

EXERCISE AS AN ELEMENTARY UNIT OF TEACHING FOREIGN LANGUAGES

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ABSTRACT

In this article the exercise is considered as the main unit of teaching a foreign language. Author concludes that the study of the typology of exercises can improve the quality of teaching foreign languages

Keywords: *exercise, foreign language, exercise parameter, methodology, teaching.*

АННОТАЦИЯ

В данной статье упражнение рассматривается как основная единица обучения иностранному языку. Автор приходит к выводу, что изучение типологии упражнений может повысить качество обучения иностранным языкам.

Ключевые слова: *упражнение, иностранный язык, параметр упражнения, методика, обучение.*

INTRODUCTION

"Exercise", as a genuine term, has reached a high degree of generalization and has found itself in the center of an extensive terminological field, giving rise to a significant number of specific terms, the relations between which are of the nature of both hierarchical dependence and binary opposition. In this chapter, we will consider various aspects of the term "exercise", present modern classifications of exercises and analyze the features of using various types of exercises in teaching a foreign language.

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

A 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 demanded 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 fields of human activity demanded immediate training in foreign languages as a tool of production. They are not interested in either

the theory or the history of language - foreign languages, primarily German, are required for them exclusively functionally, for use in various spheres of society as a means of real communication with people from other countries" [Adamiya, Mikrut, Ter-Minasova 2004: 152].

DISCUSSION AND RESULTS

When considering the term "exercise", it should be borne in mind that in psychology it means the repeated performance of actions or activities aimed at mastering them, based on understanding, conscious control and correction; in didactics – training, i.e. a regularly repeated action aimed at mastering some kind of activity; the methodology includes specially organized and purposeful activities, educational activities aimed at the formation and improvement of speech skills and forming the main part of the educational work in the classroom, the process of solving conditionally communicative or communicative tasks. According to the definition of psychologist T.V. Litvinova, an exercise is "a one— or multiple-time performance of a separate operation, a series of operations or actions of a speech (or language) nature specially organized in educational conditions" [Litvinova 2005: 24]. "... The main content of teaching is educational exercises," says methodologist E.P. Shubin [Shubin 163: 21]. However, not every "doing" of something is an exercise.

The analysis of the psychological and methodological interpretation of the term "exercise" allows us to identify the following elements in the structure of the exercise: a) the presence of a goal (to learn, to master) – the exercise, of course, can simultaneously work on those mechanisms for the formation of which it is not directly directed, but it is still important to determine the main goal of each exercise; b) the presence of content, i.e., what is being assimilated; c) the presence of real educational actions as an objectified process of solving an educational and communicative task, the implementation of methods and techniques of educational work; d) taking into account the conditions (the student's awareness of the purpose of educational actions, reflection in consciousness of the content of educational actions and the actual situation in which these actions are performed); e) control and self-control (comparison of the educational action performed with a sample, a standard, as well as making corrections, corrections).

Exercises are a means of learning. There is no doubt that success in training depends on the adequacy of funds. The reason for failures in achieving the set goal of the lesson may not be the quality of the exercises, but their improper use. The same exercise in different conditions, at different stages and stages, differently organized, may be to varying degrees adequate for the development of a particular quality, skill

or skill. To determine the degree of adequacy of the exercise, you need to know its methodological characteristics, i.e. what and under what conditions this exercise is capable of. There are three main components that determine the adequacy of the use of an exercise: 1) the goal to be achieved through the exercise; 2) the qualitative parameters of the exercise that create its potential; 3) the conditions for using the exercise [Gez, Lyakhovitsky, Mirolyubov 1982: 57-59].

The first component – the goal – is very multifaceted. It can be:

- a) a skill (lexical, grammatical, pronouncing);
- b) ability (to speak, read, listen, write);
- c) the quality of the skill (stability, flexibility, etc.);
- d) the quality of the skill (independence, dialogic, etc.);
- e) the mechanism of speech utterance (anticipation, combination, etc.);
- f) the quality of speech as a process or product (speed, expressiveness, logic);
- g) the action of skill formation (imitative, transformational, etc.).

The second component – the parameters of the exercise – is determined primarily by the composition and nature of the action that the trainee performs when performing the exercise (the action of the design plan, the combination of speech means or their transformation, etc.).

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

CONCLUSION

The methodological significance of internal conditions for the level of adequacy of the exercise is very important. External conditions always act in unity with internal ones, because every exercise is somehow organized when it is performed. All these conditions affect the exercise parameters in different ways. One or another factor can make the exercise more or less adequate to the intended goal.

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