

The Problem of Classification of Exercises as a Means of Methodological Provision of the Educational Text

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Article Information

Received: March 29, 2023

Accepted: April 29, 2023

Published: May 31, 2023

Keywords: *communicative, basis, song, institution, song, monologue, language, function, behavior, communication.*

ABSTRACT

The article analyzes sections of communicative analysis (analysis of the situation of communication), traditionally related to communicative linguistics, rhetoric, communication theory, psycholinguistics, as well as the style of a literary text, and draws conclusions.

For decades, one of the main issues of methodology has been the exercise problem. I. L. Beam defines the exercise as the main methodical unit of teaching and believes that the exercise predetermines the students' activity, models it in practice [Beam 1988: 105]. Agreeing with the opinion of E. I. Passov, it can be said that each exercise has a clear organizational goal and it is always aimed at improving the way of performing the movement. According to the scientist, it is the exercise that is the real means of education [Passov 1989: 67-68].

It is known that in order to master and develop the educational material effectively, the exercises must fully correspond to the goals and objectives of education. For the development of all types of speech activity, the system of exercises should be aimed at the implementation of knowledge, value-oriented, regulatory and traditional communication functions [Bim 1988: 106].

In fact, the successful acquisition of knowledge, skills and competences of students in all types of speech activities depends on the system or set of exercises, as well as the formation of communicative and other competences in the process of teaching a foreign language, in many ways carefully thought out and correctly applied. We agree with the opinion of L.L. Vokhmina, we can say that the overall success of training is mainly ensured by the exercise system [Vokhmina 2005].

Well-known methodologists who contributed to the development of the theory of exercises for teaching Russian as a foreign language: I.L. Bim, L.L. Vokhmina, N.I. Gez, I.A. Gruzinskaya,

Z.N. Ievleva, D.I. Izarenkov, M. S. Ilin, B. A. Lapidus, A. A. Mirolyubov, E. I. Passov, I. V. Rakhmanov, E. Yu. Sosenko, V. S. Tsetlin, S. F. Shatilov and others are important contributors.

The term "exercise system" has many definitions.

N.I. Gez's point of view is close to us, describing the system of exercises as "the organization of interrelated actions organized in the order of increasing linguistic and operational difficulties, taking into account the sequence of development of speech skills and the nature of existing speech acts" (Gez 1969: 31) . .

According to some methodologists, the following are necessary to learn speech: A) first of all, to acquire certain phonetic, lexical and grammatical skills, to learn a certain vocabulary and learn to combine them correctly, B) to use these skills in coherent speech in the process of communication.

However, other Methodists disagreed with this division. For example, according to I.A.Zimnyaya, the process of mastering speech in a foreign language is carried out in two stages:

- a) The stage of preparing a coherent independent statement on the language material.
- b) Stage of independent coherent speech [Zimnyaya 1985].

Thus, the methodology developed the division of exercises into two groups, which are named differently: language - speech, preparatory - communicative, educational - creative, etc.

E.I.Passov, a well-known representative of the communicative method of teaching, also writes that two types of exercises are necessary for each type of speech activity: speech skills are formed (conditional speech exercises) and speech skills are developed (speech exercises) [Passov 1989: 68] . Thus, according to E. I. Passov, exercises in the preparatory stage should have a speech, albeit conditional. Therefore, all exercises in the lesson should have speech to one degree or another. Pure speech exercises are speech activities always in new situations and with a clear goal [Passov 2015: 100]. In conditional speech and speech exercises, it is very important that the teacher correctly, clearly and unilaterally formulates the communicative task he sets before the students.

E. I. Passov's following comment on clarification of terms is important. The methodist claims that the term "speech exercises" fully corresponds to its purpose (that is, creating conditions for the development of speech skills), and it makes no sense to replace this term with the terms "creative", "communicative", "heuristic". As for the term "conditional speech", it should not be replaced with "rehearsal" or "preparation" either, because any exercise is a real preparation or preparation for communication.

Also, E. I. Passov classifies exercises according to three criteria: content, execution and installation method (that is, task formulation). From the last sign, the scientist distinguishes exercises with the following settings: rejection, questioning, encouragement, as well as detection. For example: "Agree or disagree with your friend's opinion"; "Stop your friend from doing what you want to do"; "Argue or agree with my opinion"; "Doubt what you hear"; "Correct me"; "The information below is amazing" and so on. [Sosenko 1975: 56]. This can be considered a certain step in the methodology, because despite the fact that it is a teaching method, it brings students significantly closer to natural communication.

