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Research Article

EFFECTIVE USE OF TYPES OF EXERCISES IN UZBEK LANGUAGE LESSONS

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ABSTRACT

the article describes the effective use of types of exercises when teaching the Uzbek language in the higher education system, the skills and qualifications established in the Uzbek language in the requirements of the technical direction, as well as training tasks for their formation, and suggestions-considerations. Exercises are also described, classified, and new textbooks and manuals contain recommendations and samples of what grammar and conversational exercises are like.

KEYWORDS

Exercise, types of exercises, grammar exercises, higher education, speech skills, Uzbek language, qualification, competence, DTS, training tasks, phonetic exercises, methodology, improvement, textbook, manual, modern training tasks, lexical exercises, exercises for reading comprehension.

INTRODUCTION

New knowledge and skills of the Uzbek language are realized through exercises. After the new material is presented and given a sample, the stage of teaching the use of this material in speech and the process of bringing it to the level of mastery are also in charge of educational tasks. In

the process of using the grammatical form, the student learns the necessary skills through exercises, in which case the skill of using it is formed quickly enough. Exercises of all types should be communicative in nature. Exercises can be grammatical and speech-specific, that is,

exercises that form skills and develop speech abilities, preparatory exercises.

In this regard, X. Mukhitdinova's "Practice is a special type of educational training, with the help of which the appropriate qualifications and skills are formed in students based on the knowledge provided. Exercises play a very important role in language learning. The language system is a phenomenon characterized by its versatility, the interdependence of its units according to the structural and functional characteristics, therefore, exercises in language education will have a different appearance and structure. In contrast to mother tongue education, the main part of the exercises performed in the process of learning another language is focused on the formation of communication skills, and later some methodologists recommend dividing such exercises into speech exercises and language exercises .

E. Davronov looks at tasks both as a goal and as a means. In the didactic theory, the terms

"assignment", "educational task", "intellectual", "work", "exercise" are used together with the terms "independent work". A.N. Leontiev understands the concept of task as follows: "A task is a goal based on certain conditions." He uses the terms "need," "motive," and "activity" to describe the specific characteristics of a task. Y. A. Ponomarev created a number of categories in the theory of tasks, in particular, he determines the interaction of the subject and the object in the educational situation, the activity of the subject in acquiring knowledge and improving it. And O. Rozikov analyzed the educational tasks from the point of view of their connection with the educational material in the scientific-pedagogical research. According to him, "the educational task is a modified form of the educational material that depends on the educational goals ."

In mother tongue education, exercises should be used not to impart knowledge, but to create skills and competences .

In general, there are the following types of exercises:

Types of exercise

phonetic exercises

lexical exercises

grammar exercises

speech exercises

They should have a communicative task that corresponds to the speaker's task in real speech practice. With this in mind, the basic requirements for preparatory exercises are as follows:

- 1) existence of a communicative task;
- 2) relationship between situations;
- 3) they should be constructed in such a way as to ensure relative accuracy and speed of execution.

In the methodology, according to the method of operation, preparatory exercises are divided into imitative, replacement, transformational and reproductive.

1. Imitation exercises. Their goal is to repeatedly listen and pronounce the presented ready samples. Students themselves do not create anything here: they take ready-made forms and

use them without changing anything. In this case, the main condition of the assignment is in the form of "Listen and repeat". There are also several types of imitation exercises:

1. Short answers to questions:

- Are you going for a walk?
- Yes, I will go. (No, I won't go.)

This exercise simulates the act of real communication.

2. Short answers to alternative questions:

- Are you going to school or to the store?
- To school.

Here students have the opportunity to answer.

3. Exercises in the content of reception:

- I'm going to the library now.

– I also go to the library. (Here you can suggest words in a conversational style: Huh? That's good! How interesting, me too ... etc.)

4. Exercises in the definition content.

- I'm going to the store now.

- To the store?

- Yes, to the store.

Imitation exercises are very effective, they do not cause difficulties, create the illusion of communication, "free" mastery of the new, formed, creates an atmosphere of psychological comfort.

2. Substitution exercises - here the students have to make a proposal to substitute another lexical structure of the existing sentence, another lexical unit for the accepted structure:

- I'm going to the cinema now.

- to the pharmacy?

– And then to the hospital.

3. Transformational exercises - here the students themselves must use the lexical unit in the correct form:

- I want to buy a pen.

- don't you have a pen?

4. Reproductive exercises - here students themselves choose a lexical unit, use it in a taught

form. Such meshes can be divided into the following types.

1. Free answers to questions:

- Where are you going on Saturday?

- When will you go on an excursion?

2. Exercises - games like "guess":

And now guess where I'm going on Saturday?

- To the museum

- To the museum? No, not to the museum.

- To the theater.

- To the theater? No, not to the theater, etc.

