

Methodological Classification Of Questions And Tasks Used In Philological Lessons

Ozoda Hazratqulova

(PhD)dots., Termez University of Economics and Service, Department of "English Philology", Uzbekistan

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Abstract: Extensive research is being conducted on the teaching of the Uzbek language as a mother tongue and state language. Especially in this field, there are certain weaknesses in the use of educational tasks, including the content of educational tasks that require special learning. In the methodology of world language teaching, the main attention is paid to the quality of educational tasks. Developing or building a student's speaking skills is not a simple one-step process, so the assignments and questions will not be the same. The more the stage of organizing the activity, the more varied the task of exercises, tasks and questions in the process leading to the result.

Keywords: Modern assessment, educational task, educational materials, modern teaching methodology.

Introduction: In the methodology of world language teaching, the main emphasis is on the quality of learning tasks. The formation or development of a student's speaking skills is not a simple process that can be completed in one step. Therefore, the tasks and questions cannot be in the same form. The more stages of organizing the activity, the more diverse the role of exercises, tasks, and questions in the process leading to the result. In the world's language teaching experience, there are four speech skills. Listening comprehension, speaking, reading, and writing skills, and the questions and tasks given to form them are designed in a way that is very convenient for assessment. Education can only be useful if it develops a convenient and effective way of assessing. If knowledge cannot assess skills and competence, then the task is of poor quality. Therefore, the following approach should be taken when developing questions and tasks:

1. Logically and correctly record the topic of the lesson or activity in the curriculum.
2. Select topics in work plans based on the potential to develop the intended knowledge, skills, and competencies.
3. Sorting learning tasks on the topic by level of usefulness.
4. Today's topic is mainly about making a correct diagnosis of which learning tasks can be actively used.

5. Using exercises to develop reading, writing, and speaking skills that require repetition.

The question is also considered a teaching task and has not yet been studied separately in native language education. Its importance in the methodology of teaching native language, its function, types, classification, places of application, and composition have not been studied. Criteria have not been developed. In methodological manuals and textbooks, they are used together with assignments, often replaced with assignments, and included in the composition of assignments. In fact, questions have their own place and function in the methodology. It is clearly different from an assignment. Sometimes it can perform the same tasks as an assignment, but this does not mean that it is the same. In current textbooks, sometimes only questions are given under the heading "Questions and Assignments". This indicates the need to distinguish the essence of the content of this concept from related concepts. The types of questions are not classified. It is necessary to make such classifications in the questioning process and determine their places of application. After all, questions are also important in social life. The answer depends on how the question is asked. Therefore, if we can ask students the right, appropriate, and purposeful questions, their answers will be useful in some way for the development of society.

LITERATURE ANALYSIS

The following thoughts of the methodologist V. I. Shlyakhov on the problems of coordinating speech and lexical-grammatical materials in educational literature substantiate our opinion: "One of the difficulties in compiling educational materials is the coordination of speech and lexical-grammatical materials. If grammar dominates the lessons and the grammatical system is studied in a logical sequence, then a disconnect will arise between the students' speech needs and the language materials necessary to meet these speech needs."

In particular, Kh. Asalov recommended consistently developing the use of question-and-answer in developing students' speech in the following ways: asking questions based on a picture, dialogues based on the description of an object, dialogue based on the studied text, dialogue based on a topic set by the teacher, dramatization-type dialogue, etc.

METHOD

Since modern teaching methods require the formation of 21st century skills in students, it follows that educational tasks must also immediately adapt to this requirement. In teaching Uzbek as a native and state language, as well as as a second language, educational tasks are based on questions and assignments developed according to a model. In fact, each question, each assignment should be carefully thought out and developed based on established criteria. The most disadvantage of existing educational tasks is their incompatibility with the modern assessment system. Each activity is presented to develop a specific skill or competency. The results are also not positive when it comes to using questions, as it is necessary to consider what tasks the questions can perform. During the training process, it is effective to use questions, first of all, to determine the scope and quality of the acquired knowledge, or the attitude and thinking style towards the information. In modern education, it is a waste of time to focus learning tools on a single task. Today, learning tasks, especially questions and assignments, must develop multiple skills or competencies at the same time.

It is important to identify the tasks and areas of application of the exercise in language teaching. In the education system of most countries, linguistic tasks are much less important than speech tasks. In Uzbek language education, linguistic tasks are used more than necessary. If linguistic information is also subordinated to the development of speech skills through tasks, speech competence can be achieved more quickly.

