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### Classification of Educational Tasks From the Mother Language

**Zokirov Javohir Gaybullo ugli**

*Teacher of the primary education department, Termiz State University,  
Termiz, Uzbekistan*

*E-mail: [alapohir6@gmail.com](mailto:alapohir6@gmail.com)*

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#### ABSTRACT

In the article, the priority of the development of practical speech skills in language education today, the inclusion of pragmatic competence in the composition of speech competences, starting from school education in students, the ability to speak in accordance with the speech situation, becoming a participant in dialogue, polylogues, being able to engage in polemics with interlocutors and justifying one's opinion it is thought about training competence.

#### INTRODUCTION

It is appropriate to consider the communicative development of the mother language 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 [1], the founder of the science of linguistics, showed that speech occurs as a product of language, and Ferdinand De Saussure showed that language is realized through speech. De Saussure emphasizes that language, which is a social phenomenon, is a possibility, and speech is an emergent phenomenon that uses language means of expression [2].

Speech appears in the process of movement of speech organs. The means of expression of language, which is a mental phenomenon, become reality when it becomes available to speech. So, speech consists of the product of speech activity, entering into a certain form. "...to make a good speech, it is necessary to use the cooperation of the sciences of language, language, and

logic. It is impossible not to pay attention to one of them, violation of the rule of one of them, without affecting the other two" [2]. 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 language 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, moral 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, the objective laws encoded in the combination of words and the structure of sentences through intuition, accepts 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 implemented in a specific situation are created.

The analysis of the psychological studies of L.S.Vgotsky, I.Ya.Zimnyaya, A.A.Leontev, S.L.Rubinstein 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, "The level of formation of the mother language - cognitive interests; - level of general outlook [4]. Competences necessary for communication are as follows: - language competence; - speech competence; - pragmatic competence; - communicative competence.

The implementation of these requirements, the formation of competencies, certainly requires the development of a system of special educational tasks in language education. This, in turn, requires studying the advantages of cognitive-pragmatic education, which allows for the expression of ideas suitable for different speech situations, serves for the effectiveness of mutual communication.

Pragmatism is a philosophical-pedagogical trend that advocates bringing education closer to life and practical achievement of educational goals. Developed by D.Dewey [5]. According to him, it is not a means of preparing a person for life, it is life itself. Education should unite people, educate young people in the spirit of social peace and harmony.

Teaching a word that performs denotative and connotative functions as a basic language unit is the primary task of mother language education to teach the student to understand its meaning and to use it correctly in speech situations. However, this is not enough. The next task of language 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.

It seems that mother language education should enable the child to correctly understand the surrounding reality and express his opinions about it correctly. At the same time, understanding and accepting the opinions of others, reacting to them (approving / rejecting) leads to the growth of the child's (student's) worldview. Therefore, the mother language is considered the basis for mastering all subjects.

In the competency-based approach to language education, it is these aspects that are taken into account, and the basic and language-related competencies are separately distinguished. The

function of the given communicative competence is defined as part of the basic competence. The specific competences from this DTS include language and speech competences (DTS, 2017).

Based on the requirements of DTS, there is a need to improve educational tasks in mother language 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;
- ability to properly communicate with artificial intelligence to find educational tasks from modern information sources;
- to be able to effectively use educational dictionaries within the scope of the subject.

Improved educational tasks should be in accordance with the following main psychological and pedagogical goals of problem-based teaching: - development of students' thinking abilities, 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 as follows:

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. Creation of all relevant conditions for students' cognitive activity, development of 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 tasks.
5. Connecting with previously acquired knowledge and skills, providing remedial exercises and assignments based on the students' level of knowledge.
6. Development of all speech skills of the person necessary for all communication, stimulation and activation according to the results.
7. Taking into account the criteria of logicity and emotionality at all stages of speech 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, personal experience.
10. To consider the formation of creative thinking and knowledge, skills and competencies needed in working with educational tasks.
11. In addition to the acquisition of knowledge, thinking, speaking skills, the educational tasks should include the task of analyzing, diagnosing, designing and planning what has been learned.

It is known that each lesson is aimed at achieving three goals: teaching, educating and developing. In mother language education, 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 not to turn language learning into a complex process, to pay special

attention to such skills, to investigate why the knowledge of native language teachers is underestimated, because knowledge, skills and competencies may be measured incorrectly. The school teacher is not asked about the theory of language - laws, in fact even scientists know only a small branch of linguistics. It is wrong, of course, to require a teacher to know all areas of linguistics.

