

CHARAKTERISTIK DER ÜBUNGEN IM LEHRCLUSTER ANSATZ-BASIERTE FREMDSPRACHE IM BEREICH DER NATURWISSENSCHAFTEN DER AKADEMISCHEN LYZEUMS

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Anmerkung: Im Kontext eines Bildungsclusters, bestehend aus Teilen von Bildung, Wissenschaft und Wirtschaft, ist ein Clusteransatz wichtig, um Englisch auf allen Bildungsstufen, insbesondere in akademischen Lyzeen, entsprechend der gewählten Fachrichtung zu unterrichten. Ein adäquates Übungssystem spielt eine wichtige Rolle bei der Gestaltung einer professionellen fremdsprachlichen Kommunikation.

Stichworte: Clusteransatz, Fremdsprachenunterricht, Akademisches Gymnasium, Chemie, Biologie, Bewegung.

CHARACTERISTICS OF EXERCISES IN TEACHING CLUSTER APPROACH-BASED FOREIGN LANGUAGE IN THE FIELD OF NATURAL SCIENCES OF ACADEMIC LYCEUMS

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Abstract: In the context of an education cluster consisting of parts of education, science and industry, a cluster approach is important in teaching English at all stages of education, especially in academic lyceums, in accordance with the chosen specialty. An adequate system of exercises plays an important role in forming professionally foreign language communication.

Keywords: cluster approach, foreign language teaching, academic lyceum, chemistry, biology, exercise.

So far there developed plethora of approaches to teaching foreign languages. Nowadays the attention on this scope is grabbed by cluster approach which offers the following characteristics: teaching foreign languages based on the specialty and profession, interconnecting professional subject context and a foreign language, teaching professionally oriented foreign language in all stages of continuing education.

Taking into account the fact that academic lyceum is an important step in the training of qualified specialists in the Republic of Uzbekistan; it is advisable to teach foreign languages based on cluster approach.

Mastering the target language and culture within the framework of the cluster approach-based foreign language teaching process occurs successfully mainly through the students acquiring its strategies and techniques, which is provided by appropriate exercises and tasks aimed at forming speech skills and abilities.

As a professor J.Jalolov says, "It is not exaggeration or mistake to consider foreign language learning as a process of doing exercises". According to his definition, exercise is a foreign language learning performance from writing a letter or pronouncing a sound to understanding a text and expressing oneself.

On the basis of almost all methodological research on the formation language and speech skills and abilities lies speech activity which is “active, purposeful, mediated with language system and conditioned with the process of communication of sending or receiving a message, i.e. production and reception process”.

An exercise as a unit of learning activity is characterized by certain parameters. They are as follows: a) goal, speech task (conditional or real); b) speech actions; c) linguistic form and content; d) its specific place in the system of exercises; e) a certain time of its implementation; e) the result achieved during its implementation; g) verbal and non-verbal material used in the exercise; h) method of implementation; i) the organizational form of the exercise.

Also it is necessary to define the concept of “system of exercises”.

The importance of the exercise system lies in the fact that it provides the organization of the assimilation process and the organization of the learning process.

It is not enough to be aware of the methodological characteristics of exercises, their types, and be able to select the most adequate of them. This still does not guarantee assimilation. In terms of organizing the learning process, the system of exercises should provide:

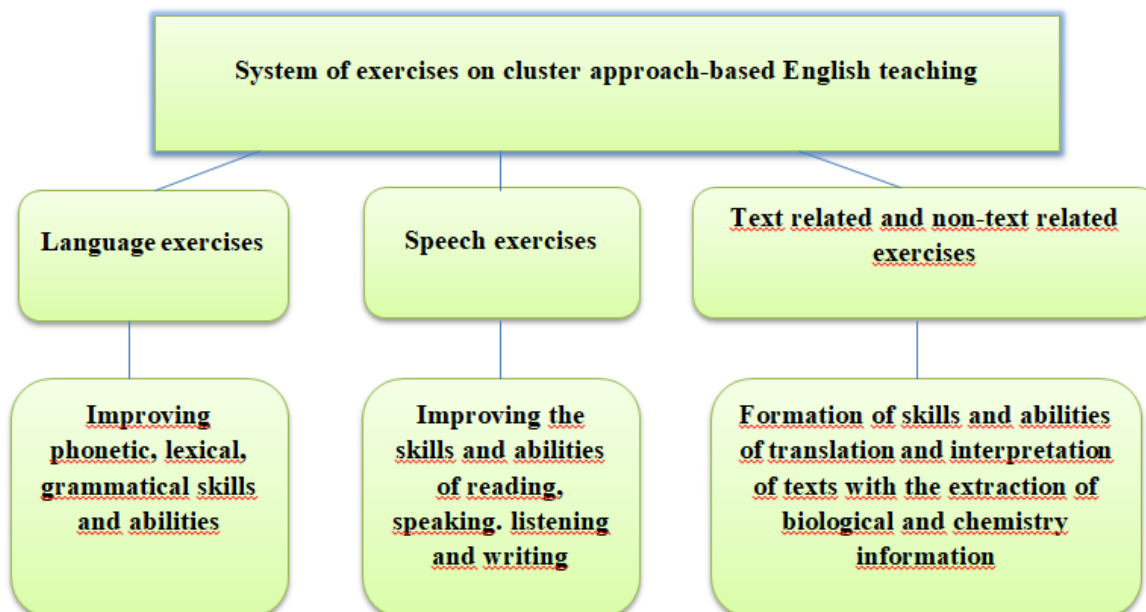
- a) Selection of necessary exercises corresponding to the nature of this or that skill and the quality (mechanism) of this or that skill;
- b) Determination of the necessary sequence of exercises: assimilation always goes through some stages and proceeds on the basis of certain methodological principles or rules.
- c) The regularity of certain material;
- d) The correct relationship (correlation and interaction) at all levels of the system (between types of speech activity, within them, between communication skills in general).