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competence can be achieved more quickly. When students ask questions to the teacher, they are often discouraged. In native language classes and other subjects, students are mostly the ones who answer. In fact, the student should be taught to ask more questions. In the process of communication, the answer depends on how the question is asked. Thinking ability is determined not only by the ability to answer questions, but also by the ability to ask them.

It is necessary to develop in students the ability to ask the right and logical questions. This is very important for raising thinking people who will make the right decisions in the future. In this regard, Western pedagogy relies on the principles of moderation, practicality, and accessibility.

Ravshankhodja Rasulov, in turn, organizes the learning process based on the learning tasks. In the textbook he created, only a reference to the question can be observed among the learning tasks. There are no exercises or tasks:

Questions for reinforcement:

1. Who is Abu Nasr Al-Farabi and which of his works explores linguistic problems?
2. Who was Abu Rayhan Beruni and in which work are his linguistic views reflected?
3. Who was Abu Ali Ibn Sina and which of his works discusses sound?
4. Who is Mahmud Kashgari and what is his work "Devonu Lugatit Turk" dedicated to?
5. Who is Mahmud Zamakhshari and what works of his on linguistics do you know?
6. What languages does Alisher Navoi give a comparative assessment of in his work "Mukhokamat ul-lugatayn"?
7. Who is Mirzo Mehdikhan and what are his works on lexicography?

The role of the question, both in life and in pedagogy, is not far from one another. However, the methodology of teaching the mother tongue is more important than other areas of education. Its pedagogical load in this regard is determined by teaching the student to think, testing their knowledge, and checking their skills.

1. The content of the questions that are practically asked to students in current Uzbek literary language textbooks is generally as follows:
2. What are the branches of linguistics?
3. How many parts of speech are there?
4. How many types of fillers are there?
5. What types of words are divided into based on the relationship between form and meaning?

6. How many labial consonants are there?
7. What types of consonants are there?

These questions give the student certain concepts about grammar, but their practical significance is not felt. As a result of this training, students may gain the ability to distinguish linguistic phenomena.

Questions are also used for almost the same purpose in "Introduction to Linguistics" textbooks:

1. What is a pronoun?
2. What word groups do pronouns replace?
3. What questions do pronouns answer?
4. How many different types of pronouns are there?
5. What pronouns can be used instead of words indicating quantity?

In education, particularly in native language teaching, questions can be used for various purposes:

- A) to determine the student's knowledge;
- B) to determine the student's ability;
- C) to determine the student's thinking skills;
- D) to test the student's memory.

There are many purposes for which the teacher asks questions to the group. Let's look at the main ones. So, the teacher can ask questions for the following purposes:

- determine the level of knowledge and understanding of the educational material or the level of understanding of the conditions of the formulated tasks;
- identifying students' needs and shaping their motivation;
- organizing students' learning activities, assigning tasks based on questions, and studying the results obtained;
- allowing for decision-making and self-evaluation in activities, for example, the teacher asks questions to help the student solve a problem on their own, formulate a hypothesis, and draw the necessary conclusions.

What questions should a teacher ask a student?

The teacher's questions to students can be classified according to their purpose as follows:

- direct question – a question of knowledge; usually has a clear answer;
- comprehension question – questions aimed at determining whether knowledge is acquired through memorization or comprehension;
- a leading question is a question that helps a student

make a decision in a difficult situation;

- explanatory question – a question asked by the teacher to supplement the student's answer;
- open question – a question for analyzing, evaluating, or reflecting on a learning situation, as well as a creative question (for example, a question with elements of conditionality, assumption, or prediction).

CONCLUSION

To communicate effectively with students, a teacher must have sufficient skills in using different types of questions. Open and leading questions are especially important because they encourage students to think independently. Another important point: If the teacher does not know the answer to a question, and the question is related to the learning material, the teacher should work hard and answer it. Sometimes questions can go beyond the scope of the textbook. They can admit that they don't know the answer to the question and try to answer it in the next lesson. Not knowing is not a fault, not wanting to know is. It should be noted that an activity in which students themselves ask questions and seek answers to them is a modern and effective lesson. Teaching students to ask questions and relating the questions asked by the teacher to solving real-life problems is also very important in native language education.

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