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## METHODOLOGY OF TEACHING PHONETIC MATERIALS IN TEACHING THE FRENCH LANGUAGE IN GENERAL SECONDARY SCHOOLS

**Abstract:** This article discusses the methodology of teaching foreign language phonetics, mainly French phonetics, in secondary schools.

**Key words:** French phonetics, language material, sound pronunciation, phonetics of a foreign language, general methodology, phonetic exercises as a teaching tool

When the issues of teaching French phonetics are discussed, the general methodology is understood. The problems of selection, distribution, classification and description of language material are included in the task of the general methodology. Scientific information on teaching phonetic materials in specific pedagogical conditions of one or another foreign language is sought from a private methodology. For example: Chinese language teaching methodology in Uzbek schools or Arabic language teaching methodology in Russian schools. In this section, we will discuss the general methodology of teaching French phonetics. The method of teaching the phonetics of the French language is also included in the pedagogical sciences.

Currently, scientists recognize the existence of about two thousand sciences. It is known that there is no science that does not have scientific research methods. Each of them, including pedagogy and, in turn, foreign language methodology, works with its own research methods as a science. The means of teaching phonetics of the French language in general secondary education include all educational tools used for the benefit of organizing the educational process. French phonetics is not included in the classification of educational tools, as it applies to most educational subjects, **such as a classroom, a pencil, a pen, a notebook, an eraser, and a table**. The methodical classification of the tools used to achieve the goals of teaching French phonetics is as follows:

- 1) Basic and auxiliary educational tools according to the task to be performed
- 2) Educational tools used by teachers or students, depending on who they are intended for
- 3) In relation to the way (analyzer) of information comes - in the names of hearing, seeing, hearing;
- 4) With the so-called traditional (non-technical) and modern (technical) educational tools, taking into account the participation of technology
- 5) From the point of view of production - there are mass and local educational tools. The main educational tools named in scientific sources include programs, textbooks (reader's book and author's book), reading books.

Other tools included in the training-methodical set are considered auxiliary. Tools available to the teacher, used by students and pupils in practical phonetics classes outside the classroom; the reflection of sound using letters (recording), pictures, slide film, diapositive film, etc. are not unilaterally associated with the name of the teacher or the student, because they are intended for the student and are used at the discretion of the teacher. Depending on the stage of the lesson,

teaching tools differ. Handout, phonetic exercises, various phonetic games: word game, correct pronunciation game, phonetic prompts, sound discrimination game, sound placement game, to improve pronunciation poetic exercises are intended for repetition. In addition, a set of texts dedicated to each phonetic topic, developed by the teacher, will greatly help the student's pronunciation to become more fluent and the ability to distinguish sounds from each other.

In French language methodology, the types of pronunciation difficulties are classified as follows:

1. Difficulty in pronouncing a sound.

2. If two sounds (or a combination of sounds cause an association with each other) are confused, then oppositional difficulty occurs. Difficulties in distinguishing sounds occur during auditory perception, which are acoustic difficulties. named after Great importance is attached to the phonetic phenomena that change the meaning. For example: long-short vowels, voiced-unvoiced consonants, multiple meanings of one sound. The distribution of pronunciation teaching content is directly related to the order of learning vocabulary and grammar.

In conclusion, it should be noted that if the phonetics of a foreign language is taught in modern general education schools based on specific laws and regulations, we would have achieved the goal set before us.

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