

where in learners must write a self-introduction to a potential homestay host. The same picture cues can be used, reconfigured to show a salutation, closing and signature. The picture cues provide learners with support without giving them a text to memorize. In multilevel SL classes, graded readers can be excellent springboards for another activity that integrates the four skills- a reading and retell. First, learners select a book or story at their own level and read it. Learners are then given a template to follow to summarize their thoughts about the story (writing). The summary is designed to help learners gauge the amount of detail required in a retell. After additional practice reading the summary silently and aloud several times, learners are asked to select two or three illustrations from the book to help them tell the story. They then practice telling the story by using the pictures and remembering what they wrote in the template. Students find a partner who has not read the same story and retell (speaking) their story to one another using the selected illustrations. Partners not only listen to the retell but also complete a feedback checklist (writing) about the retell. After reading the feedback, partners switch roles.

Why are four skills activities useful? Four skills activities in the language classroom serve many valuable purposes: they give learners scaffolded support, opportunities to create, contexts in which to use the language for exchanges of real information, evidence of their own ability (proof of learning) and, most important, confidence. Writing activities are applicable to a large class if the activities require no teacher response.

In conclusion since writing and speaking have many features in common, by deliberately controlling a number of variables, teachers can make writing closer to speaking. The important thing is that the task itself should not be very difficult when the aim of writing is to improve speaking. In this sense, free-writing techniques and the communicative approach are thought to be appropriate for this purpose. If the students already know the basic skills of writing such as grammar, vocabulary, and punctuation, the task becomes much easier.

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LANGUAGE LEVELS IN TEACHING FOREIGN LANGUAGES: PHONETICS, MORPHOLOGY AND SYNTAX

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Abstract: *In this article, the importance of phonetics, morphology and syndics in teaching foreign languages and the relations between them were covered. In addition, the article contains these three levels and covered how foreign language education is used.*

Key words: *Foreign languages, morphology, phonetics, level, pronunciation, sound system, phenomena, formation.*

During the training of foreign languages, the study of language levels and the systematic explanation is one of the important aspects of the language teaching process. The language is a complex system, each layer of which needs to be studied and training separately. Phonetics, morphology and syntax are the main syllables of layers. The phonetics includes studying the sound system, their pronunciation and phonological aspects. The morphology analyzes the structure, grammatical forms and meaning of meaning. Syntax involves the processes of interlocutors, structures and formation of syndics units. Therefore, it is important to combine and systematic explanations of this language levels to effectively teach foreign language.

In teaching foreign languages, language levels are the main stages in the language learning process. Each language level has its own tasks and learning methods. Below is a detailed description of the main language levels.

1. Phonetics. Phonetics studies the sound system of a language. At this level, the following aspects are taken into account:

- Formation of sounds: The position and movement of the mouth, tongue, lips and throat are studied to pronounce sounds.
- Classification of sounds: vowels and consonants, their differences, short and long sounds.
- Sound changes: Assimilation and other phonetic phenomena.
- Stress and intonation: Word stress and tone of speech

Methods of teaching this level:

- Listening and pronunciation exercises
- Practicing sounds with special techniques
- Using transcription (IPA system)

2. Morphology. It studies the formation and grammatical structures of words. At this level:

- Word groups: Noun, adjective, verb, adverb, etc.
- Word-forming and forming additions: prefixes, suffixes and affixes.
- Grammar rules: number, agreement and tense categories.
- Word changes: grammatical changes such as accusative, possessive adverbs are studied.

Method of teaching this level:

- Explanation of grammatical rules and practical exercises
- Communicative method
- Use of visual materials (diagram and tables)

3. Syntax. It studies the structure of a sentence and its parts. At this level:

- Sentence structure: simple, compound and complex sentences.
- The order of words in a sentence: the place of subject, predicate, complement and determiners.

- Syntactic rules: matching and connection of words in a sentence
- Conjunctions: parataxis and hypotaxis

Method of teaching this level:

- Sentence formation exercises
- Creating and learning dialogues
- Written assignments and translation assignments

It is important to teach all the levels connected to each other for perfect and effective learning language. For example, if the phonetics improves pronunciation, morphology teach grammar, and

the syntax will develop and improve communication. Through this, learning of language is practical and productive. Morphology in teaching and learning foreign language is important, as this section helps to increase the vocabulary and teach grammatical rules. Social deads of morphology: The verses of the word are studying the series of nouns, verbs, quality and other words. The word is studied – affixed, composition and other methods[1] In learning a foreign language these three levels complement each other and each should be perfectly mastered. As a result of their harmonial, language can communicative effectively, speak fluently and correctly represent written talk.

