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THE MATTERS OF ALGORITHMIZATION AND THE SYSTEM OF EXERCISES

Abstract: *the given article deals with matters of algorithmization and the system of exercises, the notion of algorithmization, criteria of making exercises and tasks, different classifications of exercises and training to evaluate, comparing and designing different types of activities.*

Key words: *types of exercises, classifications of exercises, EL coursebook, effectiveness and relevance, improvement knowledge and skills, concept “algorithm” and “system of exercises”, teaching material, algorithmization, assignments.*

Language: English

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Introduction

Algorithm - a set of well-defined rules for solving a problem in a finite number of steps. Algorithms are extensively used in computer science. The steps in the algorithm are translated into a series of instructions that the computer can understand. These instructions form the computer program. In methodology of FLT by this term is understood a set of operation and action in obtaining knowledge and skills.

Goals and objects

The main goals and objects of it is forming of activity organization at the lesson is an exercise as repetition of the same typical operations and actions many times. Using exercises at the lesson demands understanding the types and kinds of exercises and their purpose, what place an exercise occurs in the system of exercises and what results can be achieved doing a certain exercise.

Exercises must be created as a system. By the system of exercises we understand organization of teaching actions in algorithm (logical consecutive) in

accordance with increasing of language and operational difficulties. It was mentioned, that the system of exercises includes itself tasks and activities. Van-de Branden defines a task as «... activity in which a person engages in order to attain an objective and which necessitates the use of language»¹. That is, by understanding language input and by producing language output; better still, by interacting with other people in real-life situations through the use of EL, the goal that the learner had in mind could be better achieved.

The appointed requirements to the system of exercises are:

- 1) Actions must correspond to the given goal and nature of phenomenon.
- 2) Consecution of exercises must correspond to stages of skills formation (from imitative exercises to production in accordance with one stimulus).

Materials and methods

FLT presupposes conducting a lot of lessons which must be organized in logical succession. A good EL lesson consists of much more than a series of

¹ Van de Branded K. Task-based language education: From theory to practice. -Cambridge: CUP, 2007.

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activities and exercises that the teacher has strung together to occupy classroom time – and it involves much more than simply presenting the material in the current EL textbook. EL teaching is not only a field of practical activity but also a discipline that draws on a considerable body of knowledge and practice. Every lesson of a teacher should reflect a solid understanding of the nature of the language, of the EL learning and teaching, and of his/her learners – taking into account their needs as well as their learning styles and preferences.

Thus, a language lesson consists of a sequence of activities that lead toward your lesson goals or objectives. The structure of a lesson is determined by how you deal with three essential stages of a lesson: openings, sequencing, and closings (the material below taken from the source: Richards C., Bohlke D. Creating Effective Language Lessons. CUP, 2011. The chapter 6).

Openings

This phase of the lesson serves primarily to focus the students' attention on the aims of the lesson, to make links to previous learning, to arouse interest in the lesson, to activate background knowledge, or to preview language or strategies students may need to understand in order to complete activities in the lesson. There are various ways in which a teacher can achieve a successful opening – for example:

- Ask questions to assess the learners' background knowledge or to develop ideas related to the topic.

- Use brainstorming and discussion activities.

- Show a DVD or video clip related to the lesson theme.

- Give a short test.

- Do or show something unusual to arouse students' interest in the lesson.

Sequencing

A lesson is normally devoted to more than one type of **activity**, and teachers often have a “script” or preferred sequence that they follow when teaching a particular type of lesson, such as a speaking lesson, a reading lesson, a writing lesson, or a listening lesson. A common lesson sequence found in many traditional language classes consists of a sequence of **activities** referred to as P–P–P: *Presentation*, (new language items are introduced), *Practice* (students complete **guided practice activities** using the new language), and *Production* (students take part in freer, more open-ended **activities** using the new language). In communicative language teaching, lessons often begin with **accuracy-based activities** and move toward **fluency-based activities**. Reading lessons often follow a format consisting of **Pre-reading, While-reading, and Post-reading activities**. Listening lessons follow a similar format. Conversation lessons often begin with controlled practice activities, such as dialog practice, and move toward open-ended activities, such as role plays.

Lessons based on a task-based approach often follow a sequence consisting of *Pre-task activities, The task cycle, The language focus, and a Follow-up task*.

