



## **THE PRINCIPLE OF CHANGING THE WORD IN CONTEXT AND WITHOUT CONTEXT EXERCISES**

Mustaeva Guldora Salokhiddinova,  
Tashkent State Transport University

<b>ABSTRACT</b>	<b>KEY WORDS</b>
Language has always been important. Its importance has increased especially in the age of information and innovative technologies - the new century. In order to be aware of the achievements of science, to master modern techniques and equipment used in various fields, and to use the rich experience of foreign experts, we are required to know at least two or three foreign languages. These aspects are analyzed in the article.	English language, context, without context, exercise, development, dialogue.

### **INTRODUCTION**

Today, a number of methods have been developed by experts in the field of English language learning. For example, according to the requirement of the principle developed by V.ABuxbinder, in a certain lexical direction, when listening to pre-prepared texts through technical means, or when listening to specially prepared texts through technical means of supply, or reading specially prepared exercises, it is necessary to perform them. The main ideas of this principle are as follows:

1) The complexity of the speech process is that it is impossible to fully acquire the meaning of a word by using it in expressive speech or by listening. That's why lexical material is important for the development of a recipe for listening to a recorded tape and a mock dialogical speech. Because in the dialogue, it is necessary to speak clearly, but also to understand the words used.

2) Working on the vocabulary in the exercises given for reading (such exercises can be done, for example, by reading special microtexts) is necessary for a complete, comprehensive understanding of the word in the complex of all its connections.

3) Speech activity helps to understand the meaning of most part of the vocabulary by means of independent, logical perception by taking a complex approach to the word as a whole complex. also

One cannot fully agree with the opinion of T.K. Sakharova, who put forward the idea that words do not occur without connection with other words. Because when the students start to express their thoughts in a foreign language, they work with a separate word every time: "A word in the mother tongue is its alternative in a foreign language" is the basis of micro-translation stereotypes in Gurkha, to understand the necessary foreign word; to search and find a word from a certain line of words; to insert the found word into syntactic constructions, to make textual forms of the word;

requires a separate word to be placed in the syntactic blank. S.K. The studies conducted by Zbanova proved that the above-mentioned linguodidactic exercises, that is, non-contextual exercises, are of great importance

in the formation of skills and competences related to paradigmatic relations of words. If we take into account that syntactic relations of a word can never be established without its paradigmatic relations, it is not difficult to imagine how important the context-free exercises are. That's why it is extremely important to memorize words, group them, create grammatical forms of words, analyze words, and create other words by derivation. The need for contextual and non-contextual exercises also requires that they complement each other whenever possible. The theoretical basis of this is well covered in the scientific methodical literature. According to the requirements of this principle, words should be memorized by students separately. For example, it is expected to memorize the words expressing the main concepts of the topic "My university" and to express the speech related to this topic and use them. As a result of such memorization, students can be trained to divide the learning material into groups based on special methods, self-checking and one-on-one activities. Memorizing vocabulary to master it is a centuries-old tradition of language teaching methodology. Objections to the method of memorization are not without methodological flaws. Of course, memorizing the topic has a number of advantages. It is done by the student as a result of the support of the memory intuition and mental knowledge levels and as a result of regular work on himself.

## Conclusion:

The importance of contextual and context-free exercises in language learning also requires that they complement each other. Therefore, according to this principle, students are required to memorize these words separately.

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