



ORGANIZATION OF TRAINING IN THE FORMATION OF PRACTICAL SKILLS

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ABSTRACT

This article deals with the formation of practical skills in the learning process, the solution of such important problems as the development of independent work of students to lay the foundations of communicative competence.

KEYWORDS

Communicativeness, progress, neoplasm, criteria, effectiveness, orientation, reflection, analysis, strategy, culture, specificity.

INTRODUCTION

The formation of practical skills takes place directly in the learning process. During the course of training, the student acquires knowledge and skills to perform certain types of activities, and this means progress within any one stage of his development. However, at the same time, larger

neoplasms in the mental capabilities of a person are gradually achieved, marking the transition from one stage of development to another. [1] Education is the most reliable way to get a systematic education. The effectiveness of training is determined by internal and external criteria. As internal criteria, the success of training



and academic performance are used, as well as the quality of knowledge and the degree of development of skills and abilities, the level of development of the student, the level of training and learnability. [4]

The main results and findings

The transfer of certain knowledge, skills and abilities is training. But knowledge cannot be simply transferred and received, this can only happen as a result of the active activity of the student himself. The activity and interaction of both participants of the educational process are necessary. Learning can be characterized as a process of active interaction between the teacher and the learner, as a result of which the learner develops certain knowledge and skills based on his own activity. And the teacher creates the necessary conditions for the activity of the student, directs. The function of teaching is to maximize the adaptation of symbolic and material means for the formation of the student's ability to work.

When forming practical skills, the organization of training assumes that the teacher carries out the following components:

- setting the goals of educational work;
- formation of students' needs in mastering the material;
- determination of the content of the material;
- organization of educational and cognitive activities;
- giving the educational activity an emotionally positive character;
- regulation and control over the educational activities of students;

- evaluation of the results. [5]

In the course of training, learning is distinguished – it is a stock of learned concepts and methods of activity, i.e. a system of knowledge, skills and abilities. By definition, Artemov V.A., a skill is characterized as an automated skill that has become, as a result of repeated and purposeful repetitions, the most economical and free way to perform this action.

As you can see, a skill is defined through a skill. The ability is understood as the ability to consciously and mechanically perform certain actions on the use or structuring of language signs based on previously acquired knowledge and limited practice. So, the base of the skill is knowledge.

Knowledge is an approximate, still uncertain mastery of a linguistic phenomenon, based on conscious rather than mechanical extraction of its components from memory, on reflection, analysis, and system information.

The object of knowledge, skill and skill are (in terms of mastering foreign language speech) various linguistic phenomena. [5]

The process of acquiring knowledge is always the performance of certain cognitive actions by students. Any action includes one or another system of operations with which the action is performed. A necessary component of any action is an indicative basis, i.e. the system of conditions on which the student really relies when performing the action. So, assimilating parts of speech, you can focus on the particular features of each of them, for example, gender, number, time, etc. In this case, the student, analyzing the word,



himself highlights what information is contained in this word. [6]

It should be noted that one of the main tasks of teaching a foreign language is to solve such an important problem as the development of independent work of students. Focusing them on active creative assimilation of the material, the ability to think logically and promptly make independent decisions.

Grammar is the area of the language where the level of mastery of the necessary skills is most clearly manifested.

One of the ways to facilitate the achievement of this goal is algorithmization. Training is based on sequential training actions (operations), i.e. algorithmic prescriptions consisting of clear instructions on how these actions should be performed in order to solve the task. The algorithm can be defined as a prescription containing a list of actions, the implementation of which necessarily leads to the achievement of the goal. [2]

The most favorable for algorithmization is the process of forming grammatical skills, since grammar is exactly the area that is reducible to a finite set of rules.

First, we will define the initial stage of the organization of foreign language teaching. The initial stage in secondary school is understood as the period of learning a foreign language, which allows laying the foundations of communicative competence necessary and sufficient for their further development and improvement in the course of studying this subject. It takes quite a long time to lay the foundations of communicative

competence, because students need to familiarize themselves with the language being studied as a means of communication from the first steps [3]. The initial stage is also important because the success in mastering the subject and the formation of learning skills in subsequent stages depends on how the training goes at this stage. In this paragraph, we will analyze the goals and objectives of teaching German in general education institutions as determining the overall strategy of teaching this subject.

The communicative purpose of learning (the actual social content of the goal).

The disclosure of the communicative purpose of learning will begin with the consideration of the specifics of the subject "foreign language". What is the specificity of this subject? Firstly, language – whether native or foreign – serves as a means of communication, a means of receiving and transmitting information about the surrounding reality in the natural conditions of social life. Secondly, when teaching this subject, a special addition of knowledge about the surrounding reality is not assumed, but the ideas about the foreign language culture of the country are expanded through the language, and the general outlook is expanded. Thirdly, language, being a means of communication, needs to be "kept in working order", that is, always ready for use in emerging communication situations.

It follows from the specifics of the subject "foreign language" that students should master the language being studied as a means of communication, be able to use it orally and in writing. I.e., mastering all forms of communication



and all speech functions in order for the possession of a foreign language culture to be a means of interpersonal communication, enriching the spiritual world, defending their beliefs.

Teaching foreign language culture is used as a means of moral education.

Education cannot be divided into ethical, aesthetic, labor, environmental, etc. Ultimately, all education is the education of morality in a person [4], i.e. a foreign language makes a significant contribution to moral education, international education, education of love for the Motherland and their loved ones. The subject itself is such that students are taught to listen, to listen to the interlocutor, to treat him with respect.

CONCLUSION

Labor education in the broad sense of the word is also carried out, skills and abilities of intellectual work are formed. Children need to be taught to learn, to teach them the techniques of mental work necessary to perform oral and written tasks. Teaching German allows you to carry out aesthetic education. Observations show that children enjoy listening to German speech, they learn authentic (authentic) samples of German speech. They like to pronounce German sounds, words, engage in conversation, they like to learn rhymes and sing songs.

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