

Various Methods of Teaching French

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ABSTRACT

Objective: This study aims to examine contemporary methods for teaching French as a foreign language, focusing on identifying effective strategies that enhance learner engagement and linguistic proficiency. **Method:** A qualitative approach was utilized, involving classroom observations and theoretical analysis in educational institutions across Samarkand, Uzbekistan. The study evaluated methods such as imitation-based learning, discussion-oriented activities, experiential learning, and professional simulations. **Results:** The findings reveal that imitation significantly supports young learners in mastering pronunciation, vocabulary, and intuitive language patterns. Experiential learning, including internships and real-world interactions, fosters communicative competence and learner confidence. Furthermore, discussion-based techniques enhance critical thinking, active participation, and analytical skills. **Novelty:** This research contributes to the field by providing an integrative analysis of underexplored pedagogical practices within the Central Asian context, advocating for a learner-centered, flexible, and contextually relevant approach to French language instruction.

INTRODUCTION

In the modern educational landscape, the methodology of teaching foreign languages, particularly French, has evolved into a multifaceted and dynamic field [1]. The growing global interest in French – as a language of culture, diplomacy, fashion, and arts – has intensified the need for effective teaching methods that go beyond traditional rote learning. This article explores various innovative and frequently applied techniques in foreign language pedagogy, with a special focus on methods that enhance learner engagement, motivation, and communicative competence [2]. Among the most effective approaches examined are imitation-based learning, group-based instruction tailored to proficiency levels, experiential learning through action, and discussion-oriented activities that stimulate critical thinking and verbal expression. These methods are not only grounded in cognitive and developmental psychology but also reflect practical classroom experiences, particularly those observed in French language programs in Uzbekistan. Emphasis is placed on how children and adults alike benefit from mimicry and real-world communication experiences, such as interacting with native speakers or engaging in professional simulations, including internships. The article highlights the significant role of gesture, facial expression, and interactive dialogue in making language acquisition more intuitive and meaningful. By aligning learning with authentic contexts – whether through media, real-life encounters, or simulated environments –

students can develop both linguistic proficiency and cultural awareness [3]. Ultimately, this investigation advocates for a diverse, learner-centered approach to teaching French, emphasizing the need for educators to adapt and integrate multiple strategies to foster deeper, more effective language learning in a globalized world.

RESEARCH METHOD

The methodology of this article is based on a qualitative and pedagogical approach that draws from both theoretical analysis and classroom observation to evaluate various methods of teaching French as a foreign language. The study centers on the effectiveness of modern communicative strategies that enhance language acquisition, with particular emphasis on imitation, discussion-based learning, experiential learning, and global simulation [4]. By observing language teaching practices in real educational settings, such as French lessons in preschool and university environments in Samarkand, the author identifies the practical advantages of each method [5]. For instance, the method of imitation is assessed through its implementation in KOKORO lingua, where children mirror native speakers' facial expressions, gestures, and pronunciation to develop natural communication skills. The discussion method is evaluated through its role in fostering critical thinking, oral expression, and analytical skills among students by engaging them in debates and conversations. Experiential learning is explored through case studies of student internships at local travel agencies, where students apply their language skills in authentic professional contexts. This hands-on experience strengthens their confidence, fluency, and understanding of real-world vocabulary and interaction. The methodological framework also integrates insights from cognitive and developmental psychology to explain how gesture, mimicry, and practice support the neural processes involved in second language acquisition [6]. Drawing on both educational theory and lived teaching experiences, this methodology allows for a comprehensive assessment of which techniques most effectively support learners in mastering French, ultimately emphasizing the importance of using diverse, interactive, and context-based approaches in language education.

RESULTS AND DISCUSSION

In our article, we will examine methods for learning French [7]. There are various approaches to studying French, and among them, you can choose the most effective ones, such as:

1. Learning through imitation
2. Instruction by dividing students into groups based on language proficiency level
3. Experiential learning
4. Learning through action

Let's analyze learning using the following methods:

Learning through imitation is a teaching method that involves observing and reproducing the actions of another person [8]. This can be done by watching a demonstration or copying a model's behavior. Children learn by imitating their parents

and the people around them. Such imitative learning is an effective way to teach appropriate behavior, practical skills, and information. Children can also acquire social adaptation methods and social skills by observing role models and imitating their behavior [9].