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

If we look at the history of mother language education, we can see that assignments and exercises are not even found in the textbooks published in the first years (1930-1940) when the Uzbek language was formed as a science. 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 emphasizes that teachers often confuse the concepts of "exercise", "assignment" and "problem" during their work. 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" and admits that the task is a part of the exercise, it is mainly expressed in the conditions of the exercise, and that the task expresses a narrower concept than the exercise [ 7].

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 tasks, and this term is also interpreted as educational tasks in some studies. As we mentioned above, the main goal of language education comes from the content-essence and functional differentiation of educational tasks. Therefore, in our research work, we decided to focus separately on the content and application of the terms "exercise", "question", "assignment". In our opinion, this is the most comprehensive "assignment", and in textbooks and manuals it includes a question and an exercise.

Success cannot be achieved without national values, including perfect knowledge of the mother language. That is why the question of what and how to teach in the methodology of teaching the mother language has been a problem from ancient times to the present day. This is a natural situation, since development depends on the methodology, time makes its demands, the methodology fulfills this order. Therefore, the question of what and how to teach is of constant relevance. In this regard, it is appropriate to present the issue of educational tasks in the context of "Mother language" textbooks, to differentiate educational tasks in terms of tasks, and to analyze the attitude to educational tasks.

In the current mother language education, the main teaching material of the subject is grammatical information and educational tasks given for their assimilation and strengthening. In fact, this is an old-fashioned approach that rejects today's modern education - grammar rules. In the CIS countries, including the Russian language textbooks, grammar has dominated for a long time, including the contents of the Uzbek language textbooks. The content of the system of rules was taught on the basis of different methods in different periods. Departure from tradition and new approaches were observed in Uzbek language (mother language) textbooks published by M.

Askarova (1970–1993) and H. Ne'matov (1998–2006). It should be said that these authors did not reduce the amount of grammatical information, but there were significant changes in the content of educational tasks. In the content of the next textbooks created under the leadership of N. Mahmudov (from 2007 to the present), the volume of grammatical rules increased relatively, became more scientific, and educational tasks were directed to the student's logical thinking, simplified to a certain extent. The methodological part of the textbook - educational tasks also served this purpose. It should be noted that B. Mengliev researches the problem of updating the content of mother language education, implementing a new teaching methodology - developing students' speaking skills, instilling the national language and national spirituality into the student's thinking based on vocabulary and text, preparing the student for various speech situations, educating creative thinkers.

In traditional education, mother language classes are mainly aimed at imparting knowledge to the student, in particular, memorizing information through educational tasks, linguistic analysis of sentences from various sources. It does not meet the requirements of today. Life presents various problems to mankind, each person should have the ability to solve them independently. In this sense, problem-based learning technology was introduced in pedagogy.

The essence of problem-based teaching is that the teacher does not convey knowledge in a ready-made form, but the teacher sets problematic tasks in the form of questions or assignments, the organizer of the lesson encourages him to look for ways and means of solving them. 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 play a role in this process. 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 text processing skills, which are actively used in mother language education.

Problem-based learning 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 by themselves, and therefore the teacher shows the way to research the problem, determine its solution from beginning to end. In this method, students learn to solve learning difficulties, although they are not participants, but observers.

In the education of the mother language, the educational method of partial inquiry is also used, its essence is expressed in the following features: - knowledge is not offered to students in a "ready-made" form, they must be learned independently; - the teacher does not organize the communication 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.

A modern textbook should be stable and mobile. In accordance with the requirements of stability, the textbook must have a solid foundation. Mobility provides an opportunity to quickly introduce new knowledge and skills without breaking the basic design. The content of the textbook includes the text (texts-descriptions, texts-narratives and texts-evidences of different speech styles) as the main component and non-text auxiliary components (structure of

organization and mastery). In this place, educational tasks play a big role as a learning structure.

It should be noted that textbooks and manuals are the main source of educational assignments, and each textbook should ensure the conscious and active participation of students in the educational process, the full basis of the educational material. The modern textbook fulfills the following didactic tasks through educational assignments: - encourages students to study the topics, arouses enthusiasm; - allows the student to expand knowledge through existing methods of information, data presentation and search;

– includes the ability to check training progress and results, self-assessment and correction, as well as the ability to complete training tasks to develop the necessary skills.

In a word, a modern textbook should integrate many sources of information, weigh them, and manage them. In this process, educational tasks should be able to connect the train to wagons loaded with educational dictionaries, audio and video materials, sets of exercises and tasks, tests, visual aids, electronic resources, and serve as the main tool in their use.

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