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METHODOLOGY FOR THE DEVELOPMENT OF COGNITIVE COMPETENCIES OF STUDENTS IN FRENCH LESSONS

Abstract. The state substantiates the importance of raising the question of the relationship between the communicative competence of a foreign language and the communicative success of a foreign language in the process of foreign language education. In this scientific article the possibilities of the subject "French language" in the formation of logical cognitive universal educational actions such as analysis, synthesis are considered. Methodical recommendations aimed at the formation of students' educational universal educational actions by means of the French language are developed.

Keywords: universal educational actions, logical cognitive actions, analysis, synthesis.

Innovative approach to the field of Education Higher Education mutually beneficial between the types of education as novel approaches to be implemented in the system innovative-integrative approaches to engagement it is possible to cite the mechanisms of Da. Any in innovation, the concepts of "new", "novelty" are important of importance. The novelty, which is introduced into various attitudes and processes, is manifested in the way of content-private, subjective, local and conditional ideas. Specific the novelty takes into account the change, renewal of one of the elements belonging to the attitude, object or process. Subjective novelty is the self-renewal of a given object represents necessity[4].

Logical cognitive universal learning actions are a set of cognitive operations that allow students to analyze, compare, synthesize and summarize information, and apply the acquired knowledge in practical activities. In the context of learning a foreign language, these actions are particularly important because they require a high degree of linguistic competence and intercultural literacy [2].

French is one of the most widely spoken and prestigious foreign languages in the world. Studying it helps students broaden their horizons and acquire practical skills in the field of international communication, as well as develop logical thinking and analytical abilities. This scientific article will consider the formation of logical cognitive universal learning actions in French language classes. Special attention will be paid to techniques that effectively develop the ability to analyze and synthesize information in French, as well as apply the acquired knowledge in practical speech activity.

The research conducted in this area will allow us to identify optimal approaches to the formation of logical cognitive universal learning activities and ways to increase students' motivation to learn French. The purpose of this study is to develop methodological recommendations that contribute to the effective formation of logical cognitive universal learning activities in French language classes. It is assumed that the high-quality implementation of these methods and approaches will significantly increase the level of logical thinking and language competencies of students, as well as improve overall academic performance in this field. Let's consider universal logical actions, the function of which is to provide an instrumental basis for thinking and solving problems, including research, and

also try to identify a set of tasks that can be used to form a particular logical action in French lessons. Task: Analysis and identification of essential and non-essential features of objects in French lessons. The purpose of the assignment is to develop students' analytical and critical thinking skills, as well as their ability to identify essential and non-essential features when studying objects in French lessons [1].

The progress of the task

1. The teacher explains to the students that when learning French, it is important to be able to distinguish essential and non-essential features of various objects, for example, objects of grammatical rules, vocabulary, cultural aspects of French culture, etc.

2. Students are assigned to analyze some objects of the subject being studied (for example, grammar rules, French text, French culture) and identify essential and non-essential features in them.

3. Students analyze each object and record the found features in a table, indicating whether this is a significant feature or not.

4. At the end of the analysis, the teacher discusses the results, helps students figure out which signs are significant and why.

5. To consolidate the skills of analyzing and identifying features, students can perform additional exercises consisting of analyzing and classifying objects according to their characteristics.

6. At the end of the lesson, students can be given an assignment to work independently on the analysis and identification of features in the next lesson in order to consolidate the acquired skills.

Expected results:

- Students will develop analytical and critical thinking skills;
- Students will learn to identify essential and non-essential features of objects when learning French;
- Students will learn to explain why a certain feature is essential or non-essential;
- Students will learn how to apply the acquired skills of analyzing and distinguishing features in practice and use them for deeper learning of the French language. Assignment for French lessons: synthesis and completion of missing components. Goal: Students will learn the technique of synthesizing and restoring the missing components of the French language in order to be able to compose whole phrases from individual words and phrasal phrases [1].

Task:

1. Grouping of words: Students are offered a set of words and phrases in French, scattered alphabetically. In the assignment, students need to group words to get grammatically and meaningfully correct phrases and sentences.

2. Sentence completion: Students are offered a set of sentences in French, where some words or phrasal phrases are replaced with omissions. Students need to use their knowledge of French to correctly complete the missing components in sentences.

Examples:

a) Il _____ chez moi.

b) Elle _____ du sport. Students need to insert the correct verbs ("habite" and "fait") so that the sentences become grammatically correct:

a) Il habite chez moi.

b) Elle fait du sport.

3. Creating your own sentences: Students are offered a set of words and phrases, as well as topics for creating their own sentences in French. Students should use the provided words and phrases to make up

Logical actions formed in French lessons based on the French language can be successfully applied in other areas of educational and extracurricular activities to solve the problems of general cultural, personal and cognitive development of students.

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