

INTEGRATION OF ALLOPHONE CHILDREN IN LEARNING FRENCH AS A FOREIGN LANGUAGE: A COMPARISON OF THE EXPERIENCES OF FRANCE AND UZBEKISTAN (2020–2024)

Tamara Kavilova

Docent

Jizzakh State Pedagogical University

Abstract: The article examines the problem of integrating allophone children in learning French as a foreign language in the context of inclusive education. A comparative analysis of the approaches implemented in France and Uzbekistan in the period from 2020 to 2024 is conducted. The main integration problems are identified, such as the language barrier, cultural differences and lack of pedagogical training. Measures to improve the situation are proposed, including the development of bilingual programs, the use of digital technologies and increased funding. The article emphasizes the importance of international cooperation and the adaptation of the successful experiences of both countries.

Keywords: inclusive education, allophone children, French language, Uzbekistan, France, integration, cultural adaptation, language barrier.

Introduction

Inclusive education is becoming one of the key areas of global educational policy, including the integration of allophone children — students whose native language of instruction is not. In France and Uzbekistan, the problem of integrating allophone children has become relevant due to the increase in migration flows and the need to adapt educational systems to modern challenges.

This article examines the specifics of integrating allophone children in both countries with an emphasis on learning French as a foreign language, identifies the main problems and suggests possible solutions.

To analyze the integration of allophone children in learning French as a foreign language, a number of key scientific theories can be applied, each of which reveals certain aspects of the educational process and adaptation.

Theory of social constructivism (Vygotsky, 1978 [1])

L.S. Vygotsky's social constructivism argues that learning occurs most effectively in a social context through interaction with the environment. In the context of inclusive education, allophone children learn not only from teachers, but also from their peers who are already integrated into the linguistic and cultural environment.

For allophones learning French, this means that the key to success is the creation of a language environment that supports interaction. For example, in classes in France where the UPE2A program is in effect, students are involved in group work, which promotes both language acquisition and social adaptation.

The application of this theory in Uzbekistan is possible through the development of teaching methods oriented towards cooperation and group interaction, such as project assignments in French lessons.

CBI Model (Content-Based Instruction) [2]

The Content-Based Instruction (CBI) model assumes that language is not acquired in isolation, but through the study of subjects such as history, geography or art in a foreign language. This approach is especially effective for allophone children, as it integrates the language into real life, making its learning natural.

In France, CBI is actively used: allophones learn French through integration into lessons on other subjects. In Uzbekistan, this approach is still at an early stage, but its development can become an effective tool for the accelerated acquisition of French. For example, lessons on the culture of France or the history of French-speaking countries could become part of the educational process.

Motivation Theory (Deci and Ryan, 1985 [3])

According to the theory of Deci and Ryan, there are two main types of motivation: intrinsic and extrinsic. Intrinsic motivation is the desire to learn out of interest and pleasure, while extrinsic motivation is determined by the need to achieve specific goals, such as obtaining a diploma or a job.

For allophone children, it is important to create a learning environment that stimulates both types of motivation. In France, such incentives include the opportunity to continue their education at prestigious universities or to integrate into society. In Uzbekistan, this aspect can be strengthened by offering children more opportunities to participate in international competitions or exchange programs.

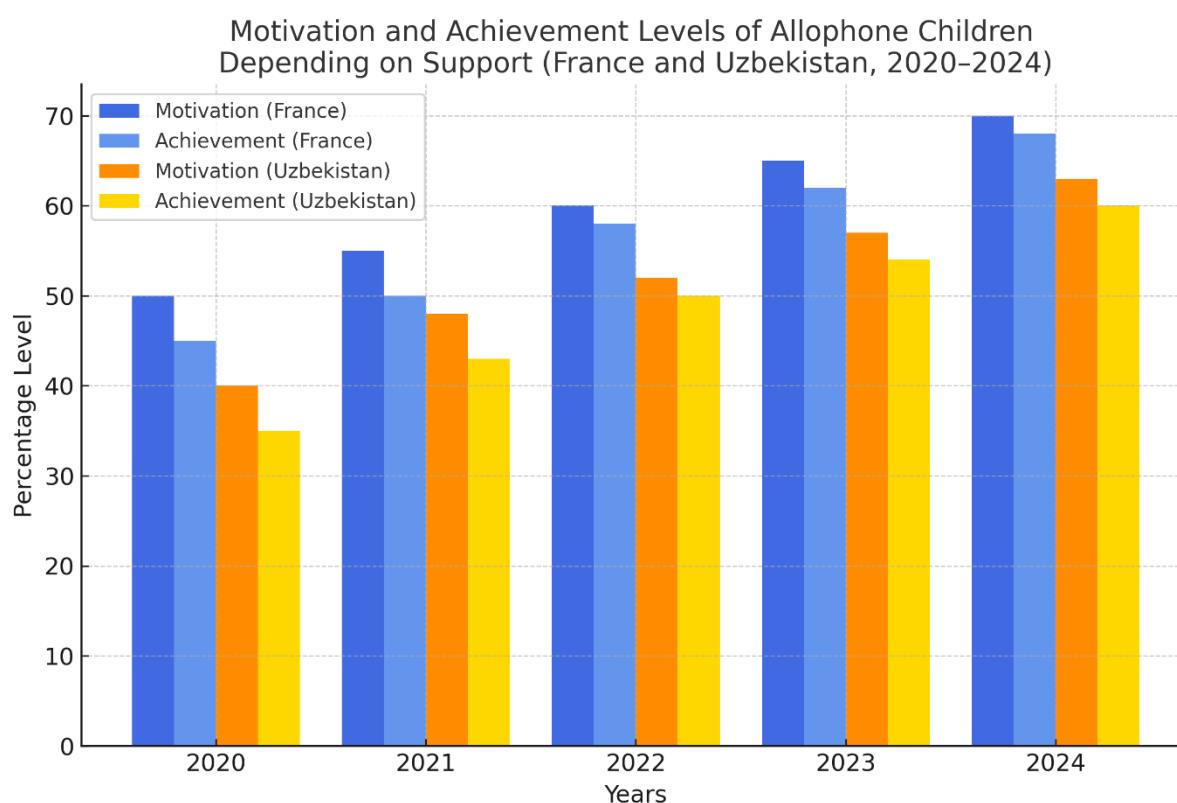
Problems and solutions: detailed analysis

