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METHODOLOGICAL CLASSIFICATION OF INDEPENDENT STUDY TASKS FROM MOTHER LANGUAGE IN CONTINUOUS EDUCATION

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ABSTRACT

Article explores the issue of improving educational tasks that become important in the methodology of teaching the native language, based on a pragmatic approach. It recommends samples and criteria for the current state of the use of educational tasks on the example of native language classes in grades 5-6, as well as educational tasks that will be created in the future. The "Summary" section describes suggestions for improving training assignments.

KEYWORDS

Learning tasks, pragmatics, pragmatic approach, knowledge, skills and competencies, life skills, question, exercise, task, improvement.

INTRODUCTION

Modernization of the field of public education in our country expands the possibilities of introducing innovative methods of forming the worldview of the young generation by strengthening the material and technical base. In the concept of development of the public education system until 2030, one of the most

important directions for the further development of general education is the widespread introduction of modern pedagogical and information and communication technologies into the educational process, practical studies aimed at studying alternative approaches and scientific justification priority tasks

such as the development of descriptive scientific research, the expansion of the use of modern educational technologies have been defined, and in this regard, it is important to ensure consistency in the formation of basic competencies of students and state requirements in the general secondary education system. In recent years, in our republic, in the mother tongue classes, it has been necessary to develop a well-rounded person who can think creatively in the native language classes, develop the linguistic and didactic competencies of the students in the mother tongue reading literacy classes, who can express their opinion fluently orally and in writing, and who understands the opinions of others. acquisition, the mother tongue is defined as the main goal of the educational content, normative bases for methodical development of linguodidactic competences of 5-6 graders were created based on the mother tongue lessons. Today, independent, creative thinking as the basis of youth education is reflected in the content of laws and decrees in our country. In the Decree of the President of the Republic of Uzbekistan dated April 29, 2019 No. PF-5712 "On approval of the concept of development of the public education system of the Republic of Uzbekistan until 2030" "...improving the teaching methodology, education- gradual application of the principles of individualization to the educational process; The task of introducing modern information and communication technologies and innovative projects into the field of public education is to develop

the speaking competences of 5-6-7-8 grade students in the context of mother tongue education in the continuous education system, to form them as individuals, to develop them in their life activities. It is the basis for ensuring active participation in educational, cultural, spiritual and educational aspects.

In our republic, a lot of attention is being paid to the wide introduction of the content of mother tongue education in the public education system, to the development of creative thinking skills of 5-6-7-8 graders in the new Renaissance. It is planned to improve the content of native language education of 5-6th grade students methodologically based on the linguo-didactic competence approach, improving speech and linguistic competences in the course of the lesson. General secondary education, showing the need to further expand the methodological possibilities of (listening and understanding), (speaking), (reading) and (writing) skills based on specific qualification requirements for learning the content of the mother tongue education requires the development of the pedagogical system and technological model of the methodological competence of the mother tongue subjects and the development of pedagogical conditions for their implementation.

Educational tasks are of great importance in the content of mother tongue education, therefore, special attention should be paid to this aspect when

conducting methodological research. In this regard, scientists of the world have conducted serious research, including in Central Asia, this topic has been thoroughly studied.

The problem of determining the types and tasks of educational tasks in the education of the mother tongue in Uzbekistan I.Allayorov[1;44], O.Rozikov[9;50], R.Ibragimov[4;265], B.Adizov [2; 280], M.H. Mahmudov[5; 42], I.E. Davronov[7; 32]. studied. Russian pedagogues A. N. Leontev, J. A. Ponomarev, S. L. Rubenstein, Australian scientist Jacques Richards researched educational tasks in the teaching of English as a mother tongue and as a second language. His approaches to the description and classification of educational tasks are used worldwide. E. Davronov's article reveals the essence of the concept of "assignment" from the point of view of well-known psychologists and didactics [7; 24]. A scientist views assignments as both ends and means. In didactic theory, the terms "assignment", "educational task", "intellectual", "problem" and "exercise" are used together with the terms "independent work". A.N. Leontiev understands the concept of task as follows: "A task is a goal set based on certain conditions" [7;32],

He uses the terms "need," "motive," and "activity" to describe the specific characteristics of a task. Y. A. Ponomarev created a number of categories in the theory of tasks, in particular, he determines the

interaction of the subject and the object in the educational situation, the activity of the subject in acquiring knowledge and improving it. And O. Rozikov analyzed the educational tasks from the point of view of their connection with the educational material in the scientific-pedagogical research. According to him, "the educational task is a modified form of the educational material depending on the educational goals" [9; 30]. Based on the needs of training, the following features are emphasized: 1) the possibility of construction (structuring); 2) construction and revision of the structure; 3) availability of the form of educational material; 4) proportionality of educational process stages; 5) the ability to replace one task with another; 6) open system; 7) complement each other; 8) conformity of the methods of learning and improvement of knowledge with the requirements; 9) creating conditions to meet the needs of teaching and learning [9; 27]. "Tasks reflect the experience accumulated by mankind and at the same time become a means of renewing and enriching material and spiritual values. [9; 44].

