

Eurasian  
Research Bulletin

## Types Of Creating Exercises System Aimed at Studying a Define Topic of The Lexical Aspect of The Language

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### ABSTRACT

This article considers the types of creating an exercises system of aimed at studying a define topic of the lexical aspect of the language. The main objective of the method is to strengthen and develop knowledge in the process of practical activity. All of the following types of exercises can be used at teaching English homonyms, however, it is necessary to distribute their quantitative and qualitative ratio according to the topic being studied.

### Keywords:

Development of lexical skills, development of a system of exercises, learning process, teaching methods, semantisation, communicative approach, imitative, substitutional, transformational, reproductive training.

### Introduction:

T.I. Skripnikova, when creating an exercises system aimed at studying a define topic of the lexical aspect of the language, suggests relying on the following provisions:

- 1) it is necessary to ensure the unity of the goals and objectives of training;
- 2) for the development of lexical skills, it is necessary to use language and conditional speech exercises;
- 3) at developing an exercises system, it is necessary to take into account the mutual influence of various types of speech activity;
- 4) it is necessary to ensure the stages of training;
- 5) it is necessary to take into account the simultaneous formation of lexical competence and technical skills;
- 6) it is necessary to take into account the influence of the native language on the process of learning English [7, p.265].

### Literature Reivew:

According to A.D. Klimentenko and A.A. Mirolyubov, the following types of exercises should be present in the exercises system: "exercises aimed at mastering the real vocabulary, expanding the potential vocabulary and developing the language guess; receptive lexical exercises (listening, reading) and reproductive (speaking, partly writing); exercises for mastering various types of LU (words, set phrases, speech clichés), taking into account their difficulty for mastering" [9, p. 55].

According to S.F. Shatilov, within the framework of the communicative approach, there are three types of exercises: "Type 1 is truly (naturally) communicative exercises in which the communicative function of a foreign language and teaching communication skills are carried out; Type 2 - conditionally (educational)-communicative exercises that imitate and model communication for educational purposes, for students to master the language material, i.e. aspect speech skills; Type 3 - non-communicative exercises (formal,

analytical, linguistic), performed in order to comprehend and consciously assimilate linguistic material (grammatical, lexical, phonetic) in various types of speech activity" [10, p.33].

Here, the enumeration is carried out according to the degree of importance of the type of exercises for the formation of communication skills and abilities, from the point of view of S.F. Shatilov, the most important are truly communicative exercises, and this type of exercises should be given the most attention. However, the basis of teaching homonyms, in our opinion, is the development of skills and abilities of receptive types of speech activity - reading and listening. Therefore, in our opinion, the emphasis is shifted from the first type of exercises to the third, that is, when teaching homonyms, the third type of exercises, aimed at semantizing the homonym and using it in different contexts, has a greater share [5, p. 193].

It is also important to emphasize that the allocated S.F. Shatilov, three types of exercises correlate with the three stages of the learning process according to the didactic principle "from simple to complex". It is important for us that it is the point of view of S.F. Shatilov on the typology of exercises in a foreign language has largely shaped the tradition of understanding this issue by scientists in Uzbekistan. So, in the dissertation research of Sh.S. Alimova considers three stages of teaching interrogative sentences of English to students of the national (Uzbek) audience of a language university and proposes a system of three types of exercises [1, p. 83].

### **Analysis:**

At the same time, other points of view are presented in the national tradition. For example, in the textbook by A.K. Kuchibaev defined the following: "An exercise is a repetitive learning event that is organized under the guidance of students or independently in order to apply the studied material in practice. The main objective of the method is to strengthen and develop knowledge in the process of practical activities. Exercises are performed in the following types:

special exercises (exercises that form the skills of pronunciation, speaking, conscious listening, conscious reading, written fixation of thoughts); text analysis and interpretation exercises; exercises performed in writing (such exercises implement a communicative approach and are performed by students as homework); exercises performed orally and aimed at teaching communication (such exercises implement a communicative approach and are organized by working on a task in pairs or groups); exercises of planning, designing the educational process (performed in practical classes on the course of foreign language teaching methods in universities that train foreign language teachers) "(Our translation - M.M.) [3, p. 63]. As you can see, the proposed classification is based on the principle of taking into account the intended purpose of the exercise. It follows from this that the number of types of exercises will be equal to the number of possible purposes for their application [13, p. 233].

Other classifications may be based on other principles. For example, E.N. Solovova, describing the six most commonly used methods of semantization of new words introduced, identifies the same number of types of exercises: the use of visualization, semantization using synonyms / antonyms, semantization using known methods of word formation, translation of a word by a teacher, translation of a word by students using a dictionary, development of a language guess through the context, especially emphasizing the importance of the latter method [8, p. 44].

As M.S. Ilyin, in order to perform a speech act, it is necessary to develop skills - a stereotypical automated ability and skills - a non-stereotypical non-automated ability. Mastering homonyms is a non-automated ability, the development of which, nevertheless, refers to the difficulties of the pre-speech stage. According to M.S. Ilyin, such difficulties are overcome by training with the help of exercises of the pre-verbal stage on the basis of emerging automatisms [2]. This determines the types of exercises that need to be used to teach homonyms.

**Discussion:**

E.I. Passov identifies the following types of lexical exercises for the second stage - the stage of training, which he calls conditional speech: imitative, substitutional, transformational, reproductive. All these types of exercises can be used when teaching English homonyms, however, it is necessary to distribute their quantitative and qualitative ratio according to the topic being studied [6, p. 136].

Thus, teaching English homonyms as the development of non-automated skills and lexical competence requires a certain approach [11, p.55]. Since it is impossible to determine the specific meaning of a homonym without taking into account the context, the development of a linguistic guess is of particular importance. Here, first of all, we mean the linguistic context, which, from the point of view of O.V. Nizkoshapkina divides it into the following types: "The following types of context can be distinguished:

- a deterministic context that fully reveals the meaning of an unfamiliar word;
- semi-deterministic context, revealing the meaning of the word approximately;
- a false context that makes it difficult to understand words, and in some cases causing them to be misinterpreted.

In addition to these types of context, we can talk about a neutral context that does not reveal the meanings of words, but only helps to establish their syntactic functions" [4, p. 33]. As applied to teaching homonyms, it follows from the above that the best result will be achieved by selecting special English texts that allow students to develop the ability to guess language.

**Conclusion:**

Thus, for the productive memorization of new vocabulary, it must be presented and activated on the basis of a semantic coherent text, included in a variety of speech practice. This is in our opinion more effective way of gaining knowledge.

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