3. Exercises using various objects, diagrams, cards.

Speech exercises - they develop speech skills, a communicative task. These are "natural communication exercises in various types of speech activity." The question arises, should students be given speech exercises as part of learning a grammatical topic? After all, this is not teaching grammar, but teaching speaking. By teaching grammar, we do not teach practical lessons. Among the numerous speech exercises, we distinguish three large groups:

1. Text teaching exercises (read, heard, seen). They have a communicative basis. But for it to become a speech exercise, the following conditions are necessary: it must be a story for a person, the text must be unfamiliar, so that it is retold with a certain communicative task.

2. Situational exercises. Here, the situation is not just the topic of conversation or the place where the conversation takes place. The situation is a set of factors that stimulate speech acts. Such factors are the "actors" themselves, their social

roles, their relationships, characters, motives, as well as the conditions under which the situation develops. For example, you are on vacation at an international youth camp, and you are tasked with developing a menu for a festive evening. In solving this problem, students use all their knowledge - language tools.

3. Game exercises - popular among students, they create an atmosphere of natural lively communication and positive emotions in the audience, which is especially important in language teaching. Language works here as a means of communication, because the goal of the game is to guess, to win. In this case, students are given the following tasks, for example:

1. "Guess who it is." Students are divided into two teams, one - guess, the other - guess.

2. "Learn through the portrait."

3. "Who knows the city better."

It should be noted that all kinds of games, contests are recreation, distraction from "serious" activities. In fact, all kinds of games are the final stage of preparation of any form. Each grammatical form to be learned should be taken consistently through the "steps" of preparatory exercises.

2. Lexical exercise and its types

1. Explain the word given by the teacher.

2. Describe the picture given by the teacher in one word.

3. Determine the number of words in the sentence listened to.

4. Enter the missing letters or letter combinations in the word (image-based or without).

5. Determine the meaning of the word based on certain elements (root, prefix, suffixes).

6. Choose a number of words related to the specified topic, and others.

Exercises to help students develop receptive and effective speaking skills.

1. Form words, phrases, use the bases given below, adverbs.

2. Choose from the row and write different words with the same base.

3. Name the verbs and nouns that can be combined with this.

4. Replace phraseological units with one word.

5. Make a sequence of successive narrowing of the sentence, shortening it by one word at a time and vice versa.

6. Repeat the read text (according to the plan, by questions, by key words, by pictures).

7. Using the named lexical units, repeat the dialogue in the form of a monologue.

8. Use them to create a dialogue based on a monologue.

9. Plan the story you listened to.

10. Finish the story.

Exercises that contribute to the formation of effective speaking skills of students.

1. Name the things on the table.

2. Choose the words in the picture.

3. Choose words for the proposed situation.

4. First describe the picture using these words, then describe it independently.

5. Describe (room, seasons, person's appearance, etc.).

6. Tell a story based on keywords.

7. Create a story on a specific topic.

8. Write an essay on the given topic, etc.

Students should have a vocabulary notebook. Write down new words. This indicates which words the student should say. Developing the correct way to write words is an important factor in general vocabulary work. The process of writing words and rewriting vocabulary will help you memorize them. Writing new words is not

only an introduction, but also the beginning of vocabulary correction.

The work of teaching to read a text begins with the stage of its formation. Reading techniques, reading aloud and reading skills. This work is carried out in close connection with the phonetic aspect of the language:

the rhythmic-melodic and intonation models of the studied language with formation of pronunciation;

reading aloud ensures solid assimilation of letter-sound ratios, contributes to the formation of skills;

dividing the speech stream into semantic and unified units, rhythmmelodic relationships and perception of graphic material by certain blocks.

In this regard, the following exercises to be performed aloud are recommended in methodological literature.

1. Phonetic exercises aimed at formation.

2. Reading sentences with the gradual accumulation of elements (first in slow motion, and then at an increasingly fast pace).

For example:

- He is studying.

"Dildora is reading a book."

"Dildora is reading an interesting book."

- Dildora is reading an interesting book about Samarkand.

3. Alternative reading of affirmative and interrogative.

4. Phonetic analysis of sentences.

text (finding phraseological emphasis, semantic groups, determining the type of intonation constructions).

5. Reading small passages prepared in advance, reading individual phrases that make it up.

6. Memorizing small poems and prose fragments, proverbs, words, phrases, language twists and reading them after the book.

7. Memorizing the same material by listening.

8. Expressive reading of poetic and prose passages.

Although the exercises given in the "Set of Exercises" compiled by M.Usmonova mainly consist of monolingual exercises aimed at forming grammatical skills, the last exercises of the 12-exercise set of options include related texts and translation exercises, which increase the vocabulary of the requirements, the extent to which the grammatical topics are covered. tasks aimed at determining their thorough mastery, checking that they can correctly apply the acquired knowledge and skills in oral and written speech.

If how to organize the lesson, in particular, the teaching of phonetics, orthography, and orthography in Uzbek language classes, is completely left to the discretion of the teacher, then the skills and qualifications of literary

pronunciation and spelling are inevitably not the same. And the rules of pronunciation and spelling require uniformity. In this sense, the issue of automating the development of speech competence in the requirements becomes very relevant.

the correct pronunciation, spelling literacy, logical thinking skills, and the regular increase in vocabulary, which are very necessary for the demand, are formed not by long-term training, but systematically, by continuous, practical work based on a system of special questions, exercises and tasks. . This leads to systematic repetition, as a result of which skills and competences begin to form and develop.

