



LINGUISTIC AND METHODOLOGICAL TASKS OF CREATING INDEPENDENT AND EDUCATIONAL TASKS IN IMPROVING THE CONTENT OF MOTHER TONGUE EDUCATION

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ABSTRACT

Current status and prospects of transition to the credit-module system in the development of independent educational assignments of students in philological education, principles of the system of higher education institutions based on advanced world experiences, recognition of the learner, educational results. It is justified that it is desirable to create the possibility of independent formation of the educational trajectory and academic mobility, the accumulation of grades, the interest of professors and students in science, as well as the introduction of a clearly defined evaluation system.

KEYWORDS: Education, independent education, educational tasks, need for improvement, linguo-didactic requirements.

INTRODUCTION

Life presents various problems to mankind, and everyone should have the ability to solve them independently. In this sense, problem-based learning technology was introduced in pedagogy. In problem-based education, questions and tasks have an important place, mainly from independent learning tasks. 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 tasks, and encourages the teacher 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 take part in this process.

Improved independent education and educational tasks should be consistent with the following main psychological and pedagogical goals of problem-based teaching: to develop students' thinking and abilities, to develop their creative abilities; that students master the knowledge and skills acquired 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 should be suitable for training an active creative personality of a student who can see, set and solve non-standard problems. 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 challenging process through self-study and learning assignments. It is enough to put the question or task correctly. The management activity of the teacher is limited to the organization of knowledge perception. Independent and educational tasks are a tool of teachers to encourage their students to learn and think, and a measure for monitoring their activity and learning. Traditional mother tongue education also uses the

reproductive method of teaching. 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.

LITERATURE ANALYSIS AND METHODS

In recent years, a number of scientific-methodological studies on the methodology of mother tongue teaching have been conducted in our country. Including N. Dadajonova. In his studies, a linguist such as And linguists such as A.Gulomov, M.Kadirov, M.Ernazarova, A.Bobomurodova, N.Alavuddinova, V.Karimjonova conducted research on the methodology of working on independent educational tasks and developing creative thinking skills based on mother tongue teaching. went T. Yusupova conducted scientific research on the methodology of teaching the main parts of the sentence. Research scientists H. Ne'matov, A. Gulomov, M. Kadirov, A. Nurmonov, A. Sobirov, B. Mengliyev, L. R. Raupova, B. To These include the works of linguists such as Khliev, Sh Yusupova, T Ziyodova, O Okhunjonova, D. Jumashev. At the same time, these studies are aimed at developing written and oral speech. Such linguists as O. Rozikov, N. Mahmudov, R. Safarov, U. Tursunov, A. Mukhtorov, Sh. Rahmatullaev, H. Alavuddinova, R.R. Sayfullaeva, B.R. Mengliyev, L.L. Raupova are among them. Researcher A.Bobomurodov used game-independent educational tasks in the content of native language education, methodologist T.Ziyadov researched the possibilities of increasing students' vocabulary in the process of native language education, and referred to text analysis in the content of native language education did For example, in the Uzbek language textbook (for Russian groups of medical institutes) by K. Turdieva, G. Akhmedova, independent educational tasks that develop thinking in the process of Uzbek language education and methodological approaches to their use are important for higher education institutions. . Regarding methodology, T.T. Ganiev studied the issues of increasing the student's cognitive activity in the process of performing exercises in his native language. A. Hamraev based on the research of the problem of designing the creative activity of the learner in the content of native language education, based on the principles of ensuring coherence, continuity, awareness, interdependence and relevance in the design of creative activity in native language education. systematic development of students' intellectual potential is scientifically and methodically based. The use of independent assignments in higher education classes cannot be considered regular, textbooks and manuals created in the following years began to be created on the basis of independent assignments. For example, published by H. Jamolkhanov.

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

- to develop students' thinking and abilities, to improve their creative abilities;
- the acquisition of knowledge and skills of students in the process of active research and independent text analysis, as a result of which these knowledge and skills are stronger than in traditional training;
- it should be suitable for educating an active creative personality of a student who can see, set and solve non-standard problems.

In this sense, he becomes specialized in memorizing and repeating questions and tasks. It can be seen that in the process of mother tongue education, the way to problem education was opened through independent educational tasks. 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. And students in this method learn to solve learning difficulties, although they are not participants, but observers. Ona tili ta'limida qisman izlanuvchanlik ta'lim metodidan ham foydalaniladi, uning mohiyati quyidagi xususiyatlarda ifodalanadi:

- knowledge is not offered to students in a "ready-made" form, they must be produced independently;
- the teacher does not organize the communication or presentation of knowledge, but seeks new knowledge based on various means;
- under the guidance of the teacher, the students think independently, solve the cognitive problems that arise, create problem situations, solve them, analyze them, draw conclusions, and as a result, create conscious solid knowledge.

RESULTS

A modern textbook that teaches students to work creatively based on the above independent educational tasks. The textbook "Current Uzbek language" created under the co-authorship of professors R.R. Sayfullaeva, B.R. Mengliev., L.L. Raupova is based on research and mainly research methods of teaching, its essence is as follows

Questions and assignments

1. Give information about the department of morphemics.
2. Describe the morpheme.
3. What types of changes in morphemic structure do you know?
4. What is meant by the structural classification of a morpheme?
5. Comment on the words being made [20.134].

In this case, the student is encouraged to think creatively, and when we pay attention to the explanation of independent educational tasks, the mother tongue is mainly focused on the content, purpose, and language didactic method.

As self-study assignments form the core of everything from general education to higher education textbooks, self-study assignments encourage creative inquiry and logical thinking.

It is also necessary to touch on the issue of textbooks. The content of education is described in detail in educational literature (textbooks, reference books, books for additional reading, atlases, maps, sets of tasks and exercises, notebooks based on print, etc.).

The main type of educational literature is a textbook - an important source of knowledge for future specialists, one of the main means of learning. Working with the textbook is the main type of method of oral presentation of the material. Thus, didactic and methodical approaches, knowledge, skills, and potential that ensure the student's intellectual development are reflected in the framework of human psychological (individual typological characteristics) and psycholinguistic didactic (play, study, work) experience.

Modern higher education textbooks should be stable and mobile. In accordance with the requirements of stability, the textbook should 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 main component of the text (texts-descriptions, texts-short stories and texts-evidences of different speech styles) and non-text auxiliary components (structure of organization and mastery). In this place, educational assignments play a great role as a learning structure.

The textbook should ensure the conscious and active participation of students in the educational process, the full basis of the educational material. Modern textbook performs the following didactic tasks:

- encourages students to study subjects, arouses enthusiasm;
- allows the student to expand knowledge based on existing methods of information, data presentation and search;
- includes the ability to check the progress and results of the lesson, self-assessment and correction, as well as the ability to complete independent educational tasks to develop the necessary skills.

It became clear from the observations that the skills-building, repetition-based exercises, tasks used for testing, and questions that teach thinking are still valid even today in the textbooks published in the early years (1930-1940) when the Uzbek language was formed as a science. It is not found in textbooks. Under the general exercise term, there are recommendations in the description of a simple task. Even in the higher education system, independent exercises and assignments are not mutually exclusive. Students do not practice on their speaking problems. Independent learning assignments specialize in traditional rote learning. Questions do not encourage thinking.

At this point, it is necessary to distinguish G. Hamroyev's terms "exercise", "task" and "question" in essence, and to pay attention to his comments about their role and importance in language didactics. The methodologist-scientist initially divided educational tasks into three types in M.Saidov's educational materials and distinguished them from each other, and, often, during their work, teachers independently "exercise", "assignment" and "problem" are confused, agreeing with the opinion of Doctor of Pedagogical Sciences Askar Ghulomov that "exercise is both a form of educational task and a specific method of teaching" and the task is a part of the exercise, he expresses his approach in this regard, recognizing that the task is expressed in the condition of the exercise, that the task represents a narrower concept than the exercise, that is, independent education is carried out by the educational tasks contrary to the scientific conclusions reached in previous scientific analyses, it is justified that the independent educational task is not part of the exercise, on the contrary, the inclusion of exercises in the part of the task is a bigger, broader concept than questions and exercises in terms of tasks.

Discussion. When we analyzed the textbook "Methodology of Mother Tongue Teaching" written by A. Ghulomov, M. Kadirov, M. Ernazarova, A. Bobomurodova, N. Allavutdinova, V. Karimjonova, published in 2012 for students of higher educational institutions, we found that the content of the textbooks includes independent learning. Independent assignments mainly serve to teach and strengthen grammatical analysis, grammatical rules, and develop pure theoretical skills in terms of morphological analysis. Below are examples of such tasks and exercises in the development of speaking skills. However, the method of creating questions is not given independently.

CONCLUSION



In conclusion, the main part of the new module system being introduced in higher education is self-study and learning tasks that lead to assessment and independent work. It should be emphasized that the content of mother tongue education should teach how to solve life problems. In mother tongue education, the questions, tasks and exercises given through each created textbook, as well as independent education, should help the student closely. In the higher education system, it is effective to use pragmatic approaches in teaching the Uzbek language, the mother tongue, in particular, in the preparation of independent education and educational tasks. A very serious problem in the organization of independent work is the formation of students' ability to study independently - development of the most reasonable methods of acquiring knowledge, up to the development of creative independence. It is necessary to equip students with knowledge about the effectiveness of organizing their educational and scientific work, various aspects of mental activity, scientific creativity, nutrition and recreation, and teach them to use the time allocated for independent study wisely.

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