

RESULTS OF ENGLISH LEARNING ANALYSIS

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Abstract: In this article, the results of foreign language teaching are determined, first of all, through the system of exercises, because the practical goal of learning a foreign language, that is, the acquisition of all types of speech activity, is carried out with the help of exercises.

Key words: Foreign language, language exercises, speech skills, language aspects, methodological literature, phonetic, grammatical and lexical exercises.

Introduction: Exercise refers to separate or sequential operations or actions aimed at mastering a certain activity or improving this activity in educational situations.

The requirement for exercises is that they should be adequate, i.e. suitable, for the qualifications and skills being developed. If the training exercises 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 created only on the basis of speech situations in speech activity.

Therefore, it is necessary to develop speech skills and competences 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 methodological literature. It is based on different principles. According to the communicative principle, we can distinguish three types of exercises:

- Non-verbal exercises.

Speech training exercises:

- Phonetic, grammatical and lexical exercises according to language aspects.

-Creative exercises.

-Real speech exercises.

Main part: 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 by aspects and are focused on learning language phenomena. Forming 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 look at exercises aimed at forming language and

speech skills. Among the most common types of exercises at the moment are the following:

- Preparation or training or exercises intended for training.
- Creative speech exercises.

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 increase 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 exercises based on substitution and imitation.

They are divided into pure speech exercises and speech-oriented exercises. They are educational speech exercises and aspect-oriented exercises (phonetic, grammatical, lexical).

Non-verbal exercises. Pre-speech exercises. Purpose:

- Separate automatization of language phenomena except speech activity.
- Analytical exercises consisting of language exercises (receptive, reproductive) to compose a sentence according to 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 exercises. 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, aspects of the language material that are difficult for students.

It would be wrong to say that the process of foreign language teaching is artificially created, despite having a communicative orientation, and it is based on a purely informative motivation. That is why 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. For example: It is not only a tool for teaching reading, but also a tool for teaching other types of speech activity (i.e. speaking and writing). In this way, skills training exercises can be classified as follows.

The exercises are divided into 2 according to the language: Monolingual or bilingual exercises. According to the form of execution, it can be oral and written. According to the types of speech activities: listening, listening, reading and writing training exercises differ.

Depending on what it is based on: exercises related to the situation, topic, fragment of the topic, text, relationship with the text, and the use of visual aids can be given.

According to the stages of skill formation:

- Pre-speech language exercises.
- Training exercises, i.e. creating automatisms.
- Exercises that ensure the use of language material in changing situations.

Conclusion: It should be said that speech skills are a component of character and speech skills. The main goal of teaching a foreign language is to develop speaking skills. Exercises that form speech skills. They are exercises that teach how to use language phenomena for a communicative purpose.

It is known that the main features of speech skills are as follows.

Creative use of language phenomena, language material in accordance with the communicative attitude, goals and conditions aimed at solving problematic tasks:

- Natural motivation to use a foreign language in this or that type of speech activity. (desire, desire) for example: mother tongue and foreign language it is done differently.

Automatization of speech movements when using language material means paying first attention not to the form of the language, but to its content. Lightness in performing complex speech acts, expediency. (compactness, mobility, perfection, automation, stability, etc.)

Therefore, exercises that form speech skills should meet the following requirements.

- Based on natural motivation as much as possible.
- Related language material should be built on a monologic or dialogic, oral and written basis.
- It should be aimed at teaching students to use the learned language material in all types of speech activities.
- Each type of speech activity should take into account its own characteristics.

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