

ABSTRACT

Subject matter of the dissertation: Formation of grammatical skills in teaching French as a second foreign language.

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The relevance of study: Nowadays, when the issue of the formation and development of economic, cultural contacts and interaction between countries has acquired great importance for our country, there has been an increased interest in studying and teaching the younger generation of foreign languages. Learning a foreign language is a key element in the formation of a harmonious, comprehensively developed personality in the schooling process. The teaching of the second foreign language in schools corresponds to the tasks of preserving and supporting linguistic pluralism. The general goal of teaching a second foreign language as a subject is to develop the communicative competence of students in another language, that is, the ability and willingness to carry out interpersonal and intercultural communication that is foreign with native speakers.

The aim of research: theoretical and methodical aspects of studying French as a second language in the school system.

Objectives:

1. to study the psychological-didactic basis of teaching the second foreign language;
2. to review and analyze the methods of teaching the second foreign language;
3. comparative analysis of the grammatical phenomena of French and English within the school curriculum.
4. to develop grammatical tables on formation grammatical skills of the French language based on the English language.

The theoretical and the practical value of the research: materials of this work can be used by the teachers and students studying an issue of teaching the second foreign language at schools and also as a toolkit at French lessons as the second after English.

The results obtained: include the developed manual consisting of various grammatical tables aimed at creating a grammatical skills of the French language based on the English language and can be used later while working in the lesson of the French language for teaching grammar, and can also be used during pedagogical practice.