Problems

Language barrier:

Children with disabilities, including cognitive ones, may have difficulty learning grammar and pronunciation. For example, allophones with hearing impairments have particular difficulties in perceiving French phonetics.

Cultural differences:



For example, children from Central Asian countries may be unaccustomed to the French school culture, which includes active participation in discussions. This makes it difficult for them to integrate.

Psychological barriers:

Often, allophone children experience a fear of making mistakes, which prevents them from being active in lessons.

Solutions

Individualization of learning:

Lessons should take into account the personal needs of each student. For example, children with visual impairments can be provided with adapted texts in large print or audio textbooks.

Cultural mediation:

Organizing events dedicated to the traditions of both France and the home countries of allophone children can help reduce the cultural gap.

The integration of allophone children, especially those with disabilities, requires a comprehensive approach that includes both theoretical foundations and practical measures. The use of theories such as social constructivism, CBI, and the motivational model helps to better understand the adaptation process.

Strategic cooperation between France and Uzbekistan, as well as the introduction of innovative approaches, can be an important step towards creating a more inclusive educational environment.

Comparison of inclusive education systems

France

France has a developed system of support for allophone children, a key role in which is played by the UPE2A (Unité pédagogique pour élèves allophones arrivants) program. This structure provides:

1. Individual or group lessons in learning French;
2. Pedagogical support for integration into general education classes;
3. Cultural adaptation through special projects.

Since 2020, there have been attempts to improve the program, including the use of digital technologies such as mobile applications and interactive platforms to accelerate language learning. However, problems remain:

- Lack of personnel. There is a shortage of specially trained teachers.
- Resource constraints in schools with a high concentration of allophones.
- Difficulties in cultural adaptation, especially for children from non-European countries.

Uzbekistan

Inclusive education is in its infancy in Uzbekistan. Since 2020, the country has seen an increase in migration flows, which has necessitated the adaptation of the education system. Within the framework of the state program "National Education 2030", reforms have been launched, including:

1. Creation of specialized centers for the study of Uzbek and other languages.
2. Professional training programs for teachers to work with migrant children.
3. However, the problems remain similar to those in France:
4. Lack of structured courses for allophones learning French.
5. Low level of digitalization of the educational process.
6. Limited resources and teaching experience for working with multicultural classes.

Problems of integrating allophone children:

- Language barrier. For many allophone children, French is the first foreign language, which complicates their adaptation to the educational environment.
- Cultural differences. Misunderstanding of French traditions and values creates additional barriers.
- Limited resources. Lack of financial and human resources in France and Uzbekistan reduces the effectiveness of educational programs.

Suggestions for improving integration

- ✓ Development of bilingual educational programs. Introducing materials that explain the basics of the French language using the child's native language will contribute to better understanding.
- ✓ Expanding teacher training. Both countries need to train teachers in methods of working with allophones. The creation of specialized courses and trainings can improve the situation.
- ✓ Use of digital technologies. Online platforms such as Duolingo or Quizlet can be an important tool for independent language learning.

- ✓ Cultural adaptation. Organizing intercultural events such as theme days can help allophone children better understand French traditions.
- ✓ Funding for inclusive education. Increasing budgets allocated to educational programs, especially in regions with a high concentration of allophones, is vital.

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Diagram: Motivation and achievement levels of allophone children depending on support (France and Uzbekistan, 2020–2024)

Conclusion

The integration of allophone children in France and Uzbekistan faces a number of similar problems related to the language barrier, insufficient training of teachers, and limited resources. However, these issues can be successfully addressed if the state, educational institutions, and international organizations work together.

The experience of France, where inclusive education has a long history, can serve as an example for Uzbekistan. In turn, attention to national characteristics and cultural adaptation should become a priority for both countries. The implementation of the proposed measures will help create conditions for the successful integration of allophone children into the educational environment.

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