

## **SPEECH EXERCISES AND THEIR USE IN ORGANIZING TEACHING A FOREIGN LANGUAGE**

*Yakubova Makhbubakhon,  
teacher, ASIFL*

**Annotation:** This article deals with speech exercises and their use in organizing teaching a foreign language. There were given information about types of speech exercises.

**Key words:** exercise, reproductive, productive, material, structure

**Аннотация:** В данной статье речь идет о речевых упражнениях и их использовании в организации обучения иностранному языку. Дана информация о видах речевых упражнений.

**Ключевые слова:** упражнение, репродуктивное, продуктивное, материальное, структура.

**Annotatsiya:** Ushbu maqolada nutq mashqlari va ulardan chet tilini o'qitishni tashkil etishda foydalanish ko'rib chiqiladi. Nutq mashqlari turlari haqida ma'lumotlar beriladi.

**Kalit so'zlar:** mashq, reproduktiv, mahsuldor, material, tuzilish

One of current issues of modern foreign languages teaching technology is the development and theoretical justification of an exercises subsystem in “using speech”, skills for expression of own thoughts and feelings. The objective is to study the system of exercises and their effective use to develop foreign languages skills of speech communication.

Communicative and practical orientation of foreign language teaching is based primarily on the exercises, as more exercise is similar to real conversation as more it is efficient. Functioning at different levels of implementation, exercises provide pupils' managed assimilation of a foreign language as means of communication.

Therefore, exercises are the main direct appliance of the organization of pupils' and teachers' activity, pupils with each other or the pupil and the textbook in individual work. Therefore definition of the exercises' status, their structure and functions, their typology is one of the most important problems of methodology.

Beginning from the 70-80 the foreign languages teaching methodology is characterized by a steady tendency to the communicative orientation of the whole educational process. This tendency stimulates interest to a problem of exercises from its communicative value. The essence of a problem consisted in giving communicative character to the process of training and automation of a language material and free statements.

The communicative exercises are aimed at that pupils seized communicative function of language. Communicative exercises are various according to the contents and they are necessary for including in lesson structure. Having considered these exercises, we can say that they have determined advantages, namely: promoting informative activity of pupils and form practical abilities to use language as a means of communication. But the idea of unified system of communicative exercises should cause, in our opinion, critical remarks. Here, as it seems to us, value of training exercises which provide durability of assimilation of a material and speech correctness isn't considered.

We have offered to intensify training by a cognitive component and to carry out the following scheme: *implementation of creative exercises; acquisition of linguistic material; improvement of*

*cognitive activity*. Moreover, creative, unprepared exercises should come to the forefront in the teaching process, and reproductive tasks accept a rehearsal role in this process.

In this regard we have identified reproductive and productive exercises. Reproductive exercises: imitative (store in trainee's memory linguistic forms, which makes the teacher), dialog templates (speech improvement on the basis of previously acquired samples), dramatization (assimilation of verbal structures by establishing direct links with a concrete situation), substitution (are based on substitution of lexical units in structure of any grammatical form), transformation (modification of lexical and grammatical forms), a reproduction (pupils' reproduction in replicas of those forms which are acquired in the previous exercises). Productive exercises: the tasks demanding the analysis, a conclusion; tasks for guessing, the tasks demanding definition of cause and effect, the tasks demanding comparisons; the tasks demanding imagination; tasks, with installation on an assessment of the facts of the contents; tasks, with the lowered semantic links, problem role-playing games.

The results of teaching a foreign language are determined primarily through the system of exercises, because the practical goal of learning a foreign language, i.e. mastering all types of speech activity, is carried out with the help of exercises. So what are the exercises? Exercise means 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 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 promotion should be created only in speech activity based on speech situations.

Therefore, speech skills and competencies are not in language exercises, but reflect this speech, i.e., communicative activity, or are close to it. It is necessary to form speech oriented exercises. We can see different classifications of exercises in methodological literature. It is based on different principles. M: according to the principle of communicativeness, we can distinguish three types of exercises: 1. Non-verbal exercises. 2. Speech-oriented training exercises: a) Phonetic, grammatical and lexical exercises based on language aspects. b) Creative exercises. 3. 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. 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 the transformation, etc. k. Now we will look at exercises aimed at forming language and speech skills. Among the most common types of exercises are the following: 1. Preparation or training or exercises intended for training. 2. Creative speech exercises. The first includes language exercises (lexical, phonetic, grammatical). Their characteristic feature is that attention is paid not to the acquisition 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. To train language units outside of speech activity, all preparatory exercises aimed at automation 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). Non-verbal

exercises. Pre-speech exercises. Purpose: 1) Automatization of language phenomena apart from speech activity. 2) Analytical exercises consisting of language exercises (receptive, reproductive) composing a sentence according to the intended goal and rule, analyzing 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 that it is based on a purely informative motivation. 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 learning and teaching character. M: It is not only a tool for teaching reading, but also a tool for teaching other types of speech activities (i.e. speaking and writing). In modern methodology, the process of learning foreign languages is considered as a continuous chain of exercises consistently performed.

