

"EXERCISE" AND "LEARNING TASK" AS A MEANS OF ACTIVATING THE LEARNER.

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Annotatsion: This article discusses the means of activating students directly through exercises and educational tasks for primary school students. Exercises and educational tasks are the main means of developing a student. Educational tasks are the main means of developing a textbook. Providing exercises and educational tasks consistently and sequentially will further help the student work consistently.

Keywords: exercise, learning task, linguistics, competence, context, propaedeutic, visual exercises, creative exercises, analytical-synthetic exercises;

If we study the world education system, in primary school textbooks, exercises and assignments are one of the main parts of the learning process. Although in our education system, exercises and assignments are considered one concept, in the education system of developed countries, these two are considered separate concepts.

As a result of our studies, the English scientist, Professor Jacques Richards, emphasizes that there is a very big difference between an exercise and an assignment. In his opinion, exercises are appropriate, complete and include reading comprehension, writing skills.

Assignments include any type of activity that results not only in learning the language, but also in doing something with the language.

Tasks, on the other hand, include any type of activity that results not only in learning the language, but also in doing something with the language.

A task is usually a communicative act that is not limited to a single grammatical structure and has a non-linguistic result. There is another difference between a life task and a pedagogical task. The latter is mainly intended for teaching purposes in the classroom. However, life tasks are communicative tasks that are solved using language outside the classroom. The main features of a task in English methodology are listed below:

1. Focus on several skills, not one.
2. Tasks are used in context.
3. Tasks are communicative and usually life-related.
4. Focus is on content.

One of the most characteristic features of the English language teaching methodology is the focus of tasks on real actions. Most textbooks now contain tasks and exercises that have a communicative result.

The term assignment is defined in the "Explanatory Dictionary of the Uzbek Language" as follows: "Assignment 1. A task, a task assigned to someone. A government assignment. To give an assignment. The investigator was also a hit.

After all, he didn't come here to play. He came with a special assignment to separate white from white and black from black.

When studying world experience, we can see that exercises are also given aimed at developing communication skills in the student, which directly serves to form communication skills in the

student. Exercise is the main tool for developing the student's communication skills. Therefore, exercises should be systematic.

We present the following types of exercises proposed by Professor G. A. Pristupa:

1. preparatory exercises
 2. illustrative exercises;
 3. repetitive-generalizing exercises;
 4. creative exercises.
1. Propaedeutic or preparatory exercises. The purpose of these exercises is to provide students with a primary perception of the material, for example, to give a semantic definition of a word, to associate it with non-linguistic reality; to explain the features of orthoepy and spelling.
 2. Descriptive exercises. The purpose of the exercises is to show how the phenomenon being studied functions in speech and how it can be determined.
 3. Basic exercises. As a result of these exercises, children master paradigmatic connections: they develop the ability to apply what they have learned in practice.
 4. Repetitive and generalizing exercises. The purpose of the exercises is to ensure the assimilation of the material in its relationship to other material. This type of exercise includes oral and written forms, and is focused on the selection of words on one topic.
 5. Creative exercises. The purpose of these exercises is to teach the use of the studied language material in coherent speech, to demonstrate to the student the ability to speak on the proposed topic (orally and in writing), to use familiar vocabulary in his speech, and to study its lexical and grammatical features. The main creative activity is a presentation and an essay. Depending on the nature of the mental activity, there are analytical, synthetic, and analytical-synthetic exercises. The term assignment is defined in the "Explanatory Dictionary of the Uzbek Language" as follows: "Assignment 1. A task, a task assigned to someone. A government assignment. To give an assignment. The investigator was also a hit.

After all, he didn't come here to play. He came with a special assignment to separate white from white and black from black.

From this we can understand that each term in native language education has its own meaning. That is, the concept of an exercise expresses a certain constant, specific action of the student, expressing the acquisition of knowledge and skills as a result of this action by performing it several times, while an assignment refers to a work, task that is given to a person, mainly a student, to perform once in order to consolidate a topic.

As a result of our studies, it became clear that one of the main tools for activating the student is correct pronunciation, spelling literacy, logical thinking skills, and regular increase in vocabulary, which are not formed by sporadic classes, but systematically, through continuous, practical work based on a system of special exercises and tasks. This leads to systematic repetition, as a result of which skills and competences begin to form.

Because the main educational material that forms speech skills in a student in native language lessons is a system of exercises and tasks. The research of researcher T. Ganiev, devoted to the activation of students' cognitive activity in the process of performing exercises in the native language, is also of great importance in this regard. Nevertheless, the problems in teaching the native language, especially related to literary pronunciation, have not yet been resolved.

Conclusion: "Exercises" and "teaching tasks" are effective tools for activating students in the learning process. Through them, students have the opportunity to apply, analyze and consolidate

knowledge not only theoretically, but also in practice. Properly organized exercises develop students' independent thinking, increase their motivation and actively involve them in the lesson. Also, through teaching tasks, students learn to work on themselves, solve problems and be creative. Therefore, exercises and teaching tasks are an important methodological tool for increasing student activity and forming in-depth knowledge and skills.

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