



THE QUESTION OF PRAGMATIC IMPROVEMENT OF EDUCATIONAL TASKS IN TEACHING THE NATIVE LANGUAGE

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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

Pragmatism is a philosophical-pedagogical direction that advocates bringing education closer to life and practical achievement of educational goals. The ideas of the first pragmatists were developed by the American philosopher and pedagogue D. Dewey. 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. Educational tasks are of great importance in mother tongue education, therefore special attention should be paid to this aspect when researching the methodology is carried out. In this regard, scientists of the world have conducted serious research, including in Central Asia, this topic has been thoroughly studied.

The issue of determining the types and tasks of educational tasks in language education in Uzbekistan I.Allayorov, O.Rozikov, R.Ibragimov, B.Adizov, M.H.Mahmudov I.E. Problems of increasing student activity through educational tasks were also studied. Russian pedagogues A. N. Leontev, J. A. Ponamaryov, S. L. Rubenstein, Australian scientist Jacques Richards researched educational tasks in teaching English as a mother tongue and as a second language. His approaches to the description and classification of educational tasks are used worldwide.

In the pragmatic approach, the student should have the ability to solve and eliminate life problems based on his/her knowledge and skills 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.

The technology of problem-based education is important in the development of the skills of working with the text, which is actively used in the education of the mother tongue. The participation of educational tasks in the conditions of successful learning of the problem based on the pragmatic approach is unique:

- providing motivation through sufficient questions or preparatory tasks to arouse interest in the content of the problem;
- ensuring the expediency of working with problems that arise at each stage;
- the importance of the task and question in solving the problem;
- establishment of a dialogic friendly communication between the teacher and the student, when all the opinions and assumptions expressed by the students are looked at with attention and encouragement.

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, determine its solution from beginning to end. In this way, students learn to solve learning difficulties, although they are not participants, but observers.

It is appropriate to consider the pragmatic development of the mother tongue 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. 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.

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.

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

It is known that each lesson is aimed at achieving three goals: teaching, educating and developing. 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 not to turn language learning into a complicated process, to pay special attention to such skills, to investigate why the knowledge of native language teachers is undervalued, because knowledge, skills and competencies are measured incorrectly. 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.

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 levers that lead mother tongue education to the right path.

CONCLUSION

In conclusion, learning tasks created on the basis of a pragmatic approach can provide students with skills and competences that they can use throughout their lives. Our analysis shows that reforms in mother tongue education depend to a large extent on how the educational tasks are set. The development of educational tasks based on a pragmatic 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. It should be noted that the issue of improvement of direct educational tasks should be thoroughly studied as a separate object of research.

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