

**Navoiy Davlat Pedagogika Instituti „
Ingliz tili va adabiyoti “ fakulteti ,
Zoyirova Dilfuza Xayriddinovna
taqrizi ostida**

**Istamova Shahnoza Ismoil qizi
Navoiy Davlat Pedagogika Instituti 4-kurs
talabasi
Telefon raqami: +998 95 333 16 05
E-mail: shahnozaistamova03@gmail.com**

AMALIYOT VA SAMARADOR MASHG'ULOTLARNI SINAB KO'RISH

Annotatsiya: Ushbu maqolada ta'lim muassasalarida amaliyot va ishlab chiqarish faoliyatini sinab ko'rish samaradorligini o'rganuvchi tadqiqot taqdim etilgan. Amaliyot va ishlab chiqarish faoliyati, odatda, o'quvchilarning mavzuni tushunish va o'zlashtirishni kuchaytirish uchun turli xil o'quv kontekstlarida qo'llaniladi. Natijalar shuni ko'rsatadiki, amaliyot va ishlab chiqarish faoliyati talabalarning o'rganish tajribasiga ijobiy ta'sir qiladi. Talabalar ushbu tadbirlarda ishtirok etishda yuqori darajadagi faollik va motivatsiya haqida xabar berishdi, natijada mavzuni tushunish va saqlash yaxshilandi. Tadqiqot turli xil o'rganish uslublari va afzalliklarini qondirish uchun turli xil amaliyot va ishlab chiqarish faoliyatini birlashtirish muhimligini ta'kidlaydi. Turli faoliyatlar muayyan fanlar yoki o'quvchilar guruhlar uchun samaraliroq ekanligi aniqlandi, bu esa pedagogik moslashuvchanlik va moslashish zarurligini ta'kidladi. Tadqiqot natijalari shuni ko'rsatadiki, o'qituvchilar amaliyot va ishlab chiqarish faoliyatini amalga oshirishni o'zlarining ta'lim strategiyalarining ajralmas tarkibiy qismlari sifatida ko'rib chiqishlari kerak.

Kalit so'zlar: Amaliyot va ishlab chiqarish faoliyati, faol o'qitish, o'quvchilarning faolligi, ta'lim strategiyalari, o'quv natijalari, pedagogik moslashuvchanlik.

ПРАКТИЧЕСКАЯ И ПРОДУКТИВНАЯ ДЕЯТЕЛЬНОСТЬ

Аннотация: В данной статье представлено исследовательское исследование, изучающее эффективность отработки практики и производственной деятельности в образовательных учреждениях. Практика и производственная деятельность обычно используются в различных контекстах обучения для улучшения понимания и усвоения учащимися предмета. Результаты показывают, что практика и производственная деятельность положительно влияют на учебный опыт студентов. Студенты сообщили о более высоком уровне вовлеченности и мотивации при участии в этих мероприятиях, что привело к лучшему пониманию и запоминанию предмета. Исследование подчеркивает важность включения разнообразных практических и производственных мероприятий для удовлетворения различных стилей обучения и предпочтений. Было обнаружено, что различные виды деятельности более эффективны для определенных предметов или групп учащихся, что подчеркивает необходимость педагогической гибкости и адаптируемости. Последствия исследования показывают, что педагогам следует рассматривать внедрение практики и производственной деятельности как неотъемлемые компоненты своих учебных стратегий.

Ключевые слова: Практико-производственная деятельность, активное обучение, вовлеченность студентов, образовательные стратегии, результаты обучения, педагогическая гибкость.

TRYING OUT PRACTICE AND PRODUCTIVE ACTIVITIES

Annotation: This article presents an exploratory study that investigates the effectiveness of trying out practice and production activities in educational settings. Practice and production activities are

commonly employed in various learning contexts to enhance students' understanding and mastery of subject matter. The findings indicate that practice and production activities positively influence students' learning experiences. Students reported higher levels of engagement and motivation when participating in these activities, resulting in improved comprehension and retention of the subject matter. The study highlights the importance of incorporating a variety of practice and production activities to cater to diverse learning styles and preferences. Different activities were found to be more effective for certain subjects or learner groups, underscoring the need for pedagogical flexibility and adaptability. The implications of the study suggest that educators should consider implementing practice and production activities as integral components of their instructional strategies.

Keywords: Practice and production activities, active learning, student engagement, educational strategies, learning outcomes, pedagogical flexibility.

