

**METHODOLOGICAL RECOMMENDATIONS FOR TEACHING
FOREIGN LANGUAGES TO SCHOOLCHILDREN**

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Abstract: *Through this article, "Methodical recommendations for teaching foreign languages to schoolchildren are discussed.*

Keywords: *Technology, exercises, speech, method, communicative, aspect.*

The results of foreign language teaching are determined primarily through the system of exercises, because the practical goal of learning a foreign language, that is, mastering all types of speech activities, is carried out with the help of exercises. So what are exercises? Exercise is aimed at mastering a certain activity or this activity operations or actions aimed at improvement in educational situations are understood separately or sequentially.

The requirement for exercises is that they should be adequate, that is, suitable for the qualifications and skills being developed. If the exercises intended for training do not have a speech character, the skills and competences being formed will not have a communicative character. That's why speech elevation should be formed only on the basis of speech situations in speech activity. Therefore, it is necessary to develop speech skills and competencies not in language exercises, but in speech-oriented exercises that reflect this speech, that is, communicative activity or are close to it. We can see different classifications of exercises in methodical literature. It is based on different principles. M: according to the principle of communicativeness, we can distinguish three types of exercises: Designed for speech-oriented training exercises.

-Phonetic and grammatical exercises according to language aspects, and lexicon

-Creative exercises.

-Real speech exercises.

One of the most important exercises in the formation of skills is speech-oriented exercises. And real speech exercises help to form speech skills in all types of speech activities. Non-speech exercises are divided into two: Language exercises and pre-speech exercises.

Language exercises are based on aspects and are focused on the study of language phenomena. M: Creating a whole sentence from parts (words), making a sentence according to the rules, changing the structure of the sentence based on its transformation, etc. k. Now we will consider exercises aimed at forming language and speech skills. The most common types of exercises are currently: Preparation or practice or exercises designed to practice. The first includes language exercises (lexical, phonetic, grammatical). Their characteristic feature is that attention is paid not to the formation of speech skills, but to the study of the form of language phenomena. Therefore, they cannot be speech exercises, because they cannot raise the use of language material by students in speech to an automatic level. All preparatory exercises aimed at automating and training language units outside of speech activity are called pre-speech exercises. These include substitution and imitation exercises. They are divided into pure speech exercises and speech-oriented exercises. They are educational speech exercises and aspect-oriented exercises (ie phonetic, grammatical, lexical). Pre-speech exercises. Purpose: 1) Automatization of language phenomena apart from speech activity. 2) Analytical exercises consisting of language exercises (receptive, reproductive) to compose a sentence in accordance with the intended goal and rule, analysis of language phenomena, transformation, etc. k.

The most important exercises in the formation of speech skills are speech-oriented exercises. They are educational are exercises with character. Such exercises take into account, on the one hand, the specific aspects of the type of speech activity being studied, and on the other hand, the aspects of language material that are difficult for students. Despite having a communicative orientation, the process of

foreign language teaching is It would be wrong to say that it is based on a purely informative motivation because it is created.

Therefore, it is not correct to call exercises in artificial conditions purely communicative exercises. As a result, some Methodists refuse to use them in the educational process. The reason, they insist, is that it is not informative. Others limit themselves to pure speech exercises for a long time, forgetting that they are not only in speech activity, but also have a learning and teaching character. M is not only a tool for teaching reading, but also a tool for teaching other types of speech activities (ie speaking and writing). Thus, skill-building exercises can be classified as follows.

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Pre-speech exercises. Analytical language

exercises Speech-oriented exercise, Sof speech exercise. Phonetic A little bit of speech character Phonetic, Language exercises with grammar. Grammar Lexicon Knowing the main methodical requirements for the modern foreign language lesson, the level of foreign language learning of students of a certain class, their attitude to the subject of a foreign language, helps to increase the educational efficiency aimed at planning.

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