At this point, it is necessary to pay attention to the methodist M. Saidov's approach to distinguishing between the terms "exercise" and "assignment". The scientist divides educational tasks into three types among educational materials and distinguishes between them, and that, often, teachers confuse the concepts of "exercise", "assignment" and "problem"

in the course of their work. emphasizes. The scientist agrees with the opinion of Doctor of Pedagogical Sciences A. Ghulomov that "exercise is both a form of educational task and a specific method of teaching" admits that the task expresses a narrower concept than the exercise [11; 24-25],

It is known that in language textbooks, the terms "exercise", "question" and "assignment" are mainly used in natural and concrete sciences. All of them are a type of work included in educational assignments, and this term is also interpreted as educational assignments in some studies.

According to G. Hamroev, the main goal of language education comes from the content-essence and task differentiation of educational tasks, therefore, it is necessary to separately research the terms "exercise", "question", "task" in terms of their content and application. the most comprehensive is "assignment", and textbooks and manuals state that it includes questions and exercises [12;58]. Success cannot be achieved without national values, including perfect knowledge of the mother tongue. That is why the question of what and how to teach mother tongue science has been a problem from ancient times to the present day. This is a natural situation, because development depends on methodology, time makes its demands, methodology fulfills this order. That is why the question of what and how to teach is of constant relevance. [13;9]. In this regard, it is

appropriate to present the issue of educational tasks in the context of "Mother Tongue" textbooks, to differentiate educational tasks in terms of tasks, and to analyze the attitude to educational tasks. In the pragmatic approach, the student should have the ability to solve and eliminate life problems based on the knowledge and skills acquired through mother tongue education. In this sense, the essence of problem-based teaching is that the teacher does not convey knowledge in a ready-made form, but problematic tasks are set by the teacher in the form of questions or tasks, to search for ways and means of solving them, which make up the training. encourages. This, of course, is done through questions and assignments. Exercises mean repeating a mental or practical action in order to master it or improve its quality. Exercises also take part in this process.

At the same time, attention is paid to the level of independence of students in the performance of educational tasks: - special tasks are also given to increase knowledge and information; - exercises and tasks that teach the application of knowledge in various speech situations are also used.

Problem-based learning technology is important in the development of the skills of working with the text, which is actively used in the education of the mother tongue. Any text analysis can be turned into a problem-solving process through learning assignments. It is enough to put the question or task correctly. At this

point, the stages of solving the problem, checking the obtained results, comparing them with the original hypothesis, systematizing and summarizing the acquired knowledge and skills are important.

All this depends on the content of educational tasks, and the basis of educational tasks is the type of cognitive activity. In this regard, I. Ya. Lerner., N. M. Skatkin's approach is well known and popular. The type of cognitive activity is an independent level of cognitive activity that students achieve by working according to the educational schedule proposed by the teacher. It differs in the following classification methods: explanatory-illustrative (informational-receptive); reproductive; problematic presentation; partial-search (heuristic); research. The essence of the information-receptive method is expressed in the

following features: knowledge is offered to students in a "ready-made" form; the teacher organizes the perception of this knowledge in different ways; students perceive (receive) and understand knowledge, correct it in their memory. All sources of information (words, exhibits, etc.) are used in reception, and the logic of the presentation can be developed inductively and deductively. The management activity of the teacher is limited to the organization of knowledge perception [14; 87]. Educational tasks are a tool of teachers to encourage their students to learn and think, and a measure for monitoring their activity and learning.

Examples that are still used in the development of educational tasks for 6th grade students based on the competency approach can be cited:

Nº	Educational assignments
1.	Identify the consonants in the given sentence.
2.	In which sentences are back consonants used?
3.	Identify the adverbs that form the lexical form from the following sentences.
4.	What are the branches of linguistics?
5.	Identify the simple root words from the following sentences.
6.	Divide the given sentences into word groups.
7.	Mark the demonstrative clauses.
8.	Identify matching phrases.
9.	In which line are personal nouns given?
10.	Find the string of misspelled words.

