

**UDC: 378.**

## **THE IMPORTANCE AND USAGE OF THE CONTROL IN THE LESSON OF FOREIGN LANGUAGE**

**Mamatova Nasibakhon Kozimbekovna**

*Lecturer of the department of German language and literature, faculty of foreign  
languages, Andijan State University,  
Andijan, Uzbekistan*

**Abstract:** This article deals with the control and the usage in the lesson of foreign languages. The actuality of the properly organized control of students' achievements gives the teacher an opportunity to get a clear idea of his students' progress in foreign language learning. Analyzing the results of controls or testing, the teacher will see his shortcomings both in methods and techniques applied and in the progress of each student. It allows him to improve his own work.

**Key words:** Control, progress, experience, learning, evaluation, motivation, analyzing, methods.

Control is an important part of every teaching and learning experience. How control helps students learning foreign language can help students in at least two ways. First of all, such controls help create positive attitudes toward your class. In the interest of motivation and efficient instruction, teachers almost universally aim at providing positive classroom experiences for their students. There are some important ways that testing (as a one types of controls) can contribute to this aim. Controls of appropriate difficulty announced well in advance and covering skills scheduled to be evaluated, can also contribute to a positive tone by demonstrating your spirit of fair play and consistency with course objectives.

Control serves a diagnostic function. it is the determination of the level of language proficiency that achieved by the students for a certain period of learning and training. So in addition, control is the part of the lesson that during learning teacher assesses how students have learned the material. The main purposes of control allows:

1) To teachers get information about:

- the result of student's knowledge separately and as a whole;
- the result of their own methods, techniques and the effectiveness on the process of teaching;

2) To students:

- To enhance the motivation on the process of learning, so as controls help to determine their success and failure;
- To study more diligently, make correction in the learning process.

The object of the control might be: a) a knowledge that formulated on the basis of language skills (language competence); b) the ability to use acquired knowledge and skills in different communicative situation (communicative competence); c) to learn the country of that language and their cultures, traditions and nations (socio-cultural competence). Not only to learn the abilities to speak on the way of language learning, but also *the acquisition of language system* is considered as a main object of the control.

Deficiency of usage different kinds of controls on the process of foreign language teaching.

Control in the classroom should reflect the specific nature of a foreign language as a school subject. In the study of academic disciplines that introduce the fundamentals of science, the purpose of determining the level of control is the knowledge acquired in the field of a science in a low degree - formed skills. Assimilation of a foreign language, is referred to the group of practical disciplines provide primarily seizing the means using language in a variety of activities and areas of communication. Therefore, control of knowledge of the language system does not provide information on the practical language possession as the level of communicative competence.

The main requirements in control, it might be *objectivity, regularity, differentiated character and clarity and precision* in the formulation of control tasks. So, objectivity in control, it means compliance monitoring of the results of training a certain standard contained in the list of requirements to the level of

proficiency for different stages of learning profiles. Knowledge assumes of the criteria for assessing students for various activities, compliance with these criteria, minimize subjectivity in the evaluation of students. Objectivity in control provided by:

- Quantitative evaluation of performance. Here, the greatest objectivity achieved by taking into account the number of errors in the speech, estimate the rate of speech and a number of other performance indicators;
- Qualitative assessment of performance is possible in the assessment activities of subjectivity of students and the teacher must be prepared to assess formulated choice in terms of the existing criteria.

Regularity in control indicates that it has a systematic character. It is known that the intensity and duration of the students to memorize the acquired material depend on many frequency and regularity of control.

Differentiated character in control suggests requirements that followed below:

- Forms of control should be appropriate with those aspects of language or type of that performance which is getting to be checked. For dialogic objects of control might be to understand partner's speech and definite his/her communicative intention, furthermore adequately influence on partner's replication, ability to initiate a dialog.
- Forms of control should be chosen depending on stage of teaching and student's individual-psychological peculiarities. This kind requirement reflects presence different levels of development.

Controls are individual, frontage, group and pair. Each of these forms of control accomplished in oral and written forms. In order to determine the level of knowledge's monologue speech suits individual control: it means learners introduced with text and carry out tasks for test during certain time. Successfulness in carrying out tasks assess with such criteria:

- Accordance transmitting the information of text content and tasks;
- Connection and logicity in transmission;
- Fullness and clarity of transmitted text;

- Movement information with norms (lexicon -grammatically and phonetic-intonation).

Individual forms of control means an effective way of objective control, thus through this kind control determines each learner's success. That's why mostly it suits to check learner's knowledge at the end of the course as a final control. But this kind of control is not so suitable for kid learners, because they are not able to have attention separately. Secondly it is no so effective because while teacher explains one by one for kids, others get noisy. In the auditory individual control will be in oral form, but written form will be at the end of the each new theme.

Front control means that teacher fully has conversation and explanation with all learners at the same time they should give answer one by one just sitting on their chair. So effectiveness of this control are ability fully scope while checked; high activities of learners; high rate of execution of tasks. The limitation of front control is that teacher cannot give explanation about task one by one, here if student is not fully pay attention on teacher, they are not able to answer. That's why front control mostly suits to current control.

Group control will be got at the same time for all learners as a group work such as discussion for problem question, make role play for read texts, so teacher should prepare all tasks and their attendance in advance.

language foreign control

These kinds of controls are outlined in the books of Shuckin A.N, that he gave preliminary, current, mid-term and total controls.

Aim of the *preliminary* control contains that while checking learners' knowledge from language and their individual abilities (mind, attention, interests to learning language, inclination, and common development). So this kind of control helps to determine not only learner's knowledge, also their individually-psychological qualities, which assists success in the process of Foreign Language Learning.

*Current* control affords to check learner's language successes in the process of development and installation speech skills and abilities. This control should be regularly and directed to checking captured certain kinds of educational materials.

*Mid-term* control is conducted to a finished unit. It affords to check about effectiveness of divided program materials.

*The final control* directed to installation level of language knowledge that achieved certain kinds of volume of materials as a result in certain period of time (at the end of curriculum). The peculiarities of this kind of control concluded in the direction of determine level of language as communicative competence. That's why for the final control is used special kinds of tests, which allowed learners to be checked fully.

### **Bibliography**

1. Devkin V.D. Specificity of the dictionary of colloquial lexicon // German-Russian dictionary of colloquial lexicon. М. : Russian language, 1994.S. 17.
2. Mamajonov I, Alijonova M, Qambarov A, Mamatov R «Opportunities of eastern thinkers on improving the preparation of the future economist for innovative activity» Journal of critical reviews. 2020.
3. Levkovskaya K.A. German. Phonetics, grammar, vocabulary. М., 2004.243 p.
4. Literary encyclopedic dictionary edited by VM Kozhevnikov, PA Nikolaev. М., 1987.
5. Irgashev M.U. Modern pedagogical technologies as a resource of the modern lesson, ensuring the development of educational standards. International scientific journal. Economy and society. № 6(73) -s.: 2020.