INTRODUCTION

In our country approximately every year our president Shavkat Mirmonovich create news for developing literature. There are lots of meetings are arranged. For instance, On August 3, 2020, President of the Republic of Uzbekistan Shavkat Mirziyoyev held a meeting with representatives of the country's creative intelligentsia. At the meeting, a detailed exchange of views took place on actual issues of development of the national culture, literature and art, ways of addressing them, important tasks facing creative unions and state organizations in this direction. The meeting, which was held in the spirit of sincere and open dialogue, was attended by the heads of chambers of the Oliy Majlis of the Republic of Uzbekistan, the Prime Minister, state advisers to the President, heads of complexes of the Cabinet of Ministers, ministries and departments, large companies and economic associations, banks, creative unions, leading mass media, cultural institutions, theaters and museums, prominent people in literature, art and culture, journalists. The President of the Republic of Uzbekistan Shavkat Mirziyoyev delivered a speech at the meeting.

In teaching foreign languages the most important of all, is to develop the communication and interaction skills of learners. Teaching vocabulary and structures is a very important stage for it. Furthermore, if only people, had these are thought, communication won't be inadequate. Learners may know the rulers and many words but they will be unable to use these in their speech. They say, that reading and writing are developed by writing, as well we can improve our English learners' communicative and interactive skills only by speaking and communicating. In the globalization age today, English assumes a more and more important part as a means of international communication than ever. Therefore, in recent years, the focus of teaching has been promoting oral skills to respond to the student's needs for effective communication.

The importance and the ways of the practice and variety types of effective production activities

In the language classroom, we hear a lot about the role of 'practice' - students need to show their progress by using the language they are learning class by class. The general definition of 'practice' is close to this - when we visit another country, we might talk about practicing the language, and when we hear a lot of talk in the classroom, we might say that the students are getting a lot of practice. However, a more specific definition is clear when we contrast language practice and language production. This contrast is useful, as it breaks down the process of trying out, then freely using new language. These two steps are equally important - students need to test out their understanding of new language in a more restricted environment (a true practice task), before

getting feedback on this and flying freer with the language along with their own ideas in a less restricted production task.

A more specific definition of language practice : true language practice involves one very important factor: choice. The key aspect of a restricted practice task is that it provides the student with a choice of language to use. By making the decision of whether to use this form or that, the student is making the first steps into applying the language according to other contextual factors.

In order to answer the question, “What is language practice linguistic definition?” it is first necessary to understand what is meant by the term “linguistic.” Linguistics is the scientific study of language. It encompasses the study of the structure, history, and meaning of words and sentences. The term “language practice” can refer to a number of different things. It may refer to the act of speaking or writing in a particular language in order to improve one’s proficiency in that language. It may also refer to the study of a language in order to better understand its grammar and vocabulary.

There is no limit to the creativity of language. Repetition seems to be one of the most common tools used to practice. The language we use has a direct relationship to who we are, so it is difficult to separate ourselves from it. Because of this understanding of learning, there are ways to practice repetition in this manner. Grammar, for example, can be practiced by learning new vocabulary or continuously practicing the present tense. Rather than attempting to memorize words in the same way that you normally would, try using a new word in three different sentences. Your practice will most likely become more useful as you engage yourself at every level, allowing you to learn what you are practicing and be able to use it when you need.

Learning a language is an opportunity for all language learners to improve their skills. You can do this at UT because they offer a variety of language courses and activities. You can also take English language courses to practice speaking and writing in another language, for example. If you do this, you will be able to rapidly improve your language skills.

As a result of educational reform programs for second and foreign languages (L2), there has been an increase in research into the effectiveness of and teachers’ cognitions and practices. This study extends this line of inquiry by employing a sociological approach, an approach that has never been used in L2 teacher education before. According to the findings, teacher educators held six major beliefs regarding various aspects of language instruction for children from the pre-primary level. The experiences of teachers may have a significant impact on how they perceive teaching and learning. Although little research has been conducted on the impact of teacher education on in-service teachers’ grammar beliefs and practices, there are hints of some positive outcomes. The study involved collecting data from a grammar-oriented teacher education course prior to and after the course ended. According to the findings, the course influenced teachers’ beliefs in a variety of ways, moving away from a more teacher-oriented approach to one that emphasized the importance of the socioemotional development of students.