Based on a pragmatic approach, educational tasks serve to develop the necessary speaking skills and competencies in the student, and most importantly, they are characterized by ease of assessment:

Nº	Pragmatic educational tasks
1.	Pronounce the given words.
2.	Fill in the blanks with words.
3.	Name the picture.
4.	Complete the sentence.
5.	Cross out the word that doesn't fit the topic.
6.	Replace with the synonym.
7.	Give words that have the opposite meaning to the given words.
8.	Answer the questions.
9.	Separate the unfamiliar words.
10.	Identify the sentence that does not match.

International assessment programs mainly test students' reading literacy, with all assignments being text-based in a pragmatic approach:

Nº	Pragmatic educational tasks
1.	Pronounce the given words.
2.	Fill in the blanks with words.
3.	Name the picture.
4.	Complete the sentence.
5.	Cross out the word that doesn't fit the topic.

In general, the development of educational tasks based on a methodical approach aimed at the development of speaking skills, directing the questions that will make the student think, clarify his thoughts, and develop his worldview will help to improve the education of the mother tongue.

The reproductive method of teaching is also used in the content of traditional mother tongue education. It has the following features: knowledge is offered to students in a "ready" form; the teacher not only communicates knowledge, but also explains it; students consciously acquire knowledge, understand it

and remember it. The criterion of assimilation is the correct increase of knowledge; the necessary power of assimilation is provided by repetition of knowledge.

In today's textbooks, the tasks are not named, only numbered. This creates certain difficulties for both the teacher and the student. Positive changes can be seen in the content of educational tasks, but there are also cases of retreating from a pragmatic approach and using traditional terms when asking questions and assignments.

For example: when we analyze the 6th grade Mother tongue textbook. Read the given text. Identify the headings and find a suitable heading for the text. Reinforcement.

Since I was four or five years old, I remember the events of this world. I remember the mourning of those who did not return from the war, and the way my disabled villagers who returned were knocking on crutches. I saw a lot of famine and people eating kunjara. Four boys and four girls grew up in our family. My brothers studied in Bukhara and Tashkent universities, language and literature faculties. Naturally, most of the books they were carrying were examples of fiction. I was already literate, I could read books fluently. I remember these things with great surprise today. For some reason, my memory was incredibly strong when I was a child. I remember reading it once. When there is no radio, television or

other shows, my pastime is reading. I would read what I came across and memorize what I came across. These books included folk epics, translations from Pushkin, Gafur Ghulam, Hamid Olimjon, and many other novels and short stories. Now I don't know exactly what motivated me when I started writing poems. Anyway, I remember becoming obsessed with rhyming words. Maybe I was bored, maybe I was having fun and wanted to write something. There is no idea. It is impossible not to write. That's why I used to put words like mother, school, brigadier, rare into a poem in my own way. People's poet of Uzbekistan Abdulla Oripov [16;24].

Copy and write the proper nouns in the text.

Identify mistakes in the text of the biography and correct them and copy the text.

Biography score. I was born on March 10, 2009 in the city of Gulistan, Syrdarya region. I was born in a gardener's family. I entered school 177 in Gulistan in 2016. I am currently studying well in this school. My place of residence: house 10, Farovan street, Gulistan city, Syrdarya region. I am interested in mathematics, literature, mother tongue and education. I really like physical education. After class, I attend a chess club. Dadfam Otabekov Jamshid Abdulla's son is a doctor at the hospital, and his mother Uzokova Baharoy Omonovna is at home. My elder brother, Abdullayev Ikram, studies at the Academic Lyceum. My middle

brother, Abdullayev Doston, is in the 10th grade. My younger brother, Abdullayev, is an 8th grader from Haydarali. I have one younger sister. Her horse is Kamola. He studies in the 2nd grade. January 14, 2022 Abdullayev Umid 20. Homework. Write a biography of a family member based on what you have learned. Please help us identify any errors and fix them. Tell your teacher about it orally.

1. What information do you have about the author of the text?
2. Re-read and respond to the section on the tragedy of war.
3. Explain why the poet's pastime was books. How does it fit into your life?
4. What was your impression of the poet's family environment?
5. What is the purpose of this text?

Why did you come up with this idea?

6. How many paragraphs do you think there are in the text?

Explain your answer.

7. How did you title the text? What for?
8. Pay attention to the commas used in the text. Explain why it is used. [16; 24-25]. So, in this sense,

questions and tasks are also specialized in memorizing and repeating.

