USING LINGUISTIC PROBLEMS IN THE EDUCATIONAL PROCESS AS A TEACHING TOOL

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ABSTRACT

This article examines various types of linguistic tasks used in language teaching. It examines tasks aimed at developing grammatical and lexical skills, as well as the ability to analyze linguistic phenomena. It demonstrates that linguistic tasks can be classified by the nature of their cognitive activity, level of difficulty, method of completion, and purpose of use. The article provides examples of tasks of each type and explores their role in the educational process. The conclusions reached allow the presented classification to be applied to more effectively organize language learning.

Keywords

linguistic tasks, classification, language learning, grammar skills, vocabulary skills, analytical skills, teaching methods, learning process.

ИСПОЛЬЗОВАНИЕ ЛИНГВИСТИЧЕСКИХ ЗАДАЧ В УЧЕБНОМ ПРОЦЕССЕ КАК ИНСТРУМЕНТ ОБУЧЕНИЯ

АННОТАЦИЯ

Статья посвящена различным видам лингвистических задач, используемых в процессе обучения языку. Рассматриваются задания, направленные на формирование грамматических и лексических навыков, а также на развитие умений анализа языковых явлений. Показано, что лингвистические задачи могут быть классифицированы по характеру мыслительной деятельности, уровню сложности, способу выполнения и целям использования. В работе приводятся примеры заданий каждого типа и раскрывается их роль в учебном процессе. Сделанные выводы позволяют применять представленную классификацию для более эффективной организации обучения языку.

Ключевые слова

лингвистические задачи, классификация, обучение языку, грамматические навыки, лексические навыки, аналитические навыки, методы обучения, учебный процесс.

Linguistic tasks are an important tool in the language learning process, promoting the development of students' cognitive and creative abilities. They are specialized tasks aimed at analyzing linguistic material, identifying patterns, and performing mental operations with

linguistic units[1]. The use of linguistic tasks not only deepens language knowledge but also develops skills for independent analysis and the conscious use of linguistic tools.

Development of analytical thinking

Linguistic tasks require students to deeply analyze linguistic phenomena. For example, tasks aimed at identifying syntactic structures in sentences, identifying grammatical errors, and defining grammatical categories of words and their functional use develop the ability to perceive language as a system. Completing such tasks promotes the development of logical thinking, comparison and generalization skills, and the formation of a critical attitude toward linguistic material[2].

Developing research skills

Many linguistic tasks are research-based and involve hypothesizing, analyzing linguistic facts, and interpreting them. Tasks that involve analyzing texts in terms of vocabulary, style, and syntax help develop skills in processing information, using reference sources, and drawing reasoned conclusions. These skills form an important foundation for students' future research activities[3].

Developing creativity

Creative linguistic tasks focus on creating original texts, transforming linguistic material, and changing genres or styles of expression. Assignments involving writing essays, stories, dialogues, or reworking texts stimulate creative thinking and contribute to the development of an individual speaking style. These exercises develop imagination and the ability to use language in innovative ways[4].

Deepening language knowledge

Linguistic tasks allow for a detailed study of language structure and the functional characteristics of its elements. Analysis of morphological forms, syntactic constructions, and lexical meanings of words facilitates a more conscious acquisition of language rules and their application in various communicative situations.

Thus, linguistic tasks are an effective teaching tool, ensuring not only the acquisition of theoretical knowledge but also the development of students' cognitive and creative abilities. Depending on their goals, content, and level of difficulty, linguistic tasks can be classified as follows.

Classification of Linguistic Tasks

By content and focus:

Analytical tasks involve analyzing linguistic material (sentences, texts, individual words):

- determining the syntactic structure of sentences;

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[1] Пассов Е. И. Коммуникативный метод обучения иноязычному говорению. — М.: Просвещение, 2010.

[2] Щерба Л. В. Языковая система и речевая деятельность. — М.: ЛКИ, 2008.

[3] Леонтьев А. А. Основы психолингвистики. — М.: Смысл, 2005.

[4] Бим И. Л. *Теория и практика обучения иностранным языкам.* — М.: Просвещение, 2007.

- analyzing the use of parts of speech in context;
- identifying grammatical errors.

Rule-formulating tasks are aimed at generalizing linguistic patterns:

- developing rules for changing word forms;
- identifying the characteristics of verb forms;
- formulating rules for word agreement.

Creative tasks are focused on the creative use of language:

- writing stories and essays;
- creating texts in various genres;
- transforming a text by changing its style or genre.

Problems that seek patterns involve identifying stable linguistic relationships:

- analysis of word-formation patterns;
- studying word changes;
- identifying stable phrases.

By difficulty level:

- Beginner level – tasks to identify basic linguistic phenomena;
- Intermediate level – sentence and word analysis;
- Advanced level – comprehensive text analysis and the creation of coherent statements.

By method of completion:

- selective tasks;
- completion tasks;
- tasks involving the transformation of linguistic material.

By purpose:

- for teaching grammar;
- for developing vocabulary skills;
- for developing text comprehension and analysis skills.

Systematizing linguistic tasks allows teachers to purposefully organize the learning process, taking into account the students' level of preparation and educational goals. The use of tasks of varying types and difficulty facilitates the gradual development of linguistic competence and improves the effectiveness of learning.

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