The staff members were discovered to have used a variety of strategies to maximize their use and effectiveness of English language learning and communication. Pedagogical innovation has also been an important issue in Asian cultures, particularly in Confucian-Heritage contexts. We first examined the beliefs about teaching English to very young learners held by pre-service pre-primary teachers in Macau, and then saw if those beliefs were reflected in their microteaching practices. Researchers conducted qualitative content analysis of the microteaching videos’ written reflections and transcriptions, finding that the most consistent beliefs were those about classroom practices, lesson planning, and English as a foreign language learners and learners. Task-based language teaching (TBLT), a curriculum innovation, has gained popularity all over the world.

Classroom assessments, according to some studies, are implemented in the TBLT curricula in some ways. The study's purpose is to examine teacher beliefs and practices about assessment in high school English.

The Various Ways You Can Practice Your Language Skills

Learning a language is an opportunity for all language learners to improve their skills. You can do this at UT because they offer a variety of language courses and activities. You can also take English language courses to practice speaking and writing in another language, for example. If you do this, you will be able to rapidly improve your language skills. You can also participate in conversation activities in addition to practicing your language skills. The activities listed below are designed to assist you in improving your ability to speak and listen. Taking part in a practice scenario in which you use your language in the real world is also a good idea. By doing so, you will be able to further improve your language skills. As a result, some people believe that it is also critical to learn the language you intend to learn. As a result, it is strongly advised that you enroll in a language course that covers the fundamentals of the language. As a result, you will be able to comprehend the language more effectively.

The Advantages of conversation practice for language learning: conversational practice is an excellent way to learn a foreign language. Language learners can integrate a variety of cognitive skills to build their oral communication skills as part of their conversation practice. It's a matter of doing what you know to learn it. According to a study conducted by Elise W. M. Hopman and Maryellen C. What is the best way to learn a foreign language? The following six core practices for effective language learning can be used: (1) Recognize the strengths and weaknesses of our target language, (2) interpret authentic resources, (3) design oral Interpersonal communication tasks, (4) plan with a backward design model, (5) teach grammar as a concept and use it in context, and The Six Core Practices for Effective Language Learning serve as a framework for effective language learning. As a result, they help to facilitate target-language comprehension, guide learners through interpreting authentic resources, design oral interpersonal communication tasks, plan backward design models, teach grammar as a concept and use it in context, and apply them to second language acquisition. Here is the 5 reasons why conversation practice is key to learning a language:

Traditional language teaching is heavily based on students answering teachers' questions and this is not indicative of how adults use a foreign language in the real world. The business case for companies investing in effective language training is stronger than ever and conversation practice is a vital part of this. Here are five reasons why it is so important:

1. Learning by doing

Conversation practice enables language learners to assimilate their acquired knowledge, integrating a variety of cognitive skills at once to produce oral communication. In effect, this is learning by doing. According to a study by Elise W. M. Hopman and Maryellen C. MacDonald of the University of Wisconsin-Madison, language learners who practice speaking outperform those who learn via comprehension exercises where there is no oral practice. It is speaking that activates all linguistic elements of grammar, punctuation, and vocabulary at the same time.

The study also shows that as speakers rely on working memory during speaking; conversation practice is the so-called "link" between grammar, punctuation, and vocabulary, increasing connections among these linguistic elements as the speaker forms a sentence. Comprehension practice, on the other hand, does not integrate linguistic elements in the same way because learners are given the language. A good balance of listening and speaking is essential for effective

language learning. Language training needs to be designed in a way that acquired skills and knowledge can be applied in the real world. I hear and I forget. I see and I remember. I do and I understand. Confucius

2. Conversation is a two-way street

Real language evolves rapidly and also requires competent listening skills.

Improving conversation skills requires active listening. So when we speak of the importance of listening in language learning, this doesn't just entail listening to comprehension exercises and completing gap-fill exercises, it also means listening to your trainer and fellow course participants, showing them that you are listening and understanding the culture behind the language that you are hearing.

