
Exercise as an Elementary Unit of Teaching Foreign Languages

Abdubannaev Khusniddin Najmiddin ogli

EFL teacher in Tashkent state university of economics

Annotation: This article is devoted to the study of one of the most important the specific features of modern teaching materials, exercises and activities in the English language and contained in the teaching materials training complexes, identify the conditions and factors for the successful activity of a teacher in the formation of English language skills in students through exercises.

Keywords: exercises, teaching methodology, learning, speech activities.

“Exercise”, as a genuine term, achieved a high degree of generalization and turned out to be at the center of an extensive terminological field, giving rise to a significant number of specific terms, the relations between which are of both a hierarchical dependence and a binary contrast. In this chapter we will consider various aspects of the term “exercise”, present modern classifications of exercises and analyze the features of using different types of exercises in teaching a foreign language. In teaching foreign languages of learner-oriented lessons by using motivational exercises, searching for text with the appropriate language level it is very important. Learner-centered content is the main source in various concepts and methods in teaching and learning English as a foreign language. [1]

Mastering foreign languages in any educational institutions is possible only in the process of performing various exercises. Shubin stated that “... *The main content of teaching a foreign language is training exercises. In this case, “exercises” is understood, first of all, as a psychophysiological activity of a communicative nature, performed by the student and aimed at forming a communicator in his body, i.e. ability to participate in the exchange of information using this language.* ” [2]

In the present methodological system, an exercise is considered both as a structural unit of the methodological organization of educational material, and as a unit of teaching foreign language activity. Exercises implement a variety of teaching methods; create the conditions for speech practice.

Well-known specialist in the field of linguistics and methods of teaching a foreign language S.G. Ter-Minasova notes that recently, language learning has become more functional: “Unprecedented demand has demanded an unprecedented supply. Unexpectedly, foreign language teachers found themselves in the center of public attention: legions of impatient specialists in various fields of science, culture, business, technology and all other areas of human activity demanded immediate training in foreign languages as an instrument of production. They are not interested in either the theory or the history of the language - foreign languages, primarily English; they need exclusively functionally, for use in different spheres of society as a means of real communication with people from other countries”. [3]

Speech skill is a difficult phenomenon, the formation of which is very important to consider all its features. With the effective formation of this skill, students need to purposefully perform each speech exercise. Each speech exercise carries a specific goal. So, imagining the

goal of the exercise, the students are aware of the role and place of this action in the overall leading activity, i.e., the awareness of the language rule by which the speech exercise is performed and the plan of their own action program is formed.[4]

The importance of the exercise system is that it provides the organization of the assimilation process and the organization of the learning process. It is not enough to know the methodological characteristics of exercises, their types, types, and to be able to select the most appropriate of them. This does not guarantee assimilation. In terms of organizing the learning process, the exercise system should provide:

- a) the selection of necessary exercises that correspond to the nature of a particular skill and quality (mechanism), one or another skill;
- b) Determining the necessary sequence of exercises: assimilation always goes through some stages and proceeds on the basis of certain methodological principles or rules.
- c) determining the ratio of exercises of certain types, types, subspecies and options, for this determines success no less than the correct sequence of exercises:
- d) the regularity of a particular material;
- e) The correct relationship (correlation and interaction) at all levels of the system (between types of speech activity, within them, between communication skills in general).

There is no consensus on the use and interpretation of the concept of “exercise system”. To verify this, it’s enough to cite several terms used by the methodologists: “System of exercises to consolidate grammatical material”, “System of exercises for semantics of grammatical phenomena”, “System of exercises for developing oral speech skills”, “System of exercises for oral introduction course”, “System of exercises for mastering adjectives”, “System of exercises for the prevention of mistakes”, “System of exercises for learning alternative questions ”, etc. And this is understandable, because behind each of the terms are different real objects.[5]

Exercise is a learning tool. There is no doubt that success in training depends on the adequacy of funds. The reason for the failure to achieve the goal of the lesson may not be the quality of the exercises, but their improper use. One and the same exercise in different conditions, at different stages and stages, organized in different ways, may be to varying degrees adequate for the development of a particular quality, skill or ability. To determine the degree of adequacy of an exercise, you need to know its methodological characteristics, i.e. what and under what conditions this exercise is capable.

There are three main components that determine the adequacy of the use of a particular exercise [6]:

- 1. the goal that must be achieved through the exercise;
- 2. qualitative parameters of the exercise, creating its potential;
- 3. The conditions for using the exercise.

The first component - the goal - is very multifaceted. It could be:	
a) skill (lexical, grammatical, pronunciation);	d) the quality of the skill (independence, dialogism, etc.);
b) ability (to speak, read, listen, write);	e) the mechanism of speech utterance (anticipation, combination, etc.);
c) The quality of the skill (stability, flexibility, etc.);	f) the quality of speech as a process or product (speed, expressiveness, logic);

g) The action on the formation of skill (imitative, transformational, etc.).

The second component - the parameters of the exercise - is determined primarily by the composition and nature of the action that the learner performs when performing the exercise (the action of the constructive plan, the combination of speech means or their transformation, etc.). An abstract approach to the study of natural languages, associated with the ideas of modeling, led to the fact that natural. [7]

The third component - the condition - can be of two types: external and internal conditions. External conditions are determined by the organization factor of the exercise: installation before the exercise, its nature; verbal reinforcement in different forms; schematic reinforcement; illustrative reinforcement in different forms; Handout; preparation time; volume of exercise; the content of the exercise. Internal conditions can be considered: the ability of the student; the level of his skills; life experience; student interests; student's attitude to a foreign language.

Reference:

1. Khamidova N. N., Raskhodova I.A. "Effectively engaging text as a basic unit of communication in efl in learner centered classroom". Английский язык в сфере профессиональной коммуникации. Сборник тезисов докладов VII Всероссийской молодежной научной конференции. Казань, 2021
2. Shubin E. P. Linguistic communication and teaching foreign languages. – М.: Moscow, 1972. 349p.
3. Ter-Misanova S. G. Comparative linguistics and problems of teaching foreign languages.- М., 1994. p. 38-40
4. Khamidova N. N. Speech exercises as a necessary component of the formation of the communicative personality of students in teaching foreign languages". Английский язык в сфере профессиональной Коммуникации vii всероссийская молодежная научная конференция Kazan. 2021
5. Harmer J. How to teach English. – Cambridge: Pearson Education, 2007. - p. 279
6. Gez N. I., Lixovitskiy M. V. Foreign Language Teaching Methodology in primarily school. М., 1982.
7. Khamidova N. N. "The Development of a Semiotic Point of View in Structural Linguistics". European Multidisciplinary Journal of Modern Science 4, p. 545-547, 2022.