

THE IMPORTANCE OF EXERCISES IN THE COMPREHENSIVE TRAINING IN ALL TYPES OF SPEECH ACTIVITY

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It is reasonable to use all of the above techniques for introducing new vocabulary, a combined version of the presentation of the text can be applied. Since the training texts are diverse in form, structure, number of new language units and, most importantly, in terms of target settings, i.e. by the nature of those educational tasks for the solution of which a new text is compiled and presented, the method of introducing new vocabulary is selected each time taking into account these goals and objectives.

Techniques that facilitate the memorization of vocabulary.

1. Memorization of a word by repeated repetition.
2. Many words are very difficult to remember; even repeatability does not help. It is most strongly remembered if the word is entered at the time of acute need for it. Creating situations of need for a word, the teacher instantly imprints it in the memory of students. It is necessary that the need arose naturally.
3. A good result is the introduction of new words in an emotionally colored situation.
4. The presence of cognitive interest in the input material.

It is known that the higher the motivation, the better the learning outcome, and the turnover.

The purpose of the exercises is to form the skill and skills of using the entered lexical material (through actions and operations with it, which ensures its final assimilation and memorization). We have immediately raises two questions: the ratio of the time the process of introducing words and shape of the first block of exercises.

It is recommended that the first exercises be carried out immediately after the introduction of new vocabulary and in oral form, since it is necessary to form auditory motor images of new words and constructions, regardless of whether they are intended for productive or receptive possession. The aforementioned auditory and motor images (articulation) are necessary, without delay, to be supplemented by visual and motor images (writing). Therefore, both oral and written exercises should be given as homework.

Preparatory exercises of the productive type:

- 1) filling in the gaps in a minimal context;
- 2) the addition of the proposal within the meaning;
- 3) question and answer proposals;
- 4) exercises on the compatibility of words (for example, from two columns of words to make up all possible with a crap or to independently select words that are combined with a given list);
- 5) exercises for synonymy;
- 6) exercises on a group fishing on a thematic or situational as micro enterprises basis, which vividly performed in the form of commodities of tasks. The form of the competition game gives two more possibilities: to set topics, limiting the time, and organize an independent repetition, warning about the game in advance.

Preparatory exercises of the receptive type are similar to the above, but differ from the first ones in the nature of the performance. Their goal is to teach to recognize and understand the word in different contexts, and therefore, when filling in the blanks, the student will use a list of words or text, when answering the question - find the answer among the data, when doing exercises for grouping words, focus on the formal signs (root, prefix, suffix). Exercises for language conjecture are also important. There is no clear boundary between preparatory and speech exercises.

This is because the reception exercise will be reading and understanding the text, and therefore any exercise based on a group of sentences or text is necessarily verbal.

Speech exercises of a productive type. The goal is to prepare students for monological or dialogical speech, which determines their communicative nature, i.e. maximum approximation to the conditions of real

communication. And governmental words, the choice of lexical resources should be dictated not assignment, and linguistically and extra linguistic factors.

Although exercises are the main means of mastering lexical material, one should not minimize the role of memorizing words in the course of homework, not to mention working with the dictionary.

We will not dwell on the question of repeatability, since it is provided by the textbook. We only recall that the goal of repetition is not to fix a word in memory, but to maintain and improve skills in using a word for production or reception of speech.

Fixing new vocabulary would not be effective without a reliable and sufficient system of control and work on mistakes. Of particular importance is the ongoing monitoring of students' written work and error correction. For example: checking the written work, the teacher does not correct the errors, but only emphasizes them and puts on the fields with conventional designations. At the same time, it writes out errors in a notebook, indicating their repeatability. Upon completion of the test, the teacher will have a list of all errors indicating individual and general. Analyzed into errors, it is necessary to select the general and excessive for independent correction and conduct work on it in the classroom. The student himself is engaged in correcting the remaining errors, which makes him feel more attentive to them, accustoms him to independent work and partly self-control. It is more advisable to make references in the text of the work (without rewriting it), which saves the student time and facilitates a second check.

Control techniques give the teacher reliable information about the state of affairs in the group, the dynamics of the disappearance of errors, as well as the constantly accumulating material for ongoing and phased monitoring. All this makes it possible to individualize training and constantly forms the skill of independent work.

Some types of lexical exercises:

I. Exercises facilitating the recognition of lexical units by ear and visually.

1. Show subjects called by the teacher.
2. Perform single actions called a teacher.
3. Determine the number of words in the listened sentence.

4. Insert missing letters or combinations of letters in the word (with or without support for the picture).

5. Determine the meaning of words based on known elements (root, prefix, suffix).

6. Choose from a series of words words related to the specified topic, and many others.

II. Exercises that contribute to the formation of receptive but productive speech skills of students.

1. To form words, a word of harassment, using the data below basics, suffixes, prefixes.

2. Choose from a row and write down words with one root, different prefixes and vice versa.

3. Name nouns that can be combined with this verb.

4. Replace phraseological combinations with single words.

5. Consecutively narrow the sentence, decreasing it every time by one word, and, conversely, sequentially expand the sentence.

6. Retell the text that has been read (according to plan, by questions, by keywords, by pictures).

III. Exercises facilitating the formation of productive speech skills of students.

1. Name the objects that are on the table.

2. Match the words to the picture.

3. Match the words to the proposed situation.

4. Describe the picture first using these words, then on your own.

Students must have a dictionary to write new words. It shows which words the student must know. The development of the correct method of writing words is a very important factor in the general work on vocabulary. The very process of writing out words and rewriting a dictionary already helps to remember them.

Writing new words is not only an introduction, but also the beginning of the consolidation of vocabulary.

Having written the word in the notebook, the student should note the gender of those nouns whose gender is not suggested by the ending, for example, nouns with a soft sound; Numbers indicate how many times the noun is used only in the uniqueness Venn (furniture) or plural (glasses, scissors) number. It is also

important to highlight the names that have been formed about these adjectives (dining room, wounded, scientist).

When writing verbs, you should indicate a species pair, control (which case this verb requires), the absence of a perfect or imperfect form, etc.

At the initial stage, such marks are introduced gradually, as students learn the appropriate categories.

So, in this section, we considered the main problems associated with the methodology of working on lexical material at the initial stage of training.

The above methodological recommendations should be correctly interpreted by the teacher and creatively applied to the conditions of a specific audience of students.

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