



THE IMPORTANCE OF THE EXPERIMENTAL-TEST METHOD IN FOREIGN LANGUAGE LEARNING

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Annotation

This article studies the scientific methodology and theory of experimental-testing in foreign language teaching. The effectiveness of the experimental-testing method in language learning is analyzed. Improving speech activity is of critical importance for achieving successful results in language learning, as this, in turn, develops interaction and communication skills. In this regard, the article highlights the advantages of the experimental-testing method.

Keywords: speech activity, cognitive, language learning, experience, experimental-testing, scientific method, object, subject, methodological unit.

INTRODUCTION

The goal of studying, generalizing and disseminating advanced experience in foreign language teaching is also aimed at achieving positive results. Advanced work experience is a general (foreign language teaching experience) or a specific sub-area (for example, creating a language environment at the beginning of a lesson, practical teaching of a complex grammatical phenomenon) research using the analysis-synthesis method. In the study of foreign language teaching, educational experimentation and experimental-testing methods have attracted the attention of many. Experimentation is a method of checking the mass educational process. The difference between experimentation and other methods is that the experiment, which is carried out in many schools for a long time, demonstrates the novelty of the model of the educational process due to its highly reliable data. An important type of scientific research among the general (main) methods is experimental-testing. Prof. M.V., who has achieved fruitful scientific results in the field of research methodology, Lyakhovitsky thought about the experiment-test as follows: when the



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methodological phenomenon under investigation is scientifically based in various forms and put into practice, the experiment-test occurs. For example, lexical units are tested in test groups without translation, control.

LITERATURE ANALYSIS AND METHODOLOGY

It is appropriate to recall the example of experiment-testing in a number of studies aimed at creating a methodology for teaching a foreign language in Uzbek schools. In his scientific works, the talented methodologist-scientist Hoshimjon Soynazarov experimentally and theoretically substantiated the transfer of language experience in the receptive plan (perception and understanding) of English lexical units. The accomplished methodologist Prof. Tajimat Kadirovich Sattorov developed an experimental methodology for the active mastery of foreign language grammar. An instructive experiment-test was also conducted on teaching German syntax to an Uzbek audience. In several scientific works, experiments in the field of teaching a foreign language have been elevated to the level of exemplary examples. Eduard Abramovich Shtulman, a methodologist, conducted in-depth scientific research on the topic of experiments. During the writing of the article, the methods of discourse, experiment, conclusion, trial-and-error, analysis and synthesis were used.

DISCUSSION AND RESULTS

Speech activity, as a practical aspect of language learning, allows language learners to apply their psycholinguistic processes in practice. The processes of speech production and comprehension test the linguistic and cognitive capabilities of the language learner. Improving speech activity is critical for achieving successful results in language learning, as it, in turn, develops interaction and communication skills. Also, developing speech activity in the process of language learning enhances the ability of language learners to express and discuss their thoughts, which further strengthens their language knowledge.

Prof. M.V. Lyakhovitsky, who has achieved fruitful scientific results in the field of research methodology, thought about experiment-testing as follows: experiment-testing occurs when the methodological phenomenon under investigation is scientifically based in various forms and put into practice. For example, lexical units



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are taught without translation in test groups, and with translation in control classes. It is clear that there is one lexical material, two teaching methods. The result of the experiment proves the validity or invalidity of the method. When conducting traditional methodological categories through an experiment, a new approach is necessarily taken, that is, a check is carried out in different forms. Experiment is a four-stage method. At the first stage, an experiment is organized, for this purpose a scientific hypothesis is put forward. At the second stage, the experiment is carried out in a planned manner. At the third stage, the quantity and quality of the research result are determined. At the fourth stage, the obtained data are proven and scientifically analyzed.

CONCLUSION

In place of the conclusion, it should be said that the fact that the methodological problem for which a scientific hypothesis is made, on the one hand, is considered new, and on the other hand, is controversial, and therefore needs to be tested, is a characteristic feature of the experiment method. Experiment is a means of testing a scientific hypothesis in practice. The theory of the experimental test is created by the experimenter (experimenter), the teacher acts as the performer, the students are the examinees, the material of the experimental test is called the methodological phenomenon - the object and the subject. The experimental test is divided into three categories according to its characteristics: auxiliary and main experimental tests according to the purpose of the study, natural and laboratory experimental tests from the point of view of the experimental test, and one-time and repeated experimental tests depending on the organization of the experimental test.

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