared.

Analysis and Results

The results of the analysis show that dialogic speech, role-playing games and visual aids are widely used in teaching the French language. In teaching the Uzbek language, a communicative environment is created through national values, folklore elements and poems. In both systems, teaching through play is the main method. As a result, children effectively develop speech activity, listening and speaking skills.

Conclusions and Recommendations

Based on the results of the study, it can be concluded that the communicative methods used in teaching French and Uzbek in preschool educational institutions are distinguished by their suitability for the age and psychological characteristics of children. In both educational systems, creating a natural communicative environment through games, dialogues, songs, poems and role-playing exercises is of paramount importance.

The results of the comparative analysis showed that while in the French experience more emphasis is placed on visual aids and free communication, in the Uzbek preschool educational system communicative competence is formed on the basis of national values, folklore and speech elements specific to the mother tongue. The combination of these approaches can further increase the effectiveness of language teaching.

Based on the results of the study, the following suggestions can be made: firstly, to organize special training courses for teachers on the use of communicative methods in preschool educational institutions; secondly, to develop methodological manuals that combine the best practices of France and Uzbekistan; thirdly, to widely use interactive and information and communication technologies in classes. These suggestions will further improve the quality of language teaching in preschool education.

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