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TRAINING PROBLEM IN FOREIGN LANGUAGE TEACHING, CONTINUATION IN THEIR TYPOLOGY AND EXERCISE

Abstract: The article discusses training, typology and exercise in foreign language teaching. Teaching the language is one of the main responsibilities of teachers to make the students know the world. The results of learning a foreign language are determined primarily through a system of exercises, because the practical goal of learning a foreign language is to master all types of speech activities through exercises. So what is exercise? Exercise refers to individual or sequential operations or actions aimed at acquiring a specific activity or improving that activity in a learning situation.

Key words: speech activities, specific activity, a learning situation, exercises, skills.

Language: English

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Introduction

The requirements for the exercises are that they should be relevant to the skills and competencies being developed. If the training exercises are not of a verbal nature, the skills and competencies that are being developed will not be of a communicative nature. Therefore, speaking skills should be developed only in the context of speech activities. This means that speaking skills and competencies should be developed not in language exercises, but in speech-

oriented exercises that reflect or are close to that speech, that is, communicative activity.

II. Literature review

We can see different classifications of exercises in the methodological literature. It is based on different principles. For example, according to the principle of communication, we can distinguish three types of exercises:

1. Non-verbal exercises.

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2. Speech-Oriented Exercises:

a) Phonetic, grammatical and lexical exercises according to language aspects.

b) Exercises of a creative nature.

3. Real speech exercises. One of the most important exercises in building skills is speech. Real speech exercises, on the other hand, help build speech skills in all types of speech activities. Non-verbal exercises are divided into two types: language exercises and pre-speech exercises. Language exercises are multi-faceted and focus on the study of language phenomena. For example: to form a whole sentence from parts (words), to make a sentence according to the rules, to change the structure of the sentence on the basis of transformation, etc. k. Now, we come to the part where we talk about the middle ground. The most common types of exercise today are:

1. Training or exercise routines.
2. Creative speaking exercises.

III. Analysis

The first includes language exercises (lexical, phonetic, grammatical). Their characteristic feature is that they focus on the study of the form of linguistic phenomena, rather than on the development of speaking skills. This means that they cannot be speech exercises because they cannot automate the use of language material by students in speech. All preparatory exercises aimed at training and automating language units outside of speech activities are called pre-speech exercises. These include exercises based on substitution and imitation. Speech exercises. They are divided into pure speech exercises and speech-oriented exercises. They are learning speech exercises and aspect-oriented exercises (ie, phonetic, grammatical, lexical).

Non-verbal exercises. Speech exercises. Purpose:

1) Separate automation of language events in addition to speech activities.

2) Analytical exercises (receptive, reproductive) consisting of language exercises, speech in accordance with the intended purpose and rules, analysis of language phenomena, transformation, etc.

The most important exercises in developing speech skills are speech-oriented exercises. They are learning exercises. Such exercises take into account, on the one hand, the specifics of the type of speech activity being studied, and, on the other hand, the aspects of the language material that are difficult for the learners. Despite its communicative orientation, it would be wrong to say that the process of teaching a foreign language is based on purely informational motivation, as it is artificially created. Therefore, it is incorrect to call exercises in artificial conditions purely communicative exercises.

As a result, some Methodists refuse to use them in the teaching process. The reason is that they

emphasize that they are not informative. Others, for a long time, limit themselves to pure speech exercises and forget that they are not only in speech activities, but also in teaching and learning. For example, reading is not only a means of teaching, but also a means of teaching other types of speech activities (i.e., speaking and writing).

Thus, skill development exercises can be classified as follows.

- Non-verbal exercises.
- Speech exercises.
- Speech exercises.
- Analytical language exercises
- Speech-oriented exercise
- Pure speech exercise.

Grammar Vocabulary Exercises are divided into 2 depending on the language in which they are performed. Monolingual and bilingual exercises. Depending on the form of execution, it can be oral or written. There are different types of speaking activities: speaking, listening, reading, and writing. Depending on the reason: exercises on the situation, the topic, a fragment of the topic, the text, the relationship with the text, the use of visual aids. According to the stages of skill development:

1. Pre-speech language exercises.
2. Training exercises, i.e. the creation of automatisms.
3. Exercises that allow you to use language material in changing situations. It is important to note that speech skills are a component of character and speaking skills. In foreign language teaching, the main goal is to develop speaking skills.

IV. Discussion

Exercises that build speech skills. They are exercises that teach the use of language phenomena for communicative purposes.

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

1. Creative use of language phenomena, language material in accordance with the communicative approach, goals and conditions aimed at solving problem-solving tasks.

2. The natural motivation to use a foreign language in a particular type of speech activity. (desire, desire) for example: native language and foreign language this is done differently.

3. Automate the movement of speech in the use of language material, ie focus on the content, not the form of language.

4. Ease, purposefulness in performing complex speech movements (compactness, mobility, perfection, automation, stability, etc.).

When planning a foreign language lesson, it is better to plan the organization of a foreign language lesson at the initial stage of foreign language teaching, to plan the lesson taking into account the level of knowledge of students in the class, to develop

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teaching conditions, psychological laws, speech skills, be aware, focus on knowing the basic requirements for a modern foreign language course.

If we list the modern requirements for the lesson:

1) the main objectives of the lesson on the formation of skills and competencies, not to explain the rules (information) about a foreign language,

2) to communicate speech practice in practice 3) the methodical organization of the foreign language material in the lesson takes the form of a whole (the speech pattern is a unit based on all the exercises),

4) each type of speech activity is studied using a system of appropriate exercises,

5) the lesson has a single leading goal and auxiliary goals,

6) the effectiveness of the lesson is measured by the activity of students,

7) the control of the lesson in the semantic spirit,

8) If possible, the lesson will be conducted in a foreign language,

9) the content of the educational material, carefully developed methodological methods and visual aids will teach students interest and desire for knowledge,

10) the lesson is a structural and general educational task It is an event that contributes to the development of students' memory, cognition and upbringing,

11) the age and stage of analysis of students are taken into account in the course of the lesson,

12) a foreign language lesson is a step towards the use of certain language material in the selection of speech activities.

The main purpose of lesson planning is to develop the goals and objectives of foreign language teaching, the amount of language material, the sequence of introduction into the course process, and the development of speaking skills accordingly. You need to be able to anticipate the challenges that planning can arise and develop ways to overcome them and appropriate exercises. The difficulties of a foreign language are taken into account by the textbook author when composing the exercises. As the teacher prepares for the course material, she analyzes the comparison of native and foreign language phenomena. Increases focus on those small language units and introduces additional exercises if necessary.

V. Conclusion

In summary, speech-building exercises should meet the following requirements: first, they should be based on as much natural motivation as possible, second, the related language material should be built on a monologue or dialogic, oral, and written basis; should be aimed at teaching the communicative use of the studied language material in all types of speech activities, fourthly, should take into account the specific characteristics of each type of speech activity.

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