D.I. Izarenkov distinguishes three classes of exercises. The first class includes "educational exercises according to the communicative plan" that "form the mastery of the mechanism of word creation and understanding" and ensure the formation of listening pronunciation skills and sub-skills of speech activity [Mirolyubov 1973: 52] Unlike E.I. Passov, D.I. Izarenkov recognizes the expediency of these exercises and calls for their status to be preserved "among the means of formation of automatisms of a certain operational content and power level" [Izarenkov 1986: 116]. The researcher introduces speech preparation exercises to the second grade, which

were described in detail by G.M. Weiser and A.D. Klimentenko. According to them, the purpose of speech preparation exercises is to "master language material and make it automatic", and unlike language, they have a speech orientation. Performing such exercises by nature "approaches speech" [Weiser, Klimentenko 1972: 8] and is intended for full formation of speech skills. And finally, the third class of exercises are speech exercises, which A.A. Mirolubov describes as "providing practice in the specific appearance and form of communication" [Mirolubov 1973: 52], as well as forming speech skills in conditions similar to or corresponding to the real conditions of natural communication .

In the works of E. Yu. Sosenko, five exercise systems are distinguished, each of them has its own purpose. When building a system of exercises, the researcher distinguishes between the formation and recognition of speech, oral and written speech, dialogic and monologic forms of speech. Thus, all five exercise systems teach four aspects of speech activity: listening, speaking, reading and writing. This is one of the main principles of choosing exercises: it helps to implement the principle of conformity of exercises to the character of the activity intended to be formed in students [Sosenko 1975:57].

Speaking about the expediency of using exercises, B.A. Lapidus considers it inappropriate to actively include those that are not combined with a formal logical action (for example, choosing the necessary grammatical form) with a speech action. E.P.Shubin agrees with the same opinion, opposes such exercises as "Open brackets ...", "Fill in the blanks", "Put instead of dots", because communicators do not perform such actions in real speech practice [Sosenko 1975: 56]. In general, B. A. Lapidus, E. P. Shubin and other founders of the communicative-active approach believed that all exercises should have a communicative orientation. However, these scholars agree that this is almost impossible [Lapidus 1970].

E. I. Passov introduces another important point when he writes about exercise requirements. There should be no grammatical or lexical exercises for the student, because he does not study vocabulary, grammar or phonetics separately, but rather he studies the lexical, grammatical and pronunciation aspects of speech as a whole. It is impossible to separate these aspects without breaking the process of speech activity" [Passov 1989: 70-71]. This definition is also very important for our research, because the use of song as a means of teaching communication occurs in a complex combination of all three aspects of speech activity: semantic (lexical), structural (grammatical) and pronunciation. Words should be studied with their form, grammatical phenomena - in the form of words and phrases, pronunciation - in functional speech units.

E. Yu. Sosenko, who put forward general requirements for speech exercises, said that each exercise should be communicative and contain information related to the real life of students, their life experience. Exercises should be creative and situational. Students should be given speaking tasks, which they should actively solve based on their abilities. At the same time, the teacher is recommended to use verbal and visual stimuli that encourage students to natural speech movements.

Here it is necessary to pay attention to the need to offer maximum situations that encourage the learner to use and develop the learned units necessary to achieve his communicative goals. L.L. Vokhmina "language tools that are not limited by all intentional, emotional elements do not become the basis of the speech mechanism, because they are not implemented through speech; they will remain an open circuit (at best), not ready for use. Only when you put "my word", "my expression" (according to M.M. Bakhtin), it will take its place in the mechanism of general speech, it will not be a template for a particular case, a particular situation, a particular intention. "I - here - now" is a condition of subjective-personal emotional acquisition of language" [Vokhmina 2005: 120].

According to A.R. Arutyunova, "It is impossible to teach a foreign language <...>; it is possible

and necessary to create situations that require the use of a foreign language in the educational environment" [according to Molchanovsky, Shipelevich 2002: 108].

It can be noted that it is necessary to include a maximum variety of exercises in the lesson, "if possible, give them a communicative character, engage in speech activities that affect the interests and feelings of the learner" [Vokhmina 2005: 124]. It should be remembered that it is impossible to teach live speech without communicative exercises. However, in the pursuit of the absolute idea of communication, one should not bypass the "good old" exercises such as memorization, questions on the text. A balance of properly structured exercises, teaching new things, and a sincere desire to immerse students in the rich Russian culture will help to maximize the development of communicative competence and the formation of a secondary linguistic personality (according to Yu.N. Karaulov and I.I. Khaleeva).

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