Exercise Problem in Teaching a Foreign Language

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ABSTRACT

The article describes the problem of practice in the process ofteaching foreign languages, teaching it to students through practice

Article, language, result, student, exercise, speech, situation, activity, German language, operation.

The results of teaching a foreign language are determined primarily through the system of exercises, because the practical goal of learning a foreign language, i.e. mastering all types of speech activity, is carried out with the help of exercises. So what are the exercises? Exercise means separate or sequential operations or actions aimed at mastering a certain activity or improving this activity in educational situations. The requirement for exercises is that they should be adequate, i.e. suitable, for the qualifications and skills being developed. If the exercises intended for training do not have a speech character, the skills and competences being formed will not have a communicative character. That's why speech promotion should be created only in speech activity based on speech situations. Therefore, speech skills and competencies are not in language exercises, but reflect this speech, i.e., communicative activity, or are close to it. it is necessary to form speech-oriented (uslovno-recheviye) exercises. We can see different classifications of exercises in methodological literature. It is based on different principles. M: according to the principle of communicativeness, we can distinguish three types of exercises:

1. Non-verbal exercises.
2. Speech-oriented training exercises: a) Phonetic, grammatical and lexical exercises based on language aspects. b) Creative exercises.
3. Real speech exercises. One of the most important exercises in the formation of skills is speech-oriented exercises. And real speech exercises help to form speech skills in all types of speech. Non-speech exercises are divided into two: Language exercises and pre-speech exercises. Language exercises are based on aspects and are focused on the study of language phenomena. .M: Creating a whole sentence from parts (words), making a sentence according to the rules, changing the structure of the sentence based on the transformation, etc. k. Now we will look at exercises aimed at forming language and speech skills. Among the most common types of exercises are the following:

1. Preparation or training or exercises intended for training.
2. Creative speech exercises. The first includes language exercises (lexical, phonetic, grammatical). Their characteristic feature is

that attention is paid not to the acquisition of speech skills, but to the study of the form of language phenomena. Therefore, they cannot be speech exercises, because they cannot increase the use of language material by students in speech to an automatic level. To train language units outside of speech activity, all preparatory exercises aimed at automation are called pre-speech exercises. These include substitution and imitation exercises. Speech exercises. They are divided into pure speech exercises and speech-oriented exercises. They are educational speech exercises and aspect-oriented exercises (ie, phonetic, grammatical, lexical). Non-verbal exercises. Pre-speech exercises. Purpose: 1) Automatization of language phenomena apart from speech activity. 2) Analytical exercises consisting of language exercises (receptive, reproductive) composing a sentence according to the intended goal and rule, analyzing language phenomena, transformation, etc. k. The most important exercises in the formation of speech skills are speech-oriented exercises. They are educational exercises. Such exercises take into account, on the one hand, the specific aspects of the type of speech activity being studied, and on the other hand, aspects of the language material that are difficult for students. It would be wrong to say that the process of foreign language teaching is artificially created, despite having a communicative orientation, and that it is based on a purely informative motivation. Therefore, it is not correct to call exercises in artificial conditions purely communicative exercises. As a result, some Methodists refuse to use them in the educational process. The reason, they insist, is that it is not informative. Others limit themselves to pure speech exercises for a long time, forgetting that they are not only in speech activity, but also have a learning and teaching character. M: It is not only a tool for teaching reading, but also a tool for teaching other types of speech activities (i.e. speaking and writing). In modern methodology, the process of learning foreign languages is considered as a continuous chain of exercises consistently performed. The quality of the exercises affects the success of mastering speech activity in a foreign language. Exercises, based on the activity nature of learning foreign languages, act as a form of communication language material and the implementation of the objectives of learning. In other words, exercises are not only a means of mastering linguistic material, but also a means of mastering various types of speech activity. The concept of «system" implies the presence of a certain set of elements, parts that are combined in a certain way. Elements and parts of the system have a specific function. They are characterized by the presence of strong links between the elements of the system. These bonds, moreover, ensure its stability and integrity. The exercise system provides: a) selection of the necessary exercises, appropriate to the character of a particular skill or skill; b) determining the required sequence of exercises; c) the correct location of the material and its ratio; d) systematicity (regularity) of a certain material and certain exercises; e) correct interrelation (correlation and interaction) of different types of speech activity among themselves and within themselves. In methodical science, exercise is considered differently. Some scientists consider it a structural unit of the methodical organization of educational material. Others see it as a unit for learning foreign language speech activity. Exercises implement a variety of teaching methods, create favorable conditions for the development of speech skills in the foreign language. Exercises can be performed in various conditions. If the students' attention is directed to the content, and not to the language form, then in this case they perform speech actions associated with the expression of their own thoughts or with an understanding of the thoughts given by the author of the text (in listening or reading). Psychologists understand as an exercise the repeated fulfillment of certain actions or activities with the aim of mastering them, based on understanding and accompanied by conscious control and adjustment (L. B. Itelson). I. L. Bim sees in exercise the minimum unit for organizing the student's learning activities in mastering the elements of a foreign language system. Units of instruction personify the way in which units of material are used directly in students' performance. Exercise, in the understanding of I.

L. Bim, is a form of interaction between a teacher and students (for independent work — students and a textbook), mediated by educational material and having a standardized structure. The exercise includes the following elements in its structure: a) problem statement; b) an indication of the way to solve it (supports, landmarks); c) its decision; d) control (self-control). S. F. Shatilov sees in an exercise specially organized in training conditions of one or multiple execution of a single operation, a series of operations or actions of a speech (or language) nature. Exercises are characterized by the following parameters: a) purpose (target setting), speech problem (conditional or real); b) speech actions; c) language form and content; d) a certain place in the exercise system;

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