

**EXERCISE IS A CRITERIA FOR DEVELOPING NEW KNOWLEDGE AND SKILLS.**

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**Abstract:** This article discusses exercises and their types, which are the main means of developing students' knowledge, skills and competencies in primary school native language classes. It also describes the differences between exercises and tasks given in the textbook, and the criteria for developing new knowledge and skills. Exercises serve to develop students' listening, speaking, reading and writing skills.

**Keywords:** exercises, learning tasks, textbook, speech skills, speaking, comprehension.

**Introduction.** Today, education is a decisive factor in economic and scientific and technological progress, a mechanism for forming the social structure of society, and distributing social statuses in it. This can also be understood from the fact that special attention is currently being paid to training personnel with high knowledge and skills through the development and improvement of the education system in foreign countries.

In recent years, systematic work has been carried out in the country to improve the quality and efficiency of the education system, to form modern knowledge and skills in students and young people, to ensure integration between education and science, and to ensure the coherence and continuity of teaching. Also, the practice of using international experience in the process of improving textbooks and curricula is being introduced.

The main task of teaching the native language is to "form the student's speech competence aimed at thinking, understanding the opinions of others, and being able to express his or her thoughts competently both orally and in writing; to develop the student's acquired knowledge of grammar (concepts of phonetics, lexicology, writing, word composition, word formation, morphology, syntax, writing and spelling, punctuation, speech styles, stylistics); to form linguistic competences aimed at developing the ability to express oneself correctly and fluently, effectively using the wide possibilities of the native language."

In native language lessons, the process of imparting new knowledge and developing skills and competencies through exercises and assignments is carried out. In native language lessons, the process of training and assignment is carried out side by side.

The pedagogical encyclopedia defines the word "exercise". Exercise (Arabic - husnikhat, rasm for samples) - a repeated repetition of a certain activity or improvement of its quality. For example, reading, recommendation. Exercise plays an important role in the formation of skills and competencies in education. Exercises are characterized by two main principles - the goal and the help for it. For example, exercise can be used to form reading skills and competencies. And doing an assignment is testing what has been tested. It has a passive user. Through assignments, the student can also be taught to think and work independently. After all, assignments are also an important part of the "Motherland Language" textbooks.

In didactics, "exercise" refers to teaching, that is, the repetition of any method of action.

In the world education system, exercises given in textbooks are intended to develop the student's written speech as well as his communication skills.

Exercises are the main tool for developing skills and competencies in the student. Exercises should be sequential and systematic. In primary school native language textbooks, exercises are given that involve performing exercises in oral and written form.

Oral exercises serve to develop the student's oral speech, while written exercises are aimed at developing the student's writing skills.

Oral tasks are given priority in the study of phonetics. However, it is important to develop the student's oral and written speech from the literacy period. Also, exercises are classified into analytical, synthetic and analytical-synthetic exercises depending on the nature of mental activity. Analytical grammatical and morphological analysis, analytical writing, selective writing, educational dictation, selective dictation. Synthetic text preparation and control copying, copying from memory, free copying, control dictation, answering questions, restoring deformed text, selecting appropriate words, writing with reference words (creative dictation), word formation and dictionary-spelling work, composing sentences, statements, and essays.

Analytical and synthetic - grammatical and spelling analysis, writing explanations, selecting appropriate words, writing sentences, statements, essays with grammatical and spelling tasks, inserting missing letters, changing the forms of words in the text, practicing with the help of comparisons and classifications. According to the method of performing exercises, they are divided into types: oral (answering teacher questions, working with cards, making rules, etc.), mixed (annotated letter, warning dictation, etc.) and written (dictation, copying, etc.)

Exercises - language (speech) exercises or actions can be performed repeatedly in a specially organized manner in order to form or improve speech skills or develop skills.

An exercise, in accordance with the category of educational tools, that is, considered as the lowest step in their hierarchy, creates certain conditions for the teacher and students to perform the task of managing their activities and their interaction.

The exercise ensures the activity of students, models it in practice. It should appeal to their needs and motivational sphere, knowledge, skills and competencies, and ensure their specific implementation. Exercises are usually characterized by two main features - a goal and a means of achieving it. Such goals may include:

to convey language knowledge to students, to form or improve language and speech skills, and to develop speech skills. The main means of achieving the immediate goal (task) is educational activity, which includes: imitation, differentiation, substitution, modification. The structural model of exercises has three main components:

- a) instructions,
- b) exercises for studying the material and
- C) methods of control and self-control.

Each exercise can be divided into 2 components: target and executive - included in exercises that are carried out in conjunction with control and self-control.

In native language textbooks, communicative tasks are given for completion in the classroom, and at home, especially in the written work of students - tasks aimed at teaching, that is, understanding the elements of the language structure.

Taking into account the above analysis, we give examples of exercises given in primary school native language textbooks. For example, in Part 1 of the 3rd grade native language textbook, we can see exercises aimed at developing the student's creativity. In Exercise 6 on page 11 of this textbook, read the text carefully. Give the text a title and copy it.

I am interested in history, mathematics and physical education. Sports are my life and soul. Boys like football. I am one of them. There is a sports field in our neighborhood. We play football there with my friends.

This exercise serves to develop the student's creative thinking. Or, analyzing Exercise 8 on page 10 of Part 4 of the 3rd grade native language textbook, directly through this exercise, the student is given the opportunity to compare word groups using a Venn diagram, and through this, you can check the extent to which the student has mastered word groups.

**Conclusion:** If the organization of the lesson, especially in native language lessons, the teaching of phonetics, orthoepy, and orthography, is left entirely to the teacher's discretion, it is inevitable that students' skills and competencies in literary pronunciation and spelling will not be the same.

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