

SCHOLARS HAVE DIFFERENT VIEWS ON THE ORGANIZATION AND DEVELOPMENT OF THE TYPOLOGY OF EXERCISES IN A FOREIGN LANGUAGE

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Abstract:

A.A. According to Leontev, "exercise should be presented to students not as a mechanical process, but rather as a problematic situation". The system of exercises means the types and types of exercises performed in the necessary amount and sequence for the development of foreign language skills and improvement of skills. The system of exercises is determined by two criteria; psycholinguistic - the type of exercises and psychological - the process of perception. In order to create a system of exercises, it is necessary to combine the processes of language and speech material perception with the type of exercise.

Keywords: text, translation, audio, sample, scientific popular style, experiment, computer, concept, press releases, news reports, scientific reports, instructions for use, instructions for use, invention descriptions, contracts, training texts, fiction, etc., essays, biographies, novels, short stories, all forms of poetry.

A.A. According to Leontev, "exercise should be presented to students not as a mechanical process, but rather as a problematic situation." We also agree with this opinion, if the exercises are systematically presented from easy to difficult, from simple to complex, from knowledge to skill-building, the goal of the academic subject can be achieved. The reason is that today's demand is that students should be able to apply the acquired knowledge, skills and abilities in a real situation. The system of exercises means the types and types of exercises performed in the necessary amount and sequence for the development of foreign language skills and improvement of skills.

There are several approaches to classifying exercise systems; psychological (receptive, reproductive and productive exercises - G. Palmer), linguistic and psychological (language and speech exercises - I.A. Gruzinskaya, I.V. Rakhmanov) and didactic (informative, preparatory and speech - scientists like I.F. Komkov), Ye.I.Passov divides all exercises into conditional speech and speech active exercises¹.

¹ Чельшкова М.Б. Теория и практика конструирования педагогических тестов; Учебное пособие. – М.; Логос, 2002. – 432 с.

The system of exercises is determined by two criteria; psycholinguistic - the type of exercises and psychological - the process of perception. In order to create a system of exercises, it is necessary to combine the processes of language and speech material perception with the type of exercise. Based on the didactic approach to the classification of exercises, exercises are divided into the following types;

introductory exercises in the introduction,
during automation, language and speech exercises are performed,
speech exercises are performed during the activation process.

In conclusion, it can be said that exercises can be divided into three types original communicative or speech exercises.

conditional - communicative or conditional speech exercises.

non-communicative or language exercises².

Scholars have different views on the organization and development of the typology of exercises in a foreign language. It is known that in the acquisition of speech activities in a foreign language, it is necessary to go through two main stages; it is necessary to pass conditions such as skill development and qualification improvement. These stages serve as the basis for the typology of exercises.

E.I. Passov divides all exercises into two categories; to such departments as skill improvement and skill development.

M.S. In his research, Ilin divided exercises into two types, i.e. language and speech exercises. According to it, students first perform language exercises, and then, when the skills are formed, they practice in speech. The division of exercises into two types can be seen in the works of several scientists. A.A. Mirolubov for preparatory and speech exercises, E. P. Shubin for analytical and synthetic, I.D. Salistra primary and speech, V.L. Salkin preparatory and communicative, A.D. Klimentinko divided into the typology of preparatory and personal-speech exercises.

Exercises are organized in the form of statics (position) and dynamics (movement). I.V. Rakhmanov divided all exercises into language and speech exercises. In the works of some Methodists, the term "pre-speech exercises" is used between the two terms. V.A. In his research, Buchbinder proposed to organize exercises into informational, operational and motivational types. They can be simply called knowledge, skills and competence exercises. In their scientific studies, Uzbek Methodists divided them into formative, developing and improving exercises.

E. Yu. According to Sosenko, the reason for such a variety of terms in the typology of exercises is the main basis of their historical development and the linguistic, psychological or

² Усманова М.Н. Педагогическое тестирование; история развития и современное состояние. –Т., 1995. –158 б.

methodological aspects of the research conducted by scientists. The purpose of the exercises is to repeat the information many times and to apply the information in the foreign language. It can be concluded here that each type of exercise serves a specific purpose. For this reason, they divide them into skill-building or skill-enhancing exercises. The result of our research on the typology of exercises showed that the given type of exercises is aimed at increasing students' linguistic competence. Since the purpose of our research work is to clarify the features of assessment of students' skills and competencies in German language teaching, methodical and didactic support for the subject of assessment was created for master's students. The purpose of education is to develop professional competencies of future teachers. Therefore, the purpose of the exercises and tasks given to master's students is to teach the organization of the educational process and its control in practice, that is, to develop professional competence. We conducted a survey and test questions in order to determine the evaluation competence of pedagogues engaged in pedagogical activity during the research. As a result of our research, we found that the level of this competence is low. Based on our goal, we went to the root of the problem. That is, we analyzed the educational content of master's students. Our research has shown that the allocation of allocated hours is not enough to develop the assessment competence of future teachers. Therefore, we worked on making changes to the programs and creating a study guide for graduate students, which are among the tasks of our work. We encountered another problem during the work process. Since the goal of our work was to create a system of exercises for the development of assessment competence of future teachers, we were interested in the typology of exercises in the research of scientists. As a result, we witnessed that the existing typology of exercises is aimed at developing students' language and speech skills in a foreign language. It was found that none of the existing exercise typologies fit our purpose. At this point, there was a need to create a system of exercises aimed at developing the professional competence of students.

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