

The Role of Interactive Exercises in Learning Russian in Foreign Language Groups at the University

Bahramova Munira Madaminovna ¹

¹ Doctor of Philosophy (PhD)

Bakhadyrova M. A. ²

² Student Ferghana State University

Annotation:

The article examines the features of teaching Russian as a foreign language through the use of interactive forms and teaching methods that are most relevant at the present stage of teaching. The provision of assimilation of exercises by foreign language groups is highlighted. A hierarchy of concepts is defined: "system", "subsystem", "complex", "series", "cycle", "group of exercises", which the content of these terms can be illustrated by an example. Four subsystems are also identified, such as speaking, listening, reading, and writing.

Keywords: exercise system, teaching methods, speaking, listening, reading, writing, cycle, series, complex.

INTRODUCTION

The system of exercises ensures the organization of the process of assimilation of language units in language teaching. It is not enough to know the methodological characteristics of exercises, their types, types, and be able to select the most appropriate ones. This does not guarantee assimilation. In terms of organizing the learning process, the exercise system should ensure:

- a) the selection of necessary exercises that correspond to the nature of a particular skill and the quality (mechanism) of a particular skill;
- b) determining the necessary sequence of exercises: learning always goes through some stages and proceeds on the basis of certain methodological principles or rules.;

- c) determining the ratio of exercises of various types, types, subspecies and variants, because this determines success no less than the correct sequence of exercises.;
- d) the regularity of certain material;
- e) the correct relationship (correlation and interaction) at all levels of the system (between types of RD, within them, between communication skills in general) [1., p. 12].

A system of exercises is understood as a set of necessary types, types and varieties of exercises performed in such a sequence and in such quantity that take into account the patterns of formation of skills in various types of speech activity in their interaction and ensure the highest possible level of mastery of foreign language in given conditions (Shatilov S.F.).

In the aggregate of exercises, the nature and number of the latter may vary depending on the goals of their implementation – for the development of communication skills or for the formation of their individual components. Therefore, we can name the following hierarchy of concepts: "system", "subsystem", "complex", "series", "cycle", "group of exercises". The content of these terms can be illustrated by the following example. The system of exercises for learning includes 4 subsystems– according to the number of types of speech activity - for teaching speaking, listening, reading, writing. Each subsystem can consist of several sets of exercises for teaching specific skills, for example, a set of exercises for teaching dialogic speech and a set of exercises for teaching monologue speech. Each set of exercises consists of three sets of exercises for skill training. The first series is for teaching phonetic skills, the second is for teaching lexical skills, and the third is for teaching grammatical speaking skills. All of these exercises are performed in conjunction and in interaction. Each series, in turn, includes a number of cycles of exercises for teaching specific skills, for example, a cycle of exercises for teaching articulatory, rhythmic and intonation skills; a cycle of exercises for teaching the syntactic side of speaking, for teaching morphological skills of oral speech. The cycle can be divided into smaller groups of exercises for teaching specific linguistic phenomena.

