

LANGUAGE EDUCATION AND LANGUAGE SKILLS DEVELOPMENT

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Annotation: This article discusses important aspects of teaching a foreign language. In particular, the issue of teaching a foreign language subject by the formation of speech and language competencies is covered. Also, in the formation of these competencies, effective technologies are presented that are considered optimal.

Keywords: Foreign Language Teaching, competency approach, speech and language competencies, effectiveness, stages of education, methods.

INTRODUCTION

The process of globalization has assigned several important tasks to foreign language education in conditions that cover all spheres of society worldwide. Today's period has turned the effectiveness of the practical use of a foreign language into the main problem of both the subject of study and education of a foreign language. The main task of foreign language education is not only to give students knowledge but also to improve their communicative competence through this knowledge. At the moment, a structural stage was also carried out in foreign language education: a step was taken from reproducibility to cognitive. This means that when teaching reproductive English, the teacher acts as an observer, and as a guide, the student acts as an active subject, not passive.

MAIN PART

Language competence-the study of the rules of punctuation and orthography will be improved. Based on lexical competence, the actions of the correct use of words related to the topic in plain text, the formation of the first concepts about word structure (compound words and affixing), and words entered from other languages (International words) are performed. Students in Grades 5-7 in grammatical competence study several grammatical phenomena in step-by-step class sections based on competencies. To be able to distinguish the sounds of phonetic competence when listening in a sentence and alone, to practice the use of speech in communicative situations under the communicative types of speech (positive, interrogative, command sentence), along with the correct use of rhythm and intonation, the development of language sounds, speaking skills, knowledge is mastered.

Strengthening exercises on speech competence. Such exercises can also be used to strengthen language competence at the same time.

These exercises are recommended to be used when reading small texts. For example, "Read the following Passage and select 2 correct answers from 5 options (A-E)",

“Match the beginning of each sentence (A-E) with the correct endings (1-7)”, “Select the word in each group that does not have the same meaning”, “Before you read the text you should ask yourself or from your partner a few questions:

Does the title give me/you a clear idea of the content? 2. Do I/you know anything about this topic? 3. What kind of information can I/you expect to find from the text? 4. Can I/you predict the structure of the text from the title? “Short answer questions. Read the passage on the following page and answer the questions (A-E) with the words from the text. Write NO MORE THAN TWO WORDS or A NUMBER”.

When performing such an exercise, the reader must use the text to fill in the required number of words based on the requested information. When performing this exercise, it is explained to the readers that the answers are located in sequence in the text, and it is necessary to answer by filling in the required number or words.

Relying on the above points and methodological recommendations, we note that if the development of competencies in teaching students the English language is organized using camera exercises and technologies, as well as multimedia educational programs, the issue of improving the current methodological support will be resolved. From the first minutes of foreign language lessons, when students are used to the exercises and technologies given above, students' interest in learning a foreign language increases even more and they get away from boredom. As a result, the possibilities of independent, free, logical thinking of students will expand, and in the future, the possibility of their participation in the dialogue of intercultural communication will improve.

The issue of effective acquisition of established competencies by students learning English should be carried out according to the following practical recommendations:

Students must have certain intellectual, creative, and communicative knowledge and skills. This means that they need to know how to work with the text (setting and separating the main point, able to search for the necessary and necessary information from the text in a foreign language), be able to analyze the information, draw the necessary conclusions, conduct a discussion, know how to listen and understand the interlocutor.

At the stages of continuing education, when teaching and learning any foreign language (English, German, French), it is necessary to introduce the culture of the countries in which the language is studied. At this point, the culture in teaching a foreign language is based mainly on the activity in the civilization of a particular nation, Nation, peoples, and national values. Teaching English in secondary schools is carried out mainly based on the purpose of teaching a foreign language and the established educational content. In the linguistic, lexical, grammatical, and

pronunciation units studied in this process, the reader's attention should be paid to the speech process.

When sorting training materials (exercises and technologies), it is necessary to adhere to the principles of continuity. Hence, additional exercises and technologies are introduced into the lexical, and grammatical phenomena related to the development of speech and language competency.

In the process of teaching foreign languages, a wide Place is given to performing exercises. The concept of exercise has received various definitions and descriptions in the methodological literature [1]. The process of practical learning of a foreign language itself consists in performing exercises. The components of the exercise are referred to in the methodological literature in the name of exercise demand and exercise material. In turn, the exercise consists of a system of small gatherings, which are divided into exercises of types of speech activity and language materials. Exercises for teaching speech and language material from small systems: speaking, listening comprehension, reading, writing, and lexical, grammatical, and pronunciation exercises. All the exercises mentioned can be performed without translation and translation.

In our country, prestigious research work has also been carried out on the classification of the exercise system. In this study, it was determined that foreign language is divided into types of exercises that shape, develop and improve the exercise system from a didactic point of view. Formative exercises are performed in mastering language material (lexicon, grammar, pronunciation), developing exercises in mastering language material, strengthening initial language skills, and improving exercises to express an opinion in a foreign language and understand the opinion of another person by perception. In other words, so-called exercises are aimed at acquiring knowledge (formative exercises), acquiring skills (developing exercises), and cultivating skills (improving exercises) [1].

CONCLUSION AND DISCUSSION

In simpler terms, speaking a foreign language, listening comprehension, reading, and mastering writing as types of speech activity require separate translation exercises. The execution of the following translation exercises in the study of words, sentences, and texts, in which the units of but language, and speech is calculated, is methodically justified: (a) in opening the meaning of a new word (infantilization), when it is not possible to use the method without translation, the word is given by translation into the native language; (b) when a sentence in a foreign language is complex, it is translated, while verbatim sentences are presented without translation using learned words; when reading a text, it is not translated verbally from beginning to end; and the text given for written translation is not intended to teach translation, but rather to check how correctly the student schematized the new words contained

in it To learn how to use the dictionary, the text is translated in writing, for which a special exercise is given in the textbook: “read the text and translate it in writing using the dictionary.” It is taken into account that the student independently finds the meaning of new words in the text in the dictionary.

Well, the practical course of a foreign language and the translation performed in the theory of translation lead to the formation of speech competencies.

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