Exercises for learning to read.

Reading as a complex speech skill is taught on the basis of mastering its components; the synthesis of its components appears when reading a text with all its features.

As a result, the formation of a certain skill occurs. Difficulties of the same order are eliminated by specially organized refresher courses. The level of skill formation should reach the recognition of automatic acquisition of language facts, which allows the demand to shift from form to content.

Exercises can be complicated in the following areas:

- increasing the tasks solved at the same time;
- complexity of language material due to the use of text elements of different levels - words, phrases, sentences, microtext;

- increasing the speed of physical exercises. Pre-text exercises-assignment purposeful formation of psychological mechanisms of reading, explaining the meaning of new words and grammatical phenomena and using them in teaching.

The acquisition of language facts includes the following assimilation stages:

1. Perception is an event in a sentence or a lexical unit that occurs during the demonstration of grammar.
2. Imitation - reproductive increase of the learned, following the teacher.
3. Observation - reading different language materials forms and contexts.
4. Using - the exercise of making sentences with is a language phenomenon being studied.

Work with language material ends at the stage of pre-text exercises. In the next stages, students' attention is focused on understanding the text information, its semantics:

Pre-text exercises form a communicative attitude to reading. Post-text exercises should provide control. Reading comprehension is the success of semantic processing of information in accordance with questions and tasks formulated in pre-text exercises.

Work on the development of assumptions based on linguistic and extralinguistic (contextual) bases should be: can be done in the teacher's focus and in a series of special exercises. For

example, the following exercises are recommended in methodological literature:

1. Select single base words from the list of words (text); determine their meaning.
2. Create a list of words (text) based on a specific suffix; determine their meaning.
3. Person , object , sign , action denotative words group .
4. Given words between , sometimes spelling similar the words found and missing word with the sentence fill in
5. Including missing word with fill in
6. Estimate the content (completion) of the text, name it .

Full study done increase for to teach too important _ Sentence , paragraph, text main thing separate show ability _ This attitude with the following exercises recommendation will be :

1. In the sentence main the idea find _
2. It was important in the sentence (in the text) . find the words (paragraphs) .
3. Offer to those who are interested attention facing , in the text main thoughts find
4. Text the plan make up

Entrepreneurship correspondence , structure and lexicon and grammar appropriation business writing like diplomacy of types features , commerce , industry is also relevant in the fields . Thus, the linguistic basis of teaching writing

should be multi-genre texts with specific characteristics - linguistic and extralinguistic.

Types of exercises for teaching writing

The complexity of the structure of the written text, its expansion makes the process of learning to write longer and more difficult. As in the teaching of other types of speaking activities, preparation and speaking exercises are used in teaching writing.

Preparatory exercises are divided into:

- 1) development of relevant lexical and grammatical materials (for example, forms of thank you, sorry, greeting letters; forms of verbs to express wishes in letters of different styles, etc.);
- 2) provide information about the components of texts of a certain genre and then expand;
- 3) written respectively provide information and later on expand ;

Each type of speech work has its own preparatory exercises. necessary. Preparatory exercises are usually done at home. For example, the ability to ask questions for writing a letter, the ability to convey information, to prove a certain thesis for writing a first-person essay, to describe an event and event, to tell a story. This is related to saving time in the audience, which is better to devote to forms of oral speech: it is known that the speed of writing is about 15-25 words per minute.

Speech exercises. In the development of written speech, expositions and compositions are recognized as speech exercises.

Presentation is always a creative process. This is understood as the construction of an independent communicative statement based on the original text. The speaker departs from the source text, summarizes, details, makes changes, changes the design of the language, expresses a personal attitude, evaluates

There are three types of presentation.

1. Brief presentation-brief repetition of the text on semantic bases; conclusion (summarizing the main points of the text);

summary; Essay (summary of content and conclusions of the work).

2. Show a detailed presentation;

the text of the presentation may be related to the inclusion of additional descriptions of any details, introduction, recording of the summary text, recovery of the hero's biography, etc.

3. Free presentation - once after listening, students repeat the content of the text in writing, change the content, try to express their impressions of the text as a whole

An essay is a student's independent written work. Essay. It should develop the ability of students to form the main idea, taking into account the specific features of text construction. Depending on the situation, words, semantic and predicative structures of the program can be changed.

As a conclusion, it can be said that effective use of educational tasks in teaching Uzbek language as the state language in the technical fields of higher educational institutions increases the effectiveness of the lesson. The role of exercises is especially important in the development of speaking skills and competences. Applying the types of exercises in accordance with the topic leads to the development of speaking skills and skills in students. Of course, in higher education, it is advisable to seriously differentiate the types of educational tasks according to their function, and use them in their place.

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