

## **PROBLEMS OF ORAL AND WRITTEN SPEECH IN THE PROCESS OF COMMUNICATIVE COMPETENCE OF PRIMARY SCHOOL STUDENTS LEARNING FRENCH AS A FOREIGN LANGUAGE**

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### **ABSTRACT**

This article emphasizes the importance of learning and teaching modern foreign languages. The existence of oral and written speech problems in the formation of communication skills in French by primary school students and the ways to overcome them and the factors that provide the ability to learn the language easily and quickly is described. The role of communicative competencies is important for students to communicate effectively and well in a foreign language. Oral communication competence is now widely recognized as an important object of teaching.

**Keywords:** Communicative competence, oral and written speech development, methodical choices, strategies, oral competence and foreign language didactics, Neurolinguistic approach, cognitivism.

### **INTRODUCTION**

Teaching a foreign language requires the student to develop new skills for oral and written communication. The development of communicative competence is primarily related to language. This implies the predominance of communicative competence through oral communication in the learning environment. Communicative competence is important in the teaching and learning of languages because it is a tool through which students can communicate with each other. Oral communication competence is now widely recognized as an important object of teaching. In the teaching and learning of French as a foreign language, it is necessary to use oral didactics that takes into account the age of the student. The factor that provides the ability to learn a language easily and quickly is school communication. Communication is the desire to convey different information to someone.

This idea encourages researchers to address a similar topic and address the following problem. What challenges do students face during oral speaking activities? In other words, why does it make it difficult for a reader to express himself in French despite having all the necessary tools and linguistic knowledge? This article is mainly based on the difficulties encountered in oral and written speech. It focuses on some basic theoretical concepts that make up the literary content, the development of oral and written speech in the teaching of French as a foreign language, methodological choices, strategies, oral competence and the importance and role of written speech in the teaching of foreign language didactics.

### **Materials and Methods**

Oral speaking activities in the French class of primary school students should be developed and valued as a practical and useful means of communication in the school environment. An integral part of this teaching is classroom practice. In elementary school, oral speech is a means for a student to better remember and express his or her imagination, every thought or concept he or she hears. Thus, teaching the norms of oral speech allows this verbal expression to be

reflected because it is well structured. In the oral speaking process, the student has the right to make mistakes as a teaching tool, so a verbal speech error allows the student to improve his or her speech until the idea is correct. The famous Canadian linguist, Professor K. In *The Neurolinguistic Approach*, Jermen writes, "Reading and writing skills develop after learning to speak." [1.p.127]

Concept, on the other hand, is expressed in the right way to improve its performance. Oral presentation in the classroom plays an important role in the formation of knowledge. This is an activity that allows teachers to monitor and evaluate students' understanding through classroom participation. A competency-based approach reflects a desire to focus on each other. Talking about skills in education is about focusing on the personal and social development of the student. Competences are a set of knowledge and cognitions that have become the goals of teaching and learning from problematic situations that make up learning situations. Thus, the student is required to form their own knowledge and effectively organize their learning. Each competence extends to components based on learning objectives. Each goal allows the identification of specific pedagogical actions tailored to a certain level.

The system of teaching and learning based on the chosen goals is based on three types of processes: activity, content and assessment. K.Korner and P-M. According to Raymonds, language learning "consists of mastering a number of structures through exercises that help to create an automatic system" [2.p.5]. The pedagogical approach promoted in the program in the later stages of primary education is one of the discoveries that allows young students to start the learning process based on the motivation created.

The cognitive-based approach is based on a number of theoretical principles. It ensures that the student participates in the organization and structure of the learning process. This allows students to be aware of education. Takes errors into account and uses it as a means of overcoming shortcomings encountered. It organizes student-student, student-teacher interaction and identifies ways to do it. The student participates in their knowledge and organizes the learning process. The reader gradually develops strategies for words such as "speech movement" or "language movement": present, ask, order, offer, and so on. The approach is based on content and relevant strategies at the same time. In doing so, it contributes to the development of grammatically-coherent and logical verbal expression, as well as through effective and functional practices of language, in communication situations the learner gradually masters language activities. Oral teaching and learning strategies are closely related to the state of pedagogical communication and the complete thought-provoking part of speech in a classroom environment where French is a foreign language. there are three learning strategies: modeling; correction; is a form of interaction.

In teaching students as role models, vocabulary requires that the language structure be mastered by students in oral speech. Students use words and phrases directly related to the lesson. The teacher requires students to correct mistakes in the use of tone or phonemes in oral speech during the learning process. There is a relationship between the teacher and the student, or between the student in the classroom, which allows the student to use oral speech, and the teacher controls the student's ability to think logically and correct mistakes automatically to improve speech. There is a relationship between the teacher and the student, or between the student in the classroom, which allows the student to use oral speech, and the teacher controls the student's ability, logical thinking, and automatic error correction to improve speech. A. Bess (1985, 44) states that "language is valued primarily as a means of oral communication and expression, while written speech is valued only as a product of oral speech" [3.p.44].

Oral speech is a means of expressing one's imagination for each student in primary education, and it is also a good tool that encourages many students to develop logical thinking and comprehension, respond to what they hear, and express their opinions. Thus, oral speech allows for better formulation and reflection of lessons during the lesson. At present, the main content of primary education is the development of communicative competence. It is therefore always necessary to define this term. The word "competence" means to demonstrate the knowledge and skills, intelligence, strength, and experience that a person has acquired in a particular field. Competence is a complex activity that requires the demonstration of strength and skill to gain knowledge about the future. Oral speech competence is the primary basis of all communication, and the child uses speech to communicate with others from an early age communication is gradually becoming a priority in the didactics of languages, the concept of communication is conveyed through communicative approaches, communication competence, that is, the so-called language.