In addition to the lesson sequence suggested by the teaching approach you are using or by the particular language skill you are teaching, other more general considerations will also influence the stages into which you think a lesson should be divided, drawing on principles such as “easier before more difficult activities,” “receptive before productive skills,” or “**accuracy activities** before **fluency activities**.” At the same time, when planning a lesson, you will need to consider how you will handle the transitions between the different sequences of the lesson.

Experienced teachers are very skilled at handling the transitions between the different parts of a lesson. They tend to mark the onset of transitions clearly – for example, by stating when one **activity** should end and when the next will begin; they also make use of a variety of procedures to avoid losing class time as they move from one **activity** to another – for example, by implementing clear procedures for forming groups and for carrying out group work.

Less experienced teachers, on the other hand, tend to blend **activities** together, not paying sufficient attention to the links between events and taking too long to complete the movement between segments of a lesson. It is important to keep in mind that effective lesson links or transitions help maintain students' attention during transition times and establish a link between one activity and the next. Planning for transitions involves thinking about how the momentum of the lesson will be maintained during a transition – for example, while moving from a **whole-class activity** to a **group-work activity**; another issue that teachers need to consider is what students should do between transitions – for example, if some students complete an activity before the others.

Closings

The closing phase of a lesson is also an important part of a lesson sequence. Ideally, it should leave the students feeling that they have successfully achieved a goal they set for themselves or that had been established for the lesson, and that the lesson was worthwhile and meaningful. Sometimes you and your students may have a different understanding of what you were trying to achieve in a lesson. At the end of a lesson, it is usually valuable to summarize what the lesson has tried to achieve, to reinforce the points of the lesson, to suggest follow-up work as appropriate, and to prepare students for what will follow. It is always important to praise the students for their effort and performance. During the closing stage, students may raise issues or problems that they would like to discuss or resolve; at this time, you may also encourage them to ask you for suggestions concerning how they can improve.

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It is often useful to make students aware of the sequence or structure you have planned for a lesson. One way to achieve this is to write a brief lesson outline on the board before the lesson begins (preferably before the students come to class), listing the activities that the students will take part in and the purpose of each activity. This lets the students know what they will be expected to do during the lesson. It also gives students a sense that they are taking part in a lesson that has been well planned and organized. Another benefit of making sure everyone knows exactly how the lesson will play out is that late-coming students can be oriented to which part of the lesson has already been taught.

Results and discussions

In methodology different classifications of exercises have been worked out. In our opinion, the more effective system of exercises was suggested by V.A.Buhbinder². They are 1) informative exercises; 2) operational exercises and 3) motivational exercises. They provide acquiring language, speech acts or operations and speech activity in FL.

The other traditional systems of exercises, reflected in the domestic methodology consist of language and communicative exercises. It is necessary to remember that language units are means of communication, that's why this kind of exercises must be oriented to the operations as preparation stage for communication.

Language exercises (skills getting/obtaining) are used as training and preparatory operations. The material for this type of exercises is language units. During doing this type of exercises the following

operations are sprung into action: 1) observation; 2) analysis; 3) comparison; 4) choosing; 5) transformation; 6) substitution and omitting; 7) generalization or finding analogues.

In methodology the following exercises are suggested: 1) imitative; 2) analytical; 3) operation-training; 4) constructive; d) reproductive. Language exercises bring character of some language aspect (pronunciation, vocabulary and grammar exercises).

Conclusion

The mentioned a task-based language teaching considers exercises as giving learners direct and immediate experience of language use in communication. Focused tasks, pre-tasks and feedback on tasks enable learners to notice language forms, to use them under real operating conditions and to receive feedback on their language use. Priority is given to getting something done through language rather than practicing predetermined language items. The language of the task therefore is not being predictable. Attention is paid to the task outcome or product and not to whether the learners used a particular language form to complete the task.

It is necessary during the pre-tasks and tasks activities check the understanding of tasks by learners what they have to do. While the tasks are being done a teacher assists them with any problems and input language items if the help is requested. After learners have done a task a teacher gives a feedback to: 1) whether the learners successfully accomplished a task; 2) examine input language that they needed but didn't use; 3) point out significant errors; 4) tell learners what they did well.

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