



WAYS AND PROSPECTS FOR IMPROVING THE TEACHING OF THE FRENCH LANGUAGE AT PRESCHOOL AND LEVELS

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Annotation: *This article examines the prospects for the development of the French language in Uzbekistan, emphasizing the importance of political support, institutional frameworks, and international cooperation. It highlights current challenges, particularly the dominance of English and the lack of adapted teaching materials for young learners. Special attention is given to the role of teachers, the need for specialized training, and the introduction of innovative, child-centered teaching methods. The study also underlines the importance of integrating digital tools, developing educational resources, and strengthening partnerships with Francophone organizations. Furthermore, it stresses the role of family and cultural activities in enhancing language learning. The article concludes that a comprehensive and coordinated approach involving state policy, teacher development, and modern methodologies is essential for promoting the French language as a tool for cultural exchange and global communication among young learners in Uzbekistan.*

Keywords: *French language education ; Language policy ; Teacher training ; Early childhood learning ; Innovative teaching methods*

Аннотация: *В данной статье рассматриваются перспективы развития французского языка в Узбекистане с акцентом на роль государственной политики, институциональной поддержки и международного сотрудничества. Отмечаются существующие проблемы, в частности доминирование английского языка и недостаток адаптированных учебных программ для детей младшего возраста. Особое внимание уделяется роли преподавателя, необходимости его профессиональной подготовки и*

внедрению инновационных, ориентированных на ребёнка методов обучения. Также подчёркивается значение использования цифровых технологий, разработки учебных материалов и укрепления сотрудничества с франкоязычными организациями. Кроме того, отмечается важность участия семьи и культурных мероприятий в процессе обучения. В заключение делается вывод о том, что комплексный и согласованный подход, включающий государственную политику, развитие педагогов и современные методики, является ключевым фактором успешного продвижения французского языка как средства межкультурного общения и глобальной коммуникации среди молодого поколения Узбекистана.

***Ключевые слова :** Французский язык в образовании ; Языковая политика ; Подготовка учителей ; Раннее обучение детей ; Инновационные методы обучения*

The future of the French language in Uzbekistan largely depends on the political and institutional environment that supports it. Today, although French remains an important part of the world's cultural heritage, its position is gradually weakening due to the dominance of English. Therefore, it is necessary to strengthen the role of French through a clear, consistent, and long-term language policy. The government of Uzbekistan is paying increasing attention to the development of foreign languages. However, this policy should also ensure that French occupies its own distinct place. French should be recognized as a language of international openness and cultural exchange and be included in school curricula not as a secondary subject, but as a strategically important discipline. To achieve this, it would be beneficial to develop a cooperation strategy between France, Uzbekistan, and other Francophone countries. Within this framework, measures such as opening bilingual classes, distributing French-language educational resources, and training French teachers from the preschool level could be implemented.

One of the major challenges is the lack of adapted educational programs for young learners. Teaching a foreign language to children aged 4–10 requires a completely different approach compared to adults. Children naturally learn through games, musical rhythm, repetition, and visual materials. Therefore, it is essential to design programs that correspond to children's age, psychology, and interests. These programs should be based on games, drawings, songs, poems, and stories, covering themes close to children such as “family,” “nature,” “animals,” “emotions,” and “French holidays.” The Ministry of Education, in cooperation with the French Embassy, could develop colorful textbooks and workbooks enriched with illustrations. These materials would ensure a unified teaching approach across the country and guarantee continuity in education. International cooperation plays a key role in the development of French language education. Educational institutions in Uzbekistan can strengthen partnerships with Institut français, Alliance française, and Francophone organizations such as OIF, AUF, and Campus France¹. Such cooperation provides teachers with access to modern teaching methods, didactic resources, and opportunities for experience exchange.

Additionally, establishing sister-school (jumelage) partnerships between French and Uzbek schools would be highly beneficial. Through correspondence, participation in song, theatre, or art competitions, children can use the language in practice. In this way, French becomes not just a school subject, but a living medium of culture and communication.

The most important factor in improving the quality of French language education is the teacher. Today, many teachers have not received specialized training for teaching young learners, which reduces the effectiveness of lessons. Therefore, pedagogical universities should introduce specialized programs for French language teachers. These programs should include courses in child psychology, game-based

¹ OECD Report. (2020). Innovatsion pedagogik yondashuvlar. Parij: OECD.

learning, FLE (French as a Foreign Language) methodology, and the development of teaching materials. In addition, continuous professional development courses should be organized. Seminars, training sessions, online courses, and workshops with Francophone experts would bring positive results. Some universities could also establish joint degree programs with French institutions. To enhance teachers' creativity and motivation, resource centers should be established. These centers would provide books, audiovisual materials, didactic games, and digital resources. They would also serve as spaces for teachers to meet, exchange experiences, and develop new ideas. Moreover, online communities (such as Telegram groups, forums, and webinars) can help teachers from remote regions stay connected.

It is also important to note that many teachers feel that their work is not sufficiently valued. This negatively affects their motivation and creativity in the classroom. Therefore, a system of incentives should be introduced, including bonuses based on qualifications, honorary titles, and opportunities for international internships. For example, the Ministry of Education could introduce the title "Experienced French Language Teacher" to recognize educators who apply innovative methods. Short-term training programs in France or other Francophone countries would also serve as a strong source of motivation.

When teaching French to young learners, game-based and creative approaches are the most effective tools. Songs, theatre, stories, and visual cards help children memorize new words and use the language naturally². For example, interactive activities like "Bonjour, comment tu t'appelles?", singing songs such as "Frère Jacques" or "Alouette" help children become familiar with sound patterns. The main goal is not to teach grammar, but to develop communication skills. A positive emotional atmosphere in the classroom is a key motivating factor for children. Furthermore, digital tools have become an integral part of modern education. Interactive applications, videos, and games make the learning process more

² Jalilova, N. (2021). Maktabgacha ta'limda innovatsion yondashuvlar. Samarqand: SamDU nashriyoti.

engaging. Teachers can use platforms such as TV5Monde³, Francolab⁴, and Apprendre avec le FLE⁵ to conduct modern and interactive lessons. Many schools in Uzbekistan already have the necessary technical infrastructure. Therefore, lessons can be enhanced through the use of tablets, interactive boards, and digital content. However, teachers must be properly trained to use these tools effectively. Of course, teachers are not alone in this process — families and society also play an important role. When parents show interest in their child's language learning, children become more motivated. Schools can organize French language weeks, family-involved theatre performances, and cultural clubs.

In cooperation with Alliance française, embassies, and cultural centers, events such as theatre festivals, song competitions, and French celebrations can be organized. Through these activities, children perceive French not just as a subject, but as a source of joy and real-life experience.

In conclusion, three main directions are essential for effective French language teaching at preschool and school levels: Government policy and institutional support, Teacher training and incentive systems, Innovative, child-centered methods and digital technologies. If these directions are implemented in harmony, French will regain its appeal and become a gateway to culture, friendship, and future opportunities for the younger generation in Uzbekistan.

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³ Xalqaro fransuz tili telekanali bo'lib, butun dunyoga fransuz tilidagi dasturlarni namoyish etadi.

⁴ fransuz tilini interaktiv tarzda o'rganish uchun yaratilgan onlayn ta'lim platformasi bo'lib, u Kanadadagi TV5 Québec Canada tomonidan ishlab chiqilgan.

⁵ Fransuz tilini chet tili sifatida (FLE — Français Langue Étrangère) o'rganish va o'qitish uchun mo'ljallangan onlayn platformadir.

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