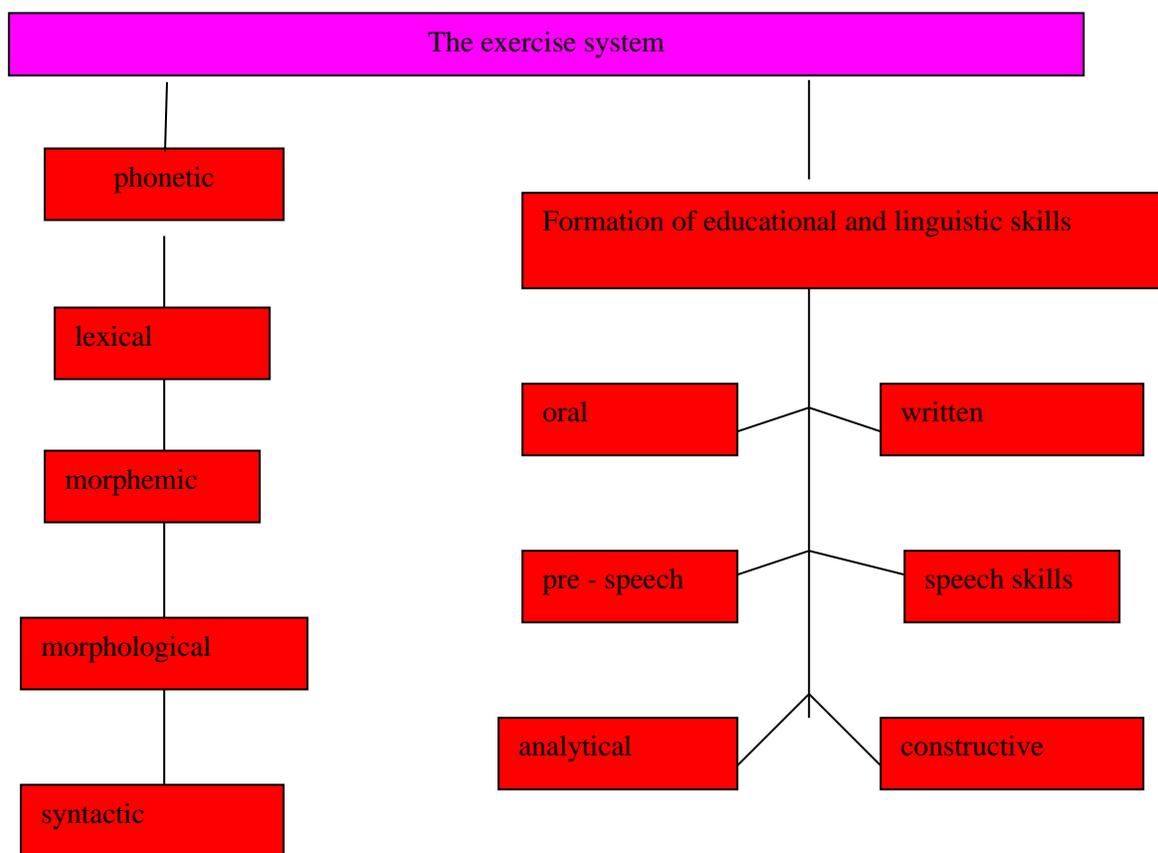
A similar structure of the exercise system can be found in teaching other types of speech activity.

- The system of "language - speech" exercises took shape as such in the 40-50s of the last century through the efforts of many Soviet methodologists (L.V.Shcherba, I.V. Rakhmanov, I.A. Gruzinskaya, etc.). The importance of the exercise system lies in the fact that it ensures the organization of the learning process and the organization of the learning process. The exercise system is the organizing beginning of the learning process, precisely because it is a system, the opposite of chaos. The system of exercises "language – speech" is based on a psychological scheme: primary skills and secondary skills. E.I. Passov correlated this scheme with exercises.
- Speech exercises. With the help of speech exercises.
- During the lessons, the structure and content of the texts gradually become more complicated. The following text parameters are changed. The nature of the text: narration, description, reasoning, proof.
- Presentation form: monologue, dialogical
- Structure: simple, complex.
- Subtext: missing, open, hidden
- The volume of the text: at the preparatory faculty from 100 to 800 words.
- Exercises for understanding descriptive information based on material familiar to students.

- A monologue text of a descriptive nature is proposed for the work. The content of the text is familiar from previous lessons. The message is designed for 3-5 minutes of sound. There is no subtext.
- Exercises for understanding plot-based text containing new information and unfamiliar words.
- Plot texts of an entertaining nature are selected for the work. The narration is monologue, the composition is simple. The text may contain up to 3% of unfamiliar words, the meaning of which students guess from the context. Information of a socio-cultural nature is explained at the pre-text stage of working with the text.

The following types of speech exercises are also used in the classroom. For example:

- Listen to the beginning of the dialogue and suggest its possible continuation.
- Listen to the dialogical text and convey its contents in the form of a monologue.
- Confirm or deny the following statements based on the text you have listened to
- Make a plan of the listened text, and then retell it according to the plan. etc.



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