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THE ROLE OF PRACTICE ACTIVITIES IN TEACHING FOREIGN LANGUAGES
РОЛЬ ПРАКТИЧЕСКИХ ИГР В ОБУЧЕНИИ ИНОСТРАННЫМ ЯЗЫКАМ
CHET TILLARNI O'QITISHDA AMALIY O'YINLARNING ROLI

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Annotation. Every language teacher will have a wide range of teaching activities that they call on in lessons. It's impossible to include all of them all here, but we're identified some of the main language teaching activities below.

Key words: language, practice, teaching foreign language, game, group work.

Аннотация. У каждого преподавателя языка есть широкий спектр преподавательской деятельности, которую он использует на уроках. Невозможно включить их все сюда, но ниже мы определили некоторые из основных мероприятий по преподаванию языка.

Ключевые слова: язык, практика, обучение иностранному языку, игра, групповая работа.

Annotatsiya. Har bir til oʻqituvchisi oʻz darslarida keng qoʻllaydigan pedagogik faoliyat turlariga ega. Ularning barchasini bu yerga kiritishning iloji yoʻq, lekin quyida til oʻrgatuvchining asosiy faoliyat turlarini keltirib oʻtmoqchimiz.

Kalit so'zlar: til, amaliyot, chet tilini o'rgatish, o'yin, guruh ishi.

Discussion and debate. This concept is immediately understood and widely used by the majority of language educators. In these activities, pairs or groups of students hold a conversation in their target language in a format set by their teacher. However they are used, this type of task is seen as skill-using as students are working with language that they already have / know. Additionally, the talk to your partner format can be easily deployed to get students talking / thinking about a topic when the class starts working on it.

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Gap filling or Fill-in-the-blank

As the name suggests these tasks require students to identify the right word or piece of information to complete a sentence or piece of text. They are easy for teachers to design and can include any type of text including dialogue. Importantly the gaps can be filled by testing students' listening and reading skills. Whilst they also provide an immediate indication of learners' writing abilities, it is worth bearing in mind that increasing the number and size of gaps in any exercise will also increase the number of potential correct solutions. As such, these activities tend to be classified as skill-getting as they specifically focus students' attention and ensure that their understanding is clear or correct.

The relationship of the students and teachers is accepted as one of the most significant factors influencing the success of the English teaching process as well as maintaining students' motivation in learning by the teachers. There are some effective strategies and activities in teaching. The 'compulsory + optional' strategy means that the class is given material or a task and told that a certain minimal component of it has to be learned or done by everyone, the rest only by some. The basic attainment requested should be accessible to all, including the slowest; but those for whom it is appropriate should make provision for more, or more advanced, work. Thus, everyone should be able to succeed; but the amount actually done to achieve this success will vary from individual to individual. Typical S instructions that introduce 'compulsory+ optional' work include phrases like 'do at least', 'if you have time', 'do as much as you can of ...'.This strategy can be applied rorhe syllabus, practice activities and tests.

Practice activities: In an exercise consisting of, say ten questions, learners may be told: 'Do at least six; do all ten if you can or have time'. Similarly in a reading activity: Read at least half of this passage'; or 'Read as much of the passage as you can in half an hour'; or in writing: 'write one paragraph (or more) about ...' or 'Spend at least forty minutes writing me an account of ...'. As these examples illustrate, different amounts of work may be demanded from different

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learners simply by defining the time they are to spend on it rather than the number of items, pages or books they are to get through.

Tests: Instead of making all sections of a test compulsory S two or three of the (more difficult) sections may be made optional. Alternative S the entire test may be made up of sections of gradually increasing difficulty with the overall instruction: 'Do as much as you can in the time'. Learners who tackle the more difficult optional sections may then be rewarded by bonus marks; or, if you know your students well, they may be told in advance who is expected to do what in order to pass or get full marks.

Problem: The main problem that teachers usually bring up here is: 'How do I get students to work according to their full potential? Given the choice, surely they will opt for the easier 'compulsory' work?'.The short answer is: no, in my experience they do not. On the contrary: if I have a problem, it is rather that the less advanced students given a 'compulsory+ optional' task try to do too much. I am not sure why this is: perhaps partly because they prefer challenge and interest to easiness and boredom; partly from considerations of self-image; in any case, usually these motives apparently weigh more heavily than the wish to take easy options. The most effective way to study this problem and its answer is to try out some form of the compulsory plus optional strategy in class.

*Peer-teaching***:** This may be tried either with a class of students or with a group of colleagues. If the latter, divide them into three groups, each role-playing a different learner level: Group 1 will be of fairly low proficiency, Group 2 intermediate, Group 3 advanced. Tell them each to respond to the listening task according to their roles.

Stage 1. Choose a situation or institution quite a lot about, or an experience you remember vividly, and be ready to describe it to the class. Make sure that weak students will be using some quite easy language and some fairly advanced.

*Stage 2***.** Inform the class that they are going to do a listening comprehension activity: they will hear something from you (tell them roughly what it is about)

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and are asked to find out and write down in note form at least two facts they have found out about the topic. Those who can should note doing more than three - as many as they can.

Stage 3. Deliver your description at normal speaking speed.

Stage 4. Check results.

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