The main purpose of teaching students in the learning of foreign languages at the school or university – consistent and systematic development, including: talking, writing, reading and listening. Speech activity is an active and target process of the language system and is expressed and receiving messages depending on the state of communication. It is important to form pedagogical requirements in organizing the process of training in a foreign language.

1. Practical direction of educational process: not only mastering new knowledge and skills, but also form clear communicational tasks and questions aimed at addressing practical problems that allow us to understand the content and meaning of what is being read; study techniques will help to strengthen the high level of study, the uriculation and intonation, phonetically correct speech and “internal hearing” skills.

2. Integrated and functional approach to education: Ensuring learning of performance on a verbal speech, ie. children recite texts containing language materials that have already been studied in oral speech; the alphabetical stage is carried out in accordance with the development of new letters, read rules in oral speech in accordance with the sequence of new lexical units and speech samples in oral speech.

3. Targeted approach to education: to take into account individual methods of knowledge of students, conveying new knowledge and skills; depending on the individual abilities of students, the use of analytical and synthetic exercises, different from complexity; selection of adequate methods of work on sound reading and self-education.

4. A comprehensive approach to the formation of motivation: The lesson is more attention to performing the tasks of the game, communicative in problematic situations; use of various visualization types that encourage the new material, create associative contacts, support patterns of the reading, graphic images[2]

Particular attention is paid to phonetics in teaching and learning foreign languages, as the right pronunciation is an important part of the communicative compartment. The main directions of the phonetics are: The urgic phonetics studies the process of formation of sounds. Acoustic phonetics studies the physical properties of sounds[3] Various methods can be used in teaching and learning each level:

Deductive method: prior to the rule, then examples. That is the examples are studied based on certain rules.

Inductive methods: first examples, then using the rule. The examples are formed and studied by creating a rule.

Communicative method: Using the language in real communication. This process is more widely used when communicating with each other.

Games and activities: using the interesting and effective learning process. There are different interactive games and training in this process. Successful teaching should teach phonetics,

morphology and syntax interdependent and taught in a complementary manner. It is important for each reader to consider an individual approach and their needs.

In conclusion, the teaching of foreign language is intertwined in foreign language combined, and each is important for a deep study of the language. Pronunciations during the educational process leads to an effective results of effective words, and working on talks. It is very difficult to learn a foreign language without them. Because these help the reader learn the language quickly and easily. If each foreign student learns well in these sections, it does not have difficulty communicating in foreign languages, forming foreign languages and pronouncing foreign languages. Because each of these sections gives the reader the most important knowledge that needs a foreign language.

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CONSTRUCTIVE FEEDBACK AS A MOTIVATION IN TEACHING WRITING

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Feedback is one of the most powerful influences on learning and achievement, but this impact can be either positive or negative. The emotional impact that assessment has on learners plays a important role in their achievement. It can be seen that providing constructive feedback that focuses on the learner's progress toward the desired standard, rather than on the learner self, is more productive. According to if learners are merely provided with a mark or grade, the assessment is mainly judgmental and learners are focused on comparing themselves to others rather than using the feedback to improve.

Feedback is counterproductive when it results in learners feeling that they are not good enough, and impacts negatively on their confidence and enthusiasm to learn. Feedback involves "a process to collect information to determine whether or not successful teaching and learning has occurred." Feedback is "a commitment between teachers and students for academic and professional development." It is an important tool used by successful teachers to make adjustments to the teaching process by identifying areas that are successful and those that require improvement. Feedback is strongly associated with students' perceptions of the quality of education. Therefore, we must consistently give and request feedback from students. However, the unfortunately reality is that students are infrequently requested to provide feedback regarding the teacher's performance. Conversely, teachers do not provide feedback to students as often as they'd like. Feedback is more constructive when it focuses on what the learner does well rather than highlighting failure.[1,80] Learners' mistakes and misconceptions can be addressed if the feedback is focused on their work, providing guidance on how they can improve. Communication between students and teachers is crucial at all educational levels and is particularly important in adult learning situations. Good feedback should be descriptive, specific, and constructive. Constructive feedback requires an atmosphere of trust and, above all, should not