



MODERN REQUIREMENTS FOR THE TYPOLOGY AND SYSTEM OF EXERCISES IN TEACHING FOREIGN LANGUAGES

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ABSTRACT

This article provides for the study of the typology and system of exercises used in teaching foreign languages, the identification of modern requirements for them, and the analysis of the methodological foundations for the formation of an effective system of exercises. The article uses methods of historical-comparative analysis, systematic approach, and contextual analysis. Theoretical sources on typologies and systems of exercises developed in different periods have been studied, a comparative analysis of which has been carried out. As a result of the study, various typologies of exercises (language and speech exercises, receptive and reproductive exercises, complex language exercises, etc.) were identified and analyzed. The basic requirements for the exercise system are established: the development of cognitive processes, the inclusion of all linguistic aspects and types of speech activity, the growing level of difficulty, interdependence, repeatability, and communicative orientation. Also, the importance of exercises and the requirements for them have been determined in the methodology of Modern Language Teaching. Exercises are considered the basis of the process of teaching a foreign language, the formation and application of which depends on a number of factors. An effective exercise system should be aimed at the balanced development of cognitive, linguistic, and communicative aspects. A system of exercises developed on the basis of modern approaches makes it possible to effectively formulate the communicative competence of language learners.

Introduction:

The process of learning a language is multifaceted, encompassing both theoretical knowledge and practical skills. Each element in this process is directly related to the exercises used in teaching, and the use of specific exercise systems for mastering language material and each language skill underscores the importance of exercises in language teaching. Consequently, there are specific requirements for exercise systems aimed at developing and shaping each language skill. For example, exercises aimed at listening comprehension should ensure:

- The exercises match the psychological and linguistic complexity of the content being listened to;
- The possibility of correlating the listening process with other types of speech, especially speaking;

- The ability to manage the process of forming listening comprehension knowledge and skills;
- Fulfillment of practical and educational objectives.

The language teaching system is a process involving exercises ranging from multiple-choice questions to complex problem-solving activities, each type having its own advantages and disadvantages, and differing in their impact on learner motivation. Exercises also provide various methods of assessment for teachers. The use of different exercises during lessons gives learners a sense of being monitored and provides opportunities to review the material being studied, which is an important component of long-term knowledge acquisition.

Literature Review and Methodology:

This study mainly employed the following methods:

- Historical-comparative analysis: Various typologies and systems of exercises developed at different times were studied, and their similarities and differences were identified.
- Systematic approach: The structural components of the exercise system, their interrelationships, and the requirements for the system were studied comprehensively.
- Contextual analysis: The role and importance of exercises in the language teaching process were analyzed in the context of modern methodology.
- Synthesis: New approaches to the typology and system of exercises were developed based on the views of various scholars and methodologists.

Typologizing exercises means classifying exercises according to their existing characteristics. The main classification criteria include preparing for speech activity (preparatory language exercises) and ensuring participation in speech activity (speech communicative exercises) [2]. The typologization of exercises, classification, and grouping are also debated aspects of language teaching methodology. There have been many attempts to classify exercises into categories. Some methodologists believe that the typology of exercises should be based on a specific criterion, such as the degree of information transformation [3]; the ability to facilitate the use of language elements [4]; or preparation for speaking [5]. However, the variety of language exercises is so vast that it is challenging to categorize even exercises aimed at teaching a specific type of speech using a single criterion. Other experts propose 2-, 3-, or 4-criterion typologies of exercises. However, the proposed typologies do not have clear criteria and fail to comprehensively cover the exercises.

Results and Discussion: The results show that approaches to the typology and system of exercises have undergone significant changes throughout their historical development. Initially, exercises focused on language aspects predominated, while modern approaches emphasize communicative-oriented exercises. Among the main typologies of exercises are language and speech exercises, receptive and reproductive exercises, complex language exercises, and learning and natural-communicative exercises, each with its own characteristics and applications at different stages and for various goals in the language learning process.

Modern requirements for an effective exercise system are comprehensive and include the development of cognitive processes, coverage of all language aspects and types of speech activity, increasing levels of difficulty, interdependence, repeatability, and communicative

orientation. The psychological characteristics of language learners, the complexity of language material, and communicative goals must be considered when forming an exercise system. The balanced consideration of these factors enhances the effectiveness of the exercise system.

In modern language teaching methodology, an exercise system aimed at developing communicative competence is considered the most effective. Such a system allows learners to apply their language knowledge in practical communication. Effective use of exercises requires attention to their interrelation, sequence, and communicative orientation. An exercise system based on these principles makes the language learning process more efficient and goal-oriented.

Conclusion:

In conclusion, the formation and application of exercises, which are essential in strengthening and applying language knowledge, in the foreign language teaching process is based on various factors. These factors range from methods and technologies that meet modern requirements to the psychological components of learners.