Problem-based educational technology provides a transition from performance to creative activity. Today, New Uzbekistan needs creative thinkers, not performers. At a certain stage of problem-based learning, students are not yet able to solve problems themselves, and therefore the teacher shows the way to research the problem and determine its solution from beginning to end. In this way, students learn to solve learning difficulties, although they are not participants, but observers.

In the content of mother tongue education, the educational method of inquiry is also partially used, its essence is expressed in the following features:

- knowledge is not offered to students in a "ready-made" form, they must be produced independently;
- the teacher does not organize a message or presentation of knowledge, but new knowledge is sought through various means;
- under the guidance of the teacher, students think independently, solve their problems, create and solve problematic situations, analyze, draw conclusions and, as a result, consciously create solid knowledge.

For example, get acquainted with the Text in the 6th grade "Mother Tongue" textbook. Answer the questions, under the task, the text "House of the

reserve army" is given. Pragmatic questions have been prepared for thorough study of the content of the text:

1. Which human organ is compared to a "dead end" in the text? 2. Tell me, are the cecum and appendix one organ? 3. Give information about what kind of organ the appendix is, what it looks like, and where it is located. 4. What is the role of appendicitis in human health? 5. Talk about habits that cause appendicitis. Do you have similar habits? 6. What did you learn about appendicitis and its symptoms? 7. Who do you think this information is written for (children, adults)? Why did you come to such an opinion[17;6].

This task helps students to increase their vocabulary, prepare them for life situations and develop reading comprehension skills, and serves to develop the ability to express one's thoughts correctly. It is appropriate to consider the pragmatic development of the mother tongue educational content from the point of view of the socialization of each child, that is, from the point of view of the development of communication skills with adults among peers. The success of formation of speaking ability depends on motivational factors and the level of formation of general educational skills of the student. Humboldt, the founder of the science of linguistics, showed that speech occurs as a product of language [18; 144], and F. Saussure showed that language is realized through speech. Saussure emphasizes that language as a social phenomenon is a

possibility, and speech as an emergent phenomenon is the use of language means of expression [19; 244].

Among the psychological conditions affecting the level of formation of the language carrier, linguistic ability is of particular importance. The formation of speech in a person is not limited only to the process of school education, but continues throughout the entire conscious life of a person. The formation of speech skills in mother tongue education also depends on psychological factors, in which speech skills are continuous intellectual development: mental processes (memory - visual and auditory, thinking - abstract and figurative, observation, imagination - reproductive and creative);

- the spiritual wealth of a person includes such things as continuous spiritual development, ethical standards, first of all, compliance with the standards of communication.

This is both a didactic and a psychological (spiritual) process, among other things, psychologist M. Nepp says that a child begins to master the grammar of his native language at the age of 2-3, because he understands the speech of other people, knows the combination of words and the structure of sentences. accepts the objective laws encoded through the senses, the experience of many ancestors. Along with the development of speech in the human mind, an internal plan of possible actions is created in the mind,

models of actions to be performed in a specific situation are created [21; 244].

The analysis of the psychological studies of L.S. Vgotsky, I.Ya.Zimnyaya, A.A.Leontev, S.L.Rubinshtein allows us to talk about the fact that the success of forming a language carrier depends on the level of communicative development of the native language. According to I.Ya.Zimnyaya, it is necessary to consider the "communicative development of the mother tongue" as a complex multifaceted phenomenon:

- amount of vocabulary (lexical minimum);
- skill level of acquiring speech skills;
- the ability to express one's opinion in a coherent manner, the ability to adequately respond to the replies of the interlocutor, the level of knowledge of forms of oral communication that have the indicators of reacting to what they hear;
- level of text reading speed;
- level of formation of written speech skills;
- level of formation of cognitive interests;
- level of general outlook.

Competencies required for communication include:

- language competence;
- speech competence;

- pragmatic competence;
- communicative competence.

Today, in general secondary education, the development of practical speech skills in the content of mother tongue education is a priority, and the inclusion of pragmatic competence in the composition of speech competences in 5-6 graders, starting from school education, in accordance with the speech situation It requires the training of speaking skills, becoming a participant in dialogue, polylogues, entering into polemics with interlocutors and justifying one's opinion.

In teaching the word that performs denotative and connotative functions as the main language unit, teaching the student to understand its spiritual aspects and to use it correctly in speech situations is the primary task of mother tongue education.

However, this is not enough. The next task of mother tongue education is to be able to convey one's thoughts to the speaker in a complete and understandable way by adding learned words, and at the same time to understand the content of the thoughts expressed by the interlocutor.

In the competency-based approach to the content of mother-tongue education, these aspects are taken into account, and competences related to the base and mother-tongue are separately distinguished. The task

of the communicative competence given in the framework of the basic competence is determined. Language and speech competencies are included in the specific competences from this DTS (DTS, 2017).