Listening is not just listening to respond to the question but also listening to show interest and asking the correct follow-up questions. Good listening skills are a valuable transferable skill and conversation practice is the ideal arena to train them. Having the lexis to stop your trainer and ask if you haven't understood a word or phrase is great for preparing yourself for working in a foreign language

3. Relationships come first

When learners embrace their curiosity, the learning curve soars. Learners who take an interest in their trainer and fellow participants will benefit from the conversation and the trainer will be grateful too. Building rapport and showing interest in your conversation partner is an important part of communication. Learning conversational skills is also linked to emotional intelligence and understanding and people with a high EQ usually excel at it! Active listening equates to engagement and by formulating questions with your trainer, you will improve your grammar and accuracy too. Learning to read between the lines and being interested in people is an integral part of language practice. Relaxing means letting go. So don't worry about correctness and just try to communicate. You will make more errors but just like learning to ride a bicycle you need to keep trying so you can get the practice you need to improve.

The most important thing in communication is to hear what isn't being said. Peter F. Drucker

4. Flipped classroom approach

The flipped classroom approach has been around since the 1990s. It is a great way to improve learner engagement both before and during the live training session. Traditional learning often keeps the emphasis on the teacher, which can leave the learner as a passive recipient of information. Learners often arrive at sessions with little understanding of what exactly they will be learning about that day. The flipped classroom approach turns this method on its head and moves the learner to a central position in the learning process.

Learners receive digital content before their training session and then continue working with the material during class. The flipped classroom approach accelerates learning by letting employees work at their own pace, giving them the power to decide what they want to learn and they can implement what they learn immediately.

Language learning apps are popular and are easy to integrate into the flipped classroom approach – learners have the autonomy to study at their own pace and are ready to participate in sessions with the trainer, i.e. hit the ground running with conversation practice.

CONCLUSION

To sum up, in order to make our lessons more captivating all the teachers should create some activities and games. Currently learning the English language is becoming a more important thing because of the desire to study abroad and a variety of certificates. A number of students and also people are going to learn this language. There are so many reasons for this. For example, if people have some kind of certificate in this language, they can get extra money for their salary in their job. Furthermore, if students get some sort of certificate, they don't have to take some exams. This is the most important thing in their life. Additionally, the President of our country paid special attention to the importance of the merits of the creative intelligentsia in increasing the spirituality of our people and noted that at the present stage of our development, even greater activity, promotion, and implementation of new creative ideas and initiatives are required from artists along with representatives of all spheres.

While doing this research , I learnt many things. For instance I acquired some production activities and also learn some solutions for potential problems . These things can help me to deal with nuisances in the near future. Moreover I learnt some types of practices. In the future I believe that I will guide my students in correct way. I can advice them how to practice and how to self-study at home. They can improve their knowledge and widen their worldview.

BIBLIOGRAPHY:

1. Mirziyoyev Sh. M. “Buyuk kelajagimizni mard va oliyjanob xalqimiz bilan birga quramiz”. Toshkent, O’zbekiston. 2017.
2. Gary, A. (1996): Foreword. Teachers, Discourses, and Authority in the Postmodern Composition Classroom. Xin Liu Gale. State U of New York.
3. National Punctuation Day. Days of the Year. Dundar, S. (2019a, January 27).
4. Dundar, S. (2019b, January 27). Punctuation: American vs. British English. Dragoman Language Solutions.
5. Evan, M. (2002). Grammar and punctuation grade one, Evan moor Educational Cop, USA. Jane, S. (2008).
6. The blue book of grammar and punctuation. Jossey bass. Wiley, imprint, USA. Jorky, C. (1982).
7. Study skills for students of English. International Edition. Kirkman, J. (2006). Punctuation matters: Advice on punctuation for scientific and technical writing, 4th edition. London: Routledge
8. Corporate Language Strategy Transformative Communication Author: Vanessa Paisley.
9. Khodjabaev A.R., Khusanov I. Vocational education methodology. Study guide. – Tashkent, “Alokachi”, 2007.
10. Tojiboeva D., Yoldoshev A. Methodology of teaching specialized subjects. Textbook. - Tashkent, “Alokachi”, 2009.
11. Sharipov SH.S., Vorobev N.A., Muslimov N.A., Ismailova M. Vocational education pedagogy. - Tashkent, TDPU, 2005.

12. Olimov T., Abduquddusov O., Uzokova L.P., Akhmedjonov M., Jalolova D.

Vocational education methodology. - Tashkent, “Economics-finance”, 2006.

13. Mirsaidov K.J., Khidirov O’, Choriev R.Q.. Production education. - Tashkent, “Teacher”, 2002. 259

INTERNET SOURCES:

14. <http://www.languagepointtraining.com>

15. <http://www.otsimo.com>