

TEACHING FOREIGN LANGUAGES IN THE CONTEXT OF MOTIVATIONAL
EXERCISES

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Abstract.

This article analyses the importance of interesting exercises in creating a new teaching methodology using modern pedagogical technologies. In addition, information is given about the methods used in motivational exercises to make the lessons effective and interesting.

Key words: *question time, listening and reading technology, information technology, communication, motivation, stimulation, role play.*

Introduction

Creating a new methodology for teaching English using modern pedagogical and information communication technologies is a demand of the times. Therefore, I would like to emphasize the necessity of arousing interest in the student, that is, motivation, in language teaching. To make the lesson more effective, the teacher's lesson plan can be used in various ways related to grammar, spelling, reading, writing, listening comprehension, in short, depending on the lesson process. In order for each lesson to be effective, you need to make a perfect plan for your lesson. If the teacher effectively uses the points in the lesson plan, the lesson will give the result you expect. Now I want to tell you how the method of motivation helps students master the lesson, from methods that increase students' speech and interest in classes.

In the motivational part of your lesson plan, you will conduct such a short game or activity with your students related to the subject of the lesson, so that it attracts their attention and creates some interest or stimulus to learn the subject. It is very important that the duration of this stage is around 4-5 minutes and that it corresponds to the subject to be studied. If we use more poems and songs in the interest section of our lesson, it will arouse some interest in both students and teachers.

When they memorize poems, the words stay in their memory well, and songs help them pronounce correctly and improve their speech. In general, in the motivation part, it greatly helps students to think freely, use vocabulary, make meaningful sentences, and grow their worldviews. There are many methods of advanced pedagogical technologies. Students can use these methods depending on their age, psychological characteristics, and level of knowledge.

Main part: It is the organization of high student activity during and after the lesson. Fun exercises are the most important tool for building a student's self-confidence. Fun exercises help students shift their thinking to the topic they want to learn. The meaningful organization of the lesson is also important because they allow students to move into the system of reasoning and thinking necessary to achieve high success in the institution. Fun

exercises are quick activities used at the beginning (warmer), in the middle (filler), and/or at the end. Fun is an effective way to help students think in English and review material previously covered. There are many reasons to use entertainment tools.

Different types of interest help to provide variety and interest to the lesson. All these are activities that motivate the lessons. These activities can include controlled and less controlled and free speech. Good teaching strategies and techniques include planning and communicating different learning sequences with clear goals and clear balances so that students know what is expected of them.

Project work involving students in deciding together what they want to do, collaboration, student self-assessment, group work in "role play", pair work, dialogues all help to develop students' ability to work more effectively. If you write a report, you can plan each section in advance. In the auditorium, if a student turns on the tape recorder and says "Listen to this" without introducing the topic of the tape, for example, it may be very difficult for the students to understand what is happening on the tape. It can help our students if we prepare them to work in languages and thus try to repeat what they often read, listen, speak or write in life. The overall goal of fun exercises is to help students learn better. I would like to mention some specific goals:

- Create an expectation of the language in students so that they better understand what is going to happen.
- Give students a reason to listen, read, speak or write.
- Getting students interested in the topic at first.
- Make students want to read, write, speak or listen.
- Introducing or teaching vocabulary or difficult words that hinder students' understanding.

Therefore, pre-skills activities aim to make language learning a more meaningful and productive experience for students to succeed in class. In the lesson, we should try to avoid boring, theoretical or mechanical topics, using exercises that interest our students, seem to be of practical importance, awaken or stimulate them. However, during the entire listening course, most students have a listening phase before listening or ignoring the interest exercise phase, which plays an important role in stimulating students' interest and serves as a preparation phase for this time.

Stories, if interesting and well-told, are readily listened to by most students and are especially popular with students with below-average listening skills. Before the students listen to the tape, I think a short story should be read once or twice at a normal pace, after which the students are asked a few questions or asked to tell the story in their own words. Sometimes, the ending of the story was left for the students to discuss and they could finish the story according to their own ideas.

Almost all students love this activity because we are interested in the stories and get the most out of the listening experience. Especially those who are very poor at listening to English, were surprised and happy to see that they were able to understand some English stories.

In addition, the inclusion of stories in English listening courses can improve students' overall coursework. The following innovative methods can also be used to teach English

more meaningfully and interestingly: Visual and rote memorization. It is known that young people remember what they see more than what they hear. Therefore, teaching new vocabulary using various visual aids, posters, something visible and commonly used in daily life, writing on objects, and making sentences using the new vocabulary learned. For example: writing on a computer, copybook, chair, blackboard, pen, window, etc. in the auditorium. As these items are frequently used in daily life, they are constantly in sight and used, so the student learns these words involuntarily.

Language can be used not only as a subject of study, but also as a source of pleasure and recreation in demonstrating moral status. Some people may think that asking questions is just a technical matter. In fact, no matter how effective the listening explanation technique is, it should require student participation, and prompt feedback will help maintain interest and motivation. The first five or ten minutes of class may be called "Question Time." Before listening to the passage, I suggest asking the student some questions so that the students have some ideas about the topic before listening. During the fun exercises, students can build on their previous knowledge and at the same time use vocabulary and structures. Question time activities can do many things in listening lessons, such as creating a friendly atmosphere between the teacher and the students. First of all, it creates interest in the students and engages them in the listening activity. But despite the fact that you teach using so many methods and methods, we see that the students are struggling.

Not being able to use it in the process of oral speech is understood as not knowing the language perfectly. People who start learning English face problems in developing oral speech. Therefore, speech development remains one of the biggest problems in language learning. We try to learn the causes and solutions of problems.

We often refer to antonyms and synonyms and homonyms in speech and writing. For example, before analyzing the homonymy features of English words, it would be useful to first study their place, importance and use in Uzbek and their translations in English.

Conclusion: To sum up, we can achieve good results in developing English speaking skills only by eliminating the above problems. In this case, it is necessary for the teachers to monitor where the students are facing difficulties, find ways to eliminate them and create relief for the students. Difficulties in mastering language materials prevent them from developing skills in all types of speech activities.

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