

THE USE OF EXERCISES AND ASSIGNMENTS TO IMPROVE STUDENTS' SPEAKING ACTIVITIES AT THE B2 LEVEL BASED ON A COMPETENCY-BASED APPROACH

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Annotation: The results of foreign language teaching are determined primarily through a system of exercises, because the practical goal of learning a foreign language, that is, the acquisition of all types of speech activities, is achieved through exercises. In this thesis, the opinions of scientists about the exercise system and examples from the exercise system are given.

Key words: foreign languages, exercises, teaching, system

The problem of creating a system of conditions for language training in the system of exercises is very important in practice and in theory. Its importance is determined by the fact that the practical methods of teaching foreign languages still do not have a sufficient, purposeful system of exercises. The more effective some types and types of exercises used in foreign language teaching are, the more likely it is that they will be completely successful in language teaching.

K.D. Ushinsky says that the fact that the exercises are in a certain system is the first and foremost feature of their successful application. Success in language teaching can only be achieved through an effective system of exercises. “Systematicity of exercise,” writes K.D. Ushinsky, is the first and most important foundation of success. “The importance of the system is that it ensures the organization of the learning process and the organization of the learning process. In terms of organizing the assimilation process, the exercise system should provide: a) select the necessary exercises that

correspond to the characteristics of a particular skill; b) determine the need for a sequence of exercises c) the location of the material and its proportions; d) regularity of certain materials and exercises; e) the correct interrelationship between the different types of speech activity and within itself.

So what is exercise? Exercise refers to individual or sequential operations or actions aimed at acquiring a particular activity or improving that activity in a training session. Exercise is a tool for teaching different types of speech activities, but not all actions are considered exercises. Exercise should always be goal-oriented, aimed at improving the way you move. Exercise should be adequate, develop skills, and achieve the set goal. Improving language skills is of course done through practical exercises. There are currently enough problems in shaping and improving the types of speech activities in an equal way, and to solve these problems it is necessary to abandon the existing exercises, add supplements or create a completely new system of exercises.

G.V.Perfilova [1] introduced language material on the specialty, to choose the most useful, easiest way to explain, to identify difficulties, to select, prepare, apply types of language exercises, to select, prepare, they demonstrate the ability to take, prepare types of speech exercises, set a lesson hour norm for teaching a clearly defined text to a student. Scholars have expressed differing views in their research on language teaching and their typology.

J.J. Jalolov [2] gave example that eaching language material (developing speech skills) in order to exemplify the following; 1) in a foreign language - vocabulary, grammar, pronunciation skills (in all educational institutions); skills and knowledge (theory) are given (as a specialty); 2) in the second language - skills and knowledge are provided (in all educational institutions); only skills are developed, no theory is given (in kindergartens, in some families); skills and in-depth theoretical knowledge are taught (in specialized educational institutions); 3) in the native language - knowledge and skills are provided (at school); skills are given (in the family, in kindergarten); skills and basic knowledge (in higher education); skills and theoretical knowledge (as a specialty).

A student wishing to study a foreign language will acquire the following knowledge, skills and competencies in the language studied.

I. Types of speech activities (4 main and 6 additional). II. Language materials (vocabulary, grammar, pronunciation). III. Linguistic knowledge (lexicology, grammar, phonetics). IV. Methods of teaching a foreign language

According to Ye.I. Passov [3], any exercise in its time has communicative linguistic and psychological properties. According to him, communicative exercises are divided into types of real communicative exercises and conditional communicative exercises. True communicative exercises occur in the process of communication, and conversely, conditional communicative exercises occur in the process of conditioned communication during training.

In his research, V.A.Buxbinder [4] divided types of exercises into informational, operational, and motivational.

S.F. Shatilov [5] divides speech activity into types according to types and purpose. The main goal of the lesson is to develop oral skills that will help teach reading. The main purpose of oral lessons is to help with reading. Combined reading and speaking lessons are taught on an equal footing. So in short, I. Peculiarities of foreign language teaching at the advanced level: 1. Age characteristics 2. Material size 3. Relationship of the main types of speech activities 4. The nature of working with speech skills and abilities 5. Learning conditions II. Main purpose: 1. Improving speech skills; 2. Enrich the individual speaking experience through the study of active language material; 3. To teach the use of dialogues and monologues in unprepared speech; III. Teaching to read: 1. The main type of reading, teaching to know the whole content. 2. Teach vocabulary reading by analyzing difficult places.

The results of foreign language teaching are determined primarily through a system of exercises, because the practical goal of learning a foreign language, that is, the acquisition of all types of speech activities, is achieved through exercises.

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