In primary education, a student must first be taught to speak French before being taught to read and write in French. Oral speech didactics requires student participation in the primary class. Teaching is responsible for providing knowledge and techniques tailored to the levels of their students to improve language skills. A teacher acting as a foreign language requires oral speaking lessons to teach French, the oral lesson needs pedagogical approaches suggested by the teacher, these approaches encourage students to develop oral competence.

Students face many challenges in the process of learning oral speech. School curricula emphasize the role and importance of oral communication in the development of students' communication skills.

Therefore, the teacher notices some shortcomings in the language teaching process with the curriculum. This process greatly influences the interpretation of content, which are semantic syntactic elements without forgetting the tone; prosody (a rule based on the amount of vowels for the purpose of writing poetry), differences in flow pauses .... Verbal (action-moving) interactions, i.e., communicative change, are more difficult to assess. Verbal speech includes verbal and unnatural combinations (gestures, gaze, intonation ....). It is based on the development of oral speech competence, which is part of the French methodology. First of all, the aim is to generalize oral competence and to explain the importance of oral speech as a primary tool in the teaching and learning of French as a foreign language. In the modern French encyclopedic dictionary, Robert states: "Oral speech is defined in such a way that, in contrast to written speech, all actions are expressed and conveyed through words" [4.p.152]. In other dictionaries, however, it is done orally through the spoken language.

## **RESULTS AND DISCUSSIONS**

In this sense, all definitions are based on the definition of the spoken word. In short, it is necessary to substantiate what is a word, a sound, which is expressed orally and as opposed to a written word. In the teaching of French as a foreign language, oral speech is based on clear goals, and in the formation of language didactics it is always necessary to combine two basic activities based on listening and speaking. Listening is a very important process in the formation of speech and communication, which is reflected in the expressions. In order to clearly articulate and create content, the reader must first understand it well. The teacher's role in this activity is to provide guidance, explanations, and advice to help students understand. Listening is a learning goal that develops students' listening skills as an object of shaped learning. In the primary grades, oral speech is taught to develop the student's communicative

competence. Verbal expression and verbal communication is the same process, oral speech is a learning ability that requires the student to find phonetic problems in words and verbal expression of words.

The teaching of oral speech processes to primary school students is carried out for the following purposes:

- allows students to communicate with each other;
- Encourages collaboration between student and teacher;
- allows students to participate in communication situations;
- enriches and develops the ability to write;
- The teacher will not only evaluate, but will be able to use different strategies.

**General Comprehension Strategies:** The main task in this process is to provide the student with some audio or video material to listen to, reminding them that in this activity it is important not only to fully understand what they are hearing, but also to continue listening to encourage them to participate. In this process, it is important to emphasize that each purpose of listening corresponds to a specific mode of listening:

- preparation for the listening process;
- identify the elements necessary for the implementation of selective listening activities;
- detailed (or intensive) listening: finding and etymologically including all the elements of a given passage;
- general listening (wide listening); discovering relevant elements of speech to reveal its general meaning;

How to teach oral speech lessons is one of the key factors in teaching French as a foreign language.

Because speech activity takes place both orally and in writing. Oral speech consists of speaking and listening comprehension, written speech reading and writing types. The necessary conditions for oral speech training are realized through the language environment. The role of the teacher in improving student communication at this stage is very important because in the classroom the teacher plays the role of the questioner and the student plays the role of the respondent and receiver of the questions given in the second stage. The teacher asks some questions about the text in order to control students' understanding.

Foreign language teaching is now more associated with oral teaching, which is the subject of much research in the field of teaching methodology. Learners of French as a foreign language face many difficulties in the process of speaking. They face problems in expressing themselves in French, composing correct sentences, describing words orally and in writing, describing, and so on. It is known that foreign language teaching provides the student with the necessary equipment to accept functional communicative behavior in a particular social group. From this point of view, knowing and learning a language means being able to communicate in that language. Of course, verbal expression is one of the four competencies that must be mastered in the process of language teaching and learning. There is a strong weakness at the phonetic and morphosyntactic levels during the student's listening and speaking, learning. In the process, some questions arise:

- Why do students not use French well in communication? In other words, what difficulties do they face at the level of verbal expression of the interaction in the classroom where French is taught in a foreign language? What are the causes of speaking difficulties? student insecurity, fear of making mistakes; moreover, French language teachers are not

properly trained to provide this type of education. Therefore, French language teaching and learning programs do not take into account the needs of students.

## CONCLUSION

This is due to the fact that similar languages are artificial languages for Uzbek schools, indicating that the French language environment is not well developed. As a result, students' communication processes become more difficult. To achieve variable results, it is necessary to conduct surveys with the student and the teacher, that is, in the school environment. Through the analysis of verbal narration in the classroom, we explore new phenomena of silence and auto correction (self-correction) in student communication in more depth. The reader needs to identify the unique difficulties identified in the construction of his meaning, as well as the causes of these difficulties as a result of the inability of the smallest communicative event to achieve a certain random success. Indeed, the learner has difficulties that are incompatible with his or her ability to communicate in a foreign language. Of course, the main goal is to try to explain the problem of students' verbal expression in French and to show the learning difficulties.

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