

## PROBLEMS AND SOLUTIONS IN STUDY TASKS IN MOTHER LANGUAGE EDUCATION

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### Abstract

*In this article, some of the main problems in the teaching tasks of the mother tongue were raised, and the subject was covered in the object of exercises in the subject of the mother tongue of the 5th-6th grade. The causes of these problems and their solutions were thoroughly analyzed. Also, the methods to be used for these assignments were recommended.*

**Keywords:** *educational tasks, pedagogical features, Uzbek language teaching methodology, modern teaching requirements*

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### INTRODUCTION

At a time when all the developing countries of the world have set before themselves the issue of full inclusion of all children in the process of general secondary education, in our independent Uzbekistan this problem has already been successfully solved, and continuous The school uses distance learning and effectively uses digital technologies to assess students' knowledge. Today, the issue of providing quality education and increasing the effectiveness of education has been set as the next priority task.

### Constructive Theory of Learning

Interest in the use of interactive methods, innovative technologies, pedagogical and information technologies in the educational process is increasing day by day. One of the reasons for this is that, until now, in traditional education, students were taught to acquire only ready-made knowledge, but modern technologies allow them to search for the acquired knowledge by themselves, study and analyze it independently, and even draw conclusions. also teaches them to create themselves. In this process, the teacher creates conditions for the development, formation, learning and upbringing of the individual, and at the same time performs the functions of management and direction. In the process of education, the student becomes the main figure.

The role of native language teachers in teaching the native language and providing information about it to students is incomparable. Also, the feeling of love for the mother tongue, the desire to learn it is instilled in the minds of students through textbooks, various manuals, visual aids and games. The text, exercises, and tasks given in the textbooks should not only provide information about their native language for learners, but also serve to better retain this information in their memory.

So, are the textbooks published today and the rules and exercises given in them really effective enough?

Of course, along with the achievements of the textbooks created based on the requirements of the time and DTS, there are also shortcomings. Today, a number of problems have accumulated in teaching and learning the science of the mother tongue, without finding a solution to them, preserving the beauty and purity of our language, studying the grammatical structure and formation from a theoretical and practical

point of view causes a number of complications[1]. As a result, in the process of studying the textbooks of the mother tongue, not only the students, but also the teachers themselves in some cases face doubts and confusions and find it difficult to draw a general conclusion.

First of all, one of the main problems is that the rules given in the mother tongue textbook are given differently in different places. For example, in the 4th grade native language textbook, the topic "Word and its types of meaning" is given. will be", the rule states. In the 5th grade native language textbook, this very topic is given as "Types of words according to the relationship of form and meaning" and "Words are homonyms, synonyms, antonyms and paronyms according to the relationship of form and meaning" is divided into z", there is a rule. The same topics are given differently in different places, not only confuses the students, but also prevents them from getting a perfect education. Therefore, there should be logical consistency, uniformity in the presentation of topics and rules in the textbooks being created. Another important problem is that the exercises given for the subjects are extremely similar to each other. The exercises in the textbook are almost the same and are mainly based on reinforcement through copywriting or oral questions. These are the reasons why students lose their attention, get bored and consider this subject unnecessary.

«Synonyms. Let's pay attention to the exercises for the topic «head word in a synonymous line».

Exercise 261. Write down the wise words of our people. Identify synonyms and find the most common word among them.

1. There is no face in our face, shame in a bully.
2. Do not blush your red face, shorten your long tongue.
3. Don't lunge through the window if your aft is crooked.
4. Laughter brightens the face.
5. A man's face puts the sun to shame.
6. Stand different, look different.
7. Beauty is not in beauty, but in virtue.

Assignment. Read an excerpt from Lydia Batt's The Bastard of Life. Comment on the idea. Find synonyms of the highlighted words.

The book given to Alisher was not lost, but remained in his heart. As long as he lives, his memory lives on. Alisher got up with joy and excitement. Sharafi ddin, who has been watching the boy since childhood, lovingly put his hand on his head and said: «Perfect your knowledge, let knowledge be your ornament, because knowledge is the guiding star of a person.»

Exercise 262. Copy the sentences by matching the words in brackets.

1. The farmer's (wealth, treasure, treasure) is land, the key is sweat.
2. There is (gold, gold, gold) in the earth, if you dig, you will find it.
3. If you look at the earth, it will be (boston, garden, flower garden), (your heart, heart, soul) will open and become.
4. Water came – (light, light, rain) came.
5. If you make the earth earth, the earth will make you (lion, lion, tiger).

Exercise 263. Homework. Based on the picture, write a text on the topic «The Sun of the Nation – Grandpa Navoi». Use similar words in the sentences.

It can be seen that the above exercises are almost the same, mainly to find synonyms in the texts or to identify the corresponding word from the synonyms. Giving exercises on the topic in this way seriously harms the effectiveness of the lesson. This problem has been eliminated in the new mother tongue textbook.

In our opinion, providing some of these exercises with tables, pictures and various puzzle games is one of the main factors in focusing students' attention and making the topic interesting.

Examples: Bet, ganj, arsh, yuz, samo, wealth, garden, aft, treasure, boston, skyn, sky, gullistan. Write the given words according to their meaning in four columns.

When writing, arrange the words according to their level of use in speech.

Which of them is most often used in our speech?

It saves time by shortening the exercises given in the textbook and doing them in one exercise. More

interesting exercises will be introduced instead of the remaining exercises. For example, a picture is shown and the task is to choose only one of the objects in it and find the synonyms of that word. Since the student has a choice, he does not get bored and chooses a word that is convenient for him.

Through this exercise, the students' attention is focused on one place, and the exercise does not become boring like copying, and it helps to save time.

We can also encounter some problems in the presentation of phonetics topics in the 5th grade mother tongue textbook. First, let's take the topic of consonants. Classification of consonants in different places instead of in one place causes inconvenience to both the teacher and the student. Despite the fact that many hours are devoted to these topics in the textbook, students still do not know the classification of sounds even at the end of general topics. Although the classification of consonants is given separately in each topic, there is no commonality that unites them.

<i>Type of problem</i>	<i>The cause of the problem</i>	<i>The solution to the problem</i>
<i>How to distinguish the possessive form of nouns and the person-number form of verbs?</i>	<i>Because both forms look the same: My book, I went.</i>	<i>Possessive forms are attached to nouns and indicate the owner of something. Personal number forms are added to verbs and indicate the doer of the action.</i>

One of the unique features of problem-based education is that it requires scientific and creative thinking, intensive and logical thinking, words and terms, the idea and meaning of the work to find a solution to the problem set for the student. mutual comparison gives the opportunity to choose the most appropriate solution for oneself. This technology improves the student's ability to use coherence and continuity, coherent and logical thinking. It leads to the strengthening of self-confidence of the learning subject, directs to open the facets of private intellectual talent.

The lesson is not limited to concepts such as the content, method and form of education. Education, training and development in the school is meant to be carried out by pedagogues and students through mutual harmony and cooperative activities. Based on the above, it is worth noting that the quality and effectiveness of the lesson depends on the teacher's thorough preparation. In this, the design of lesson development in accordance with the modern technologies has a special place.

Therefore, professional creation of textbooks, which is one of the most important problems of mother tongue science teaching, elimination of errors and deficiencies in it, follow-up and complementary topics in textbooks, is one of the most urgent tasks for today's textbook authors.

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