In accordance with the task of forming the subject awareness of students, it is advised to use a stepwise approach, including several stages.

At the first stage of mastering lexico-grammatical competence, language phonetic, lexical and grammatical exercises are used. They are aimed at the primary memorization of biology and chemistry focused and concepts based on the analysis of language knowledge and one's own speech experience.

In the process of cluster approach- based teaching of foreign languages it is advisable not to focus on any one type speech activity, but to ensure the formation of competencies (in a limited volume) for all types of communication activities: reproductive (listening and reading) and productive (speaking and writing), as well as in translation.

To implement strategies to teach English based on cluster approach, we have developed a system of exercises:



In accordance with the task of forming the information-subject competence of those building, a stepwise approach was used, including several stages.

At the first stage of mastering lexico-grammatical competence, language phonetic, lexical and grammatical exercises are used. They are aimed at the primary memorization of professional vocabulary (chemistry/biology) and concepts based on the analysis of language knowledge and one's own speech experience. At the stage of training and consolidating language knowledge and skills, grammatical and lexical exercises are offered. They are associated with the formation of grammatical forms, the construction of a given content, including various professionally related information. This is done with the help of lexical units from the subject area of "Biology and chemistry". The exercises are aimed at memorizing linguistic facts that are of a special nature, at creating language skills in form formation, regardless of their communicative function in speech.

At the final stage of mastering the language material, conditional speech and speech exercises are used. The complex used allows achieving the goal of developing Language skills and abilities in form formation, word formation, and transformation, replacement of synonymous forms and reconstruction of these forms in speech. Here all types of speech activity are used as a means of accumulating special information from the subject area of "Biology and chemistry".

The following image can be observed in applying the recommended system of exercises:

Within the topic area, students learn or revise the "there + to be" construction and "The simple tense forms (Present, Past, Future)" in grammar as a language material. Then they are asked to translate professionally related statements with these grammar rules.

Example: Translate the sentences into your mother tongue .

1. There are many complicated problems in chemistry.

2. What up to date instruments are there in your laboratory?

Put general questions to the sentences.

1. Chemistry deals with the study of substances and their transformations.

Students can be assigned exercises and assignments in order to provide them with the necessary lexical minimums on the topic and to teach them the correct pronunciation.

Example: 2. Work out with the meaning and translation of the following words and pronounce them.

advantage[əd'vɑ:ntɪdʒ]

acid ['æsɪd]

Then, in the later stages, the receptive types of speech activity - in the context of reading comprehension or listening comprehension - are developed with the text on the topic, and within the subject, first, with the appropriate vocabulary; second, exercises that test reading and listening comprehension.

Example: Read the text and say if the following statements are true (T), false (F) or not mentioned (NM) in the text.

1. A physical change involves changes in composition and in properties.

2. Chemical changes are usually accompanied by the liberation or the absorption of energy, in the form of light, heat or electricity.

In the final stage, the knowledge and skills formed and developed through the above exercises and assignments lead to the final goal of professional communication in a foreign language through assignments within the framework of productive types of speaking activities (written and oral)

Example: Compose short dialogues for the following imaginary situations:

1. The boy next door is in the fifth form. He states that he studies botany but not biology. Explain his mistake to him.

2. One of your friends believes that only animals are living organisms, another one thinks that both animals and plants are alive with no difference whatsoever. Are they right? Why? Discuss the ways in which living things differ from lifeless objects.

3. Your friend alleges that there is no life on the bottom of deep seas. Prove that life exists nearly everywhere on earth. What evidence can you give to prove this?

In conclusion, correct selection of exercises improves the skills and abilities of working with information of a special area. Such exercises make it possible to eventually form the information and subject readiness of students in the natural science direction.

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