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A NEW PERSPECTIVE - A PERSONAL-ACTIVE APPROACH AND ITS DIDACTIC SIDE

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Abstract : This article discusses the role of the teacher with the student-activity approach to learning a foreign language. At the present time, in the light of retraining programs, the subject of the article is very relevant. It presents the arguments of the author of the purposes and tasks of the modern teacher and student . Clearly presented and landmarks on both sides.

Keywords: actor, autonomy, task, activity approach, involvement implication.

INTRODUCTION

A new perspective in the teaching and learning of foreign languages is a personal-activity approach, in which the user and the learner of languages are considered from the point of view of a social actor performing some tasks (which are not only linguistic), under the circumstances and in the immediate area of action.

Education, and above all university education, plays an exceptionally important and ever-increasing role in the modern life of Uzbekistan. The intellectual potential of the nation, which, first of all, is created by the education system, becomes the determining factor in the progressive development of countries and peoples. The social order of society largely determines the methods of teaching, its goals and principles. The modern social order directs us to the use of personality-oriented teaching methods, which can be based on a personality-activity approach aimed at the development and self-realization of a person's abilities and talents. A developing society needs modernly educated, moral, entrepreneurial people who can independently make responsible decisions in a

situation of choice, predicting their possible consequences, are capable of cooperation, are distinguished by mobility, dynamism and constructiveness. In this context, the most significant problem of modern methods of teaching foreign languages is actualized - the orientation of the educational process towards the active creative mental work of students, which, in terms of forming the methodological competence of students, is carried out with the help of a situational or case method. The Uzbek education system has already come close to introducing innovative technologies and methods into the educational process on a large scale, and this work is a contribution to the development of a personal-activity approach in teaching a foreign language, which in the end should teach students to take any action with applying the acquired knowledge to obtain a certain positive result.

The personal-activity approach is a motivating technique in the didactics of language and culture that helps the introduction of a foreign student into the environment Synergies Roumanie n°8 - 2013 p. 15-30 Together with the person-activity approach, CEFR offers a vision of communication as an action, in which the interlocutor is seen as a social actor (actor). This

article presents a learning scenario, providing a range of tasks that involve the student in discovering the realities of the country of the language being studied, so that he becomes a direct participant in the actions taken, in a communicative situation close to real, which is for us the primary motivation for learning, leading to integration and learner autonomy. This activity will show how much the student has learned and can apply the cultural-linguistic skills necessary for integration and provides once again the opportunity to determine the role of the teacher in this approach.

The personal-activity approach reveals the evolution of the communicative approach. Some Methodists speak of continuity, others of breakthrough, see J.J. Rishera (2009:13-48). In this new concept, CEFR offers a view of communication as an activity. If speech acts are reproduced within the framework of speech activity, then they themselves fit into the activity in the social context, which is the only one that gives them full meaning. In this situation of teaching and learning languages and cultures, the student no longer performs a series of exercises, but sequentially solves tasks related to social activities based on interaction, moving directly into a real communicative situation. Therefore, the French didactic Christian Puren designates a new activity perspective called "social activity perspective". According to this author, (Puren, 2009: 3): , which also have a semantic field: act, active, figure, activity, act, operation, task K. Puren again presents the most abstract concept used in philosophy, in order to designate this series of terms as a whole with one capacious noun "activity", while actors-actors use the term "act" i.e. verb. Monique Denier explains that, in contrast to the "pedagogy of goals", the pedagogy of competencies (skills and abilities) reveals the general behavior of the student in solving the "task", offering him a context close to the real life "situation". (Denyer, 2009:145)

The authors of CEFR define "task" as follows: "there is a "task" according to which, an action is an activity of a subject, or several, that are mobilized to achieve a certain result." An interesting side of this technique is that the learner is in the center of reflection, it is he who develops strategies for solving the problem in order to use language resources and progress in acquiring autonomy. Only in the case when the student's speech acts are implemented in speech activity in a context close to real, he will be able to feel the full meaning of the purpose of the acquired language skills.

The user of the language is considered as a social actor (doer), who in the future will work in various fields and take an active part in the life of society. In each of these sectors, he will be in some context, in different circumstances. For example, in personal and public life: participation in events, in professional activities, qualification courses, internships.

These contexts and circumstances predetermine a certain number of situations. For example, in order to travel, you need to draw up a route, a program, choose appropriate clothing and transport ...

As a result of these situations, tasks to be implemented will follow: drawing up a program, calls in order to find out the schedule of trains and flights.

These tasks, of course, can be both linguistic (requesting information from a travel agency, at a hotel) and non-linguistic (familiarization with the city plan for visiting attractions). They will require the use of:

- skills and experience (moving around the city, the ability to travel)
- skills (booking tickets)
- skills to coexist (way of requesting information, getting to know each other, etc.)
- the ability to learn and gain experience and the ability to adapt to different situations.

The student is only a user who solves some problems within the audience, in a specific created situation and in a specific context. In other words, the classroom is not only a place where one prepares for situations that arise in the future, or learns what will come in handy later, it is also a place where language is used in a natural environment, in the present tense, in order to share knowledge, to express one's own opinion, to implement the project and through this activity, to learn it.

The activity-based approach is one of the 4 important innovations being introduced under the CEFR provisions drawn up by the European Union in 2001. In fact, these provisions are based neither on textbooks nor on any of the languages, but coming from a tool envisaged to provide a common The Foundations for Teaching and Learning Languages offers the following fundamental points:

1) Six generally accepted levels of language proficiency, with criteria prescribed in CEFR. The countdown starts at level A1 (beginner), and then proceeds to level A2 (intermediate), B1 (threshold), B2 (advanced), C1 (individual user) and C2 (fluent level).

2) Five language competencies, such as: understanding speech (listening), understanding written speech (reading), production of sequential speech, dialogue and reproduction of written speech.

The activity approach is based, as its name indicates, on action. What are the origins of this approach, its orientation? Does the concept of "action" correspond to the concept of "task" in CEFR canons. Is action-based learning consistent with task-based learning?

What are the specific implications of the perspective of this teaching method

We will only consider three:

1 - Learning a language will be an adaptation to contextual situations that will depend on the

industry that interests the student himself, on his range of interests.

2 - The student will be a direct actor in the audience. The audience will be a public space in which he will naturally live various simulated situations associated with a likely stay in one of the French-speaking countries and solve specific life tasks.

3 - In order to acquire skills and abilities, the student will be a direct participant in their own learning, conducted in partnership with other students.

The personal-activity approach fits into a new cognitive and pedagogical model, inspired by the communicative method, but being a more complicated form. The activity perspective reflects the transition of the communicative paradigm into the activity one. The learner communicates not only to speak, but to interact with others.

If the student gradually moves to interact with other students in the classroom, then he will be able to do this in the context of society too.

The use of a language, including in teaching, involves activities that will help develop skills in general, in particular the ability to communicate interlingually. For example, situations such as in a case study, taken from real life, are successfully resolved by Uzbek students and stimulate them to enrich their knowledge, skills and abilities.

This perspective represents a turning point in the teaching and learning of languages and is a rethinking and definition of the status of the learner and the tasks assigned to him. Thus, the learner rotates not only in the educational, but in the public sphere too. The tasks and problems it has to solve are both educational and social.

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