Based on the requirements of DTS, there is a need to improve educational tasks in mother tongue education, and if the following linguistic and didactic requirements are met, the educational task will be relevant and effective:

- to be able to develop several speaking skills while completing one educational task;
- students' conscious approach to the implementation of educational tasks, compliance with the didactic sequence;
- able to properly communicate with artificial intelligence to find educational tasks from modern information sources;
- able to effectively use educational dictionaries within the subject.

Improved educational tasks should comply with the following main psychological and pedagogical goals of problem-based teaching:

- to develop students' thinking skills and creative abilities;
- the acquisition of knowledge and skills acquired by students in the process of active research and

independent problem solving, as a result of which these knowledge and skills are stronger than in traditional training;

- it is necessary to achieve the development of tasks suitable for educating the active creative personality of the student who can see, set and solve non-standard problems.

In the content of state education standards, there is also the task of training creative thinkers, teaching students to think independently and creatively. In this sense, how to organize a modern lesson, how the teacher communicates with his students, what tasks and questions to ask are the main issues. The general requirements that such a modern lesson should meet are:

1. Using the latest scientific achievements, the best pedagogical practice, organizing the educational process on the basis of questions and answers.
2. Implementation of the lesson with appropriate and purposeful use of educational tasks.
3. To create all relevant conditions for students' cognitive activity, to develop educational tasks for the text or topic, taking into account their interests, inclinations and needs.
4. Taking into account interdisciplinary connections when creating questions and assignments.

5. Connecting with previously acquired knowledge and skills, providing improvement exercises and assignments based on the students' level of knowledge.

6. Development of all speech skills of a person necessary for all communication, stimulation and activation according to the results.

7. Taking into account the criteria of logicity and emotionality of speech at all stages through all types of educational tasks.

8. Effective use of educational resources when working with educational tasks.

9. Connecting educational tasks with students' lives, activities, and personal experience.

10. To consider the formation of creative thinking and knowledge, skills, and skills needed in practice when working with educational tasks.

11. In addition to acquiring knowledge, thinking, speaking skills, the educational tasks should include the task of analysis, diagnosis, design and planning of the acquired skills.

It is known that each lesson is aimed at achieving three goals: educational, training and development (strengthening). In the education of the mother tongue, the development of grammatical knowledge was mainly envisaged. It is true that there is no lesson

or textbook without grammar, but it should be in moderation. It is necessary to pay special attention to skills such as not to make language learning a complex process, to investigate why the knowledge of native language teachers is undervalued, because knowledge, skills and competencies are being measured incorrectly. can be. A school teacher is not asked about the theory of language - laws, in fact even scientists know only a small branch of linguistics. Of course, it is wrong to require a teacher to know all areas of linguistics. This has a negative impact on the educational process and students.

Grammar is not rules, it is a transition to working with the text in the native language, creating a system of questions and tasks that lead to understanding the meanings of words in the text, pronunciation and writing, what the author of the text actually wants to say, and the student's love for literature. provides the content of texts specific to different speech situations, understands the necessary information, feels the expressive possibilities of the native language.

If it is taken into account that 5th-6th grade students can speak their mother tongue at school, and that they can easily listen and understand, the skills that can be formed from the oth level will be only reading and writing. A student of the 5th grade has the ability to speak, read, listen, understand and write in a certain sense, he just needs to work with it.

Listening comprehension, reading comprehension, speaking and writing skills can serve as a basis for teaching a foreign language, because Uzbek students do not have these skills in Russian or English, during the lesson absorbs. But there is also the problem of determining the speaking skills that students should acquire in mother tongue education today. Today, speaking requirements for teaching a foreign language are also applied in the mother tongue, but it does not give the expected effect, in our opinion. Understanding the news and information (audio, video song, poem, ghazal, question) for the student who can hear and understand, read, speak, and write as a carrier of the language; understand the content of the read text; on the basis of the received information, it is necessary to set requirements to speak fluently in literary language and write down one's attitude in a meaningful way (essay). The fact is that the development of such skills requires a serious reform of educational tasks. Educational tasks, which are one of the smallest elements of the methodology, are one of the important mechanisms that lead mother tongue education to the right path. Independent study assignments can provide students with skills and competencies that they can use throughout their lives. It should be noted that the issue of improvement of direct educational tasks should be thoroughly studied as a separate object of research. Our analysis shows that reforms in the content of mother tongue

education depend to a large extent on the way in which educational tasks are set.

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