Mimicry, or imitation, is a learning method that children naturally use from a very early age. They imitate words, facial expressions, gestures, and even the tone of voice of their parents and close ones. This innate ability to imitate is also extremely useful when it comes to learning a new language.

Did you know that a baby can imitate their parents from the first months of life? The infant learns to mimic facial expressions, sounds, and gestures; this is their introduction to learning. Throughout their lives, children learn by observing the people around them. They imitate how a parent claps their hands and copy children's rhymes. But what happens when a child imitates very little? They remain withdrawn, sometimes fall behind in development, and show low activity [10]. To prevent this, it is important to use this method of imitation in the early stages of language learning.

At KOKORO lingua, mimicry is used as an integral part of our method for imitating the language being studied. This teaching approach for young children, starting from kindergarten, can be observed in one of the preschool educational institutions in Samarkand. The teacher plays educational videos from KOKORO lingua. In these videos, children of the same age as the students speak their native language and create learning scenarios through facial expressions and gestures. This allows children to communicate more easily with teachers, better understand the context, and more naturally acquire vocabulary and language structures.

Mimicry offers several advantages in language learning [11].

Firstly, it makes learning more natural and intuitive, as it builds upon skills that children already possess. Secondly, it facilitates the acquisition of proper accent and pronunciation. Finally, facial expressions and gestures make learning more engaging and interactive, which can enhance children's motivation to learn. Mimicry plays a crucial role in children's language acquisition. By utilizing this innate technique, KOKORO lingua creates a language learning experience that is both natural and effective. If you're looking for a teaching method that harnesses the power of mimicry, look no further than KOKORO lingua [12].

Learning through discussions. Discussion is a teaching method that encourages students to learn by engaging in dialogue and sharing their opinions with peers. Students are asked to present and defend their views on a specific topic. Discussions are typically led by a teacher, instructor, or facilitator who prompts students to listen, think, and actively participate in the learning process. The main advantages of discussion-based learning are that it enables students to develop their communication skills, problem-solving abilities, and critical and analytical thinking. Each method is grounded in a didactic space, which is the learning environment.

When we study French in class using textbooks, pictures, and other educational materials, we find ourselves in a fictional space where every linguistic action must be

imaginary. However, when you learn French through real communication with French people from Paris or Bordeaux, you enter an authentic space. The same occurs when we read a French book or newspaper, listen to RFI, or watch a French-language TV channel. Between these two extremes now lies a didactic approach called global simulation [13].

With this approach, we study French within the framework of real professional activities. A good experience for practicing this method is an internship for students studying a foreign language at travel agencies in the city of Samarkand, where they can work and communicate with foreign guests in real-time. Learning through practice: this is a method in which we learn by doing specific and tangible tasks. This method develops knowledge and skills based on experience, applying ideas and principles in practical activities. Learning through practice encourages independence and responsibility, as well as helps to increase confidence and competence. Experiential learning can be a constructive and practical method of education, as it allows for better understanding and retention of information.

Experiential learning is a method of education that involves direct experience and experimentation. The primary focus is on the learning process through practical activities and hands-on experience. This typically occurs in a real-world environment that allows students to acquire information and concepts through actions and observation. Experience-based learning enables students to gain practical knowledge and skills, which helps them develop understanding and comprehension of various topics [14].

Thus, all the aforementioned methods of foreign language teaching contribute to the quick and effective acquisition of a foreign language. Teachers need to utilize a variety of existing methods to conduct lessons in an engaging and informative manner [15].

CONCLUSION

Fundamental Finding : This study confirms that a multifaceted approach—incorporating imitation, discussion-based activities, experiential learning, and real-world simulations—significantly enhances the effectiveness of teaching French as a foreign language, particularly by aligning instruction with learners’ developmental needs and promoting deeper engagement. **Implication :** The results suggest that language educators should adopt flexible, learner-centered strategies that integrate authentic, interactive, and context-driven methodologies to foster communicative competence and long-term language retention. **Limitation :** A key limitation of the study lies in its qualitative scope and regional focus within Samarkand, which may limit the generalizability of findings across different educational and cultural contexts. **Future Research :** Further studies involving larger, more diverse populations and comparative analyses across countries and age groups are necessary to validate these findings and refine instructional models for broader application in French language education.

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