



THE ISSUE OF LEARNING TASKS IN GRADES 5-6 OF MOTHER TONGUE EDUCATION

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ABSTRACT

This 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

In teaching the native language in grade 6, learning tasks are of great importance, so this aspect given special attention when conducting a methodological study. In this regard, the scientists of the world have conducted serious research, including in Central Asia. This topic thoroughly studied. Many other issues related to the situation of communicative intervention are included. The issue of determining the types and tasks of learning tasks in language education in Uzbekistan Development of learning activities of the learner I. Allayorova, O. Rozikova, R. Ibragimova, B. Adizova, M. H. Makhmudova, I. E. Davronova, increasing the activity of students through educational tasks problems are also being studied. Russian educators A. N. Leontiev, J. A. Ponamarev, S. L. Rubinstein, and the Australian scientist Jacques Richards investigated the educational tasks of teaching English as a mother tongue and as a second language. His approaches to the description and classification of teaching tasks used all over the world. The article by E. Davronov reveals the essence of the concept "task" from the point of view of famous psychologists and didacticians, explains the tasks of exercises and tasks in relation to native language classes. The scientist considers tasks as a goal and a means. In didactic theory the terms "task", "learning task", "intellectual", "task" and "exercise" used together with the terms "independent work". A. N. Leontiev understands the concept of task as follows: "A task is a goal set on the basis of certain conditions".

He uses the terms "need", "motive" and "activity" to describe specific characteristics of a task. Y. A. Ponamarev created a number of categories in the theory of tasks, in particular, he defines the interaction of subject and object in a learning situation, the subject's activity to acquire knowledge and improve it. A. O. Rozikov analyzed educational tasks from the point of view of their relationship with the teaching material in scientific and pedagogical research. According to him, "an educational task is a modified form of educational material, depending on the educational goals". "Tasks reflect the experience accumulated by mankind, and at the same time become a means of renewal and enrichment of material and spiritual values. It known that in

language textbooks the terms “exercise”, “question” and “task” used mainly in natural and concrete sciences. All of them represent a type of work included in learning tasks, and in some studies, this term also treated as a learning task, which mainly found in the works of H. Mukhitdinova and M.E. Akhmedova, G. K. Rasulova in higher educational institutions. G. Khamroeva, the main purpose of language education is to differentiate the content and tasks of learning tasks, so it is necessary separately study the terms “exercise”, “question”, “task” in terms of their content. The most complete is “task”, which in textbooks and manuals includes a question and an exercise. National values, including higher education, achieved without perfect knowledge of the native language. That is why the question of what and how to teach in the methodology of teaching the mother tongue has been a problem from ancient times to the present day. This is a natural situation because development depends on methodology, time makes its demands, and methodology fulfills this order. That is why the question of what and how to teach has a constant relevance in schools and higher education institutions. In this connection, it is appropriate to present the issue of teaching tasks in the context of “Native Language” textbooks, to differentiate teaching tasks by tasks, to analyze the attitude to teaching tasks.

In the pragmatic approach, the learner should be able to solve and eliminate life problems based on his/her knowledge and skills through mother tongue instruction. In this sense, the essence of problem-based learning is that the teacher does not impart knowledge in a ready-made form, but problems posed by the teacher in the form of questions or tasks that shape learning to find ways. The means of solving them induce. Of course, this done through questions and exercises. In addition, the exercises are his skill or quality means the repeated performance of a mental or practical action with the aim of improvement. Exercises also take part in this process. Attention paid to the level of learners' independence in performing learning tasks: - special tasks for increasing knowledge and information are also given; - exercises and tasks teaching the application of knowledge in various speech situations used. An important role in the development of skills in working with text played by the technology of problem-based learning, which actively used in teaching the native language. Any text analysis turned into a problem-solving process with the help of learning tasks. It is enough to put the question or task correctly. At this stage the stages of problem solving, checking the obtained results, comparing them with the initial hypothesis, systematization and generalization of the obtained knowledge and skills are important.

Among the psychological conditions influencing the level of formation of a native speaker, language ability is of special importance. Formation of speech in a person is not limited only to the process of school education, but continues throughout the conscious life of a person.

The formation of speech skills in teaching the native language also depends on psychological factors in which speech skills represent continuous intellectual development: mental processes (memory - visual and auditory, thinking - abstract and figurative, observation, imagination - reproductive and creative);

- Spiritual wealth of a person includes such things as continuous spiritual development, moral norms, above all, observance of the norms of communication.

He knows the combination of words and the structure of sentences, accepts the objective laws encoded through feelings, the experience of many ancestors. Simultaneously with the development of speech, an internal plan of possible actions created in the human

consciousness, models of actions to realize in a particular situation created. The analysis of psychological studies by L.S.Vgotsky, I.Y.Zimneya, A.A.Leontiev, S.L.Rubinstein allows us to say that the success of the formation of a language speaker depends on the level of communicative development of the native language. According to I.Y.Zimneya, it is necessary to consider "communicative development of the native language" as a complex multidimensional phenomenon:

- The volume of vocabulary (lexical minimum);
- The level of ability to master speech skills;
- the ability to coherently express one's opinion, the ability to adequately respond to the interlocutor's answers, the level of mastery of forms of oral communication that have indicators of response to what is heard;
- The level of text reading speed;
- The level of written speech skills;
- The level of formation of cognitive interests;
- Level of general outlook.

The competencies required for communication include:

- Linguistic competence; - speech competence;
- Pragmatic competence;
- Communicative competence.

The realization of these requirements, the formation of competences, certainly requires the development of a system of special training tasks in language education. This, in turn, requires the study of the advantages of cognitive-pragmatic education, which makes it possible to express ideas suitable for different speech situations and serves the effectiveness of mutual communication.

Today, the priority of the development of practical speech skills in language education is the inclusion of pragmatic competence in the composition of speech competence, starting from schooling in students, the ability to speak in accordance with the speech situation, becoming a participant in dialogue. The next task of language education is to be able fully and clearly convey one thought to the speaker by adding memorized words, and at the same time to understand the content of thoughts expressed by the interlocutor. It seems that mother tongue teaching should enable a child to understand the surrounding reality correctly and to be able to express his/her opinion about it correctly. At the same time, understanding and accepting the opinions of others, reacting to them (approval/rejection) leads to the growth of the child's (pupil's, students) worldview. Therefore, the native language considered the basis for mastering all subjects.

It known that each lesson aimed at achieving three goals: teaching, education and development. In teaching the native language, the development of grammatical knowledge 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, and to find out why the knowledge of mother tongue teachers is underestimated, because knowledge, skills and competences measured wrongly. A schoolteacher not asked about the theory of language - laws, because even scientists know only a small branch of linguistics. Of course, it is wrong to demand that a teacher know all areas of linguistics.

Grammar is not rules, it is a transition to work with the text in the native language, the meaning of words in the text, pronunciation and writing, creating a system of questions and tasks that lead to an understanding of what the author of the text actually wants. say, and the student's love of literature provides the content of texts specific to different speech situations, understands the necessary information, feels the expressive possibilities of the native language. If we take children who speak their mother tongue into primary school and take into account their listening comprehension, the skills formed from level 0 will be only reading and writing. This is not a problem in the upper grades either, since a student who reached grade 5 has in a sense the skills of speaking, reading, listening and writing. Listening comprehension, reading comprehension, speaking and writing skills can serve as the basis of foreign language learning, as Uzbek pupils do not possess these skills in Russian or English, which learned during the lesson. However, there is also the problem of determining the speaking skills that students today must acquire when learning in their native language. Today, speaking requirements for foreign language teaching also applied in the native language, but this, in our opinion, does not have the expected effect. Understanding of news and information (audio, video song, poem, hazel, question) for a student who can hear and understand, read, speak and write as a native speaker; understand the content of the read text; on the basis of the information obtained, it is necessary to establish the requirements to speak fluently in literary language and meaningfully record their attitude (essay). The fact is that the development of such skills requires serious reforming of educational tasks. Educational tasks, which are one of the smallest elements of methodology, are one of the important levers that put native education on the right track.

CONCLUSION

Our analysis shows that