The quality of the exercises affects the success of mastering speech activity in a foreign language. Exercises are not only a means of mastering linguistic material, but also a means of mastering various types of speech activity. The concept of «system» implies the presence of a certain set of elements, parts that are combined in a certain way. Elements and parts of the system have a specific function. They are characterized by the presence of strong links between the elements of the system. These bonds, moreover, ensure its stability and integrity.

The exercise system provides: a) selection of the necessary exercises, appropriate to the character of a particular skill or skill; b) determining the required sequence of exercises; c) the correct location of the material and its ratio; d) systematicity (regularity) of a certain material and certain exercises; e) correct interrelation (correlation and interaction) of different types of speech activity among themselves and within themselves. In methodical science, exercise is considered differently. Some scientists consider it a structural unit of the methodical organization of educational material. Others see it as a unit for learning foreign language speech activity. Exercises implement a variety of teaching methods; create favorable conditions for the development of speech skills in the foreign language. Exercises can be performed in various conditions. If the students' attention is directed to the content, and not to the language form, then in this case they perform speech actions associated with the expression of their own thoughts or with an understanding of the thoughts given by the author of the text (in listening or reading).

The exercise includes the following elements in its structure: a) problem statement; b) an indication of the way to solve it (supports, landmarks); c) its decision; d) control (self-control). S. F. Shatilov sees in an exercise specially organized in training conditions of one or multiple execution of a single operation, a series of operations or actions of a speech (or language) nature. Exercises are characterized by the following parameters: a) purpose (target setting), speech problem (conditional or real); b) speech actions; c) language form and content; d) a certain place in the exercise system.

We have looked at a variety of techniques that can be used to help students develop the necessary skills for delivering public speeches. Practice in these areas can help to increase your

students' overall confidence and fluency and provide an interesting and useful diversion from regular language work.

The perfect study of foreign languages and the use of each in its own way to serve the development of the national language is the basis for maintaining the balance of languages in today's society. Using additional resources in teaching foreign languages to students, increasing students' interest and attitude to foreign languages through auxiliary educational tools, conducting each lesson in an interactive, i.e., active-student method, adding to them after the lessons teaching and this process requires extensive use of traditional methods. In the course of classes organized using innovative technologies, students' interest in foreign languages is increased, and their independent creative skills and abilities are improved.

Speeches have different functions. These include being persuasive e.g. trying to convince the audience to vote for you; informative e.g. speaking about the dangers of climate change; entertaining e.g. a best man's speech at a wedding or celebratory e.g. to introduce the winner of an award. Some speeches may have more than one of these aims.

Communicative exercises are various according to the contents and they are necessary for including in lesson structure. Having considered these exercises, we can say that they have determined advantages, namely: promoting informative activity of pupils and form practical abilities to use language as a means of communication. But the idea of unified system of communicative exercises should cause, in our opinion, critical remarks. Here, as it seems to us, value of training exercises which provide durability of assimilation of a material and speech correctness isn't considered.

The results of teaching a foreign language are determined primarily through the system of exercises, because the practical goal of learning a foreign language, i.e. mastering all types of speech activity, is carried out with the help of exercises. So what are the exercises? Exercise means 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 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 promotion should be created only in speech activity based on speech situations.

### **Bibliography**

1. Brown G., Yule G. 1991. *Teaching Spoken Language*. Cambridge: Cambridge University Press.
2. Djalolov J. *Methodology of teaching English in secondary school*. Tashkent, Teacher's Publishing House, 1997.
3. Djalolova, M. & Omonov, S. (2019). Development of creative thinking in children. *Proceedings of The ICECRS*, 4.
4. Jalolov J. "Methodology of foreign language teaching", Tashkent-2012, pp. 99-100. 3. "Innovating Pedagogy 2020" magazine.
5. Parrot M. 1993. *Tasks for Language Teachers*. Cambridge: Cambridge University Press.
6. Passov I. E. *Communicative method of teaching talking of foreign languages*. –M., 1985.
7. Skalkin V.L. *Communicative Exercises in English*. –M., 1983.

8. MAMATISMAILOVNA37, Yakubova Makhbubakhon, and Abduvaliyeva Hulkaroy LUTFULLA QIZI. "DEVELOPING SPEAKING AND WRITING SKILLS OF SPORT SCHOOL PUPILS." ORGANIZATION COMMITTEE (2023): 503.

9. Yaqubova, M. (2024). The Content of Teaching Speaking in English. *Excellencia: International Multi-disciplinary Journal of Education (2994-9521)*, 2(3), 121-125.