

## SYSTEM OF EXERCISES IN FOREIGN LANGUAGE TEACHING

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**Annotation.** This study examines the theoretical foundations and practical applications of exercise systems in foreign language teaching, focusing on the structural organization and methodological principles that govern effective language acquisition. The research analyzes various approaches to designing exercise systems, including their hierarchical arrangement, progression from controlled to communicative activities, and integration of linguistic and cultural components. By exploring both traditional and innovative exercise typologies, this study identifies key principles for developing comprehensive exercise systems that promote language proficiency across all skill areas while accommodating diverse learning styles and educational contexts.

**Аннотация.** В данном исследовании рассматриваются теоретические основы и практическое применение системы упражнений в обучении иностранным языкам, с акцентом на структурную организацию и методологические принципы, обеспечивающие эффективное усвоение языка. В исследовании анализируются различные подходы к разработке систем упражнений, включая их иерархическую организацию, прогрессию от контролируемых к коммуникативным заданиям и интеграцию лингвистических и культурных компонентов. Изучая как традиционные, так и инновационные типологии упражнений, это исследование определяет ключевые принципы для разработки комплексных систем упражнений, способствующих языковой компетенции во всех областях навыков, учитывая при этом различные стили обучения и образовательные контексты.

**Keywords:** Foreign language teaching, exercise typology, language acquisition, methodological principles, communicative competence, skill development, learning progression, task-based learning, educational psychology, instructional design.

**Ключевые слова:** Обучение иностранным языкам, типология упражнений, усвоение языка, методологические принципы, коммуникативная компетенция, развитие навыков, учебная прогрессию, проблемно-ориентированное обучение, педагогическая психология, проектирование обучения.

A systematic approach to language teaching through properly organized exercises is fundamental for effective foreign language acquisition. The concept of a "system of exercises" represents not merely a collection of tasks but a carefully structured progression designed to develop specific language skills while integrating them into a cohesive communicative competence. This methodological organization of learning activities constitutes the practical mechanism through which theoretical principles of language pedagogy are realized in the classroom.

The historical development of exercise systems reflects evolving perspectives on language teaching methodology. Traditional grammar-translation approaches emphasized formal linguistic elements through pattern drills and translation exercises. The subsequent audio-lingual method introduced

more structured habit formation through repetition and mimicry. Contemporary communicative and task-based approaches have revolutionized exercise design by prioritizing meaningful interaction and authentic language use. This evolution demonstrates how exercise systems serve as practical manifestations of prevailing theoretical paradigms in language education.

According to Passov, a leading methodologist, a true system of exercises must possess specific characteristics: scientific basis, comprehensiveness, structural hierarchy, purposefulness, situational context, and communicative orientation. These criteria distinguish systematic exercise sequences from random collections of activities. Gez further elaborates that effective exercise systems exhibit logical progression from receptive to productive skills, from controlled to free practice, and from form-focused to meaning-focused tasks [1;83].

The structural organization of exercise systems typically features several hierarchical levels. Preparatory exercises focus on language form and structure, developing the foundational linguistic competence necessary for communication. These include recognition exercises, substitution drills, transformation activities, and guided production tasks. Speech exercises build upon this foundation by engaging learners in meaningful communication through situational dialogues, discussions, role-plays, and problem-solving activities. Rogova categorizes exercises into non-communicative (focusing on form), pre-communicative (bridging form and meaning), and communicative (prioritizing message conveyance) [2;67].

Modern methodological frameworks differentiate between language exercises, which develop linguistic competence (phonological, lexical, grammatical), and speech exercises, which develop communicative skills (listening, speaking, reading, writing). Solovova proposes a three-phase exercise system: orientation (introducing new material), stereotyping (practicing patterns), and variance (creative application). This progression reflects cognitive processing theories that trace learning from controlled to automatic performance. The design of effective exercise systems must consider several key principles. The principle of gradual complexity increase ensures that learners proceed from simple to complex tasks, building confidence and competence incrementally. The principle of communicative context emphasizes that even form-focused exercises should contain elements of meaningful communication. The principle of integrated skills development recognizes that language abilities are interrelated and should be practiced in combination rather than isolation [4;14].

Technological innovations have expanded the possibilities for exercise system implementation. Computer-assisted language learning (CALL) and mobile applications offer new formats for exercise delivery, including interactive activities, immediate feedback mechanisms, and personalized learning paths. However, these technological tools must be integrated within coherent methodological frameworks rather than used as isolated supplements.

Several challenges persist in developing optimal exercise systems. The need to balance accuracy and fluency remains a central methodological dilemma. Exercise sequences must provide sufficient structural practice without sacrificing communicative authenticity. Additionally, individual differences in learning styles, cognitive processing, and motivation necessitate flexibility within exercise systems to accommodate diverse learner needs.

Research on exercise effectiveness highlights several critical factors. Exercises that incorporate problem-solving elements generate higher cognitive engagement than mechanical drills. Tasks

requiring information exchange and negotiation of meaning produce more significant language gains than one-way activities. Furthermore, exercise systems that integrate cultural elements alongside linguistic content contribute to more holistic language acquisition.

The evaluation of exercise systems should examine not only their structural coherence but also their practical effectiveness in developing targeted competencies. Assessment criteria include the degree to which exercises: promote active mental processing, reflect authentic language use, allow for personalization, provide appropriate scaffolding, and facilitate transfer to real-world communication contexts. This evaluation should inform the continuous refinement of exercise designs to maximize learning outcomes.

The implementation of exercise systems in Uzbekistan's educational context presents unique considerations. Traditional pedagogical approaches have historically emphasized structural accuracy through grammar-focused exercises. Contemporary reforms aim to balance this foundation with more communicative activities that prepare learners for global interaction. This transition requires thoughtful adaptation of exercise systems to maintain cultural appropriateness while embracing methodological innovations.

In conclusion, a well-designed system of exercises represents the practical backbone of effective language teaching methodology. By organizing learning activities according to sound psycholinguistic principles and arranging them in logical progression, educators can systematically develop the complex set of skills required for foreign language proficiency. Future research should continue to examine how exercise systems can be optimized to address evolving educational needs, technological possibilities, and our growing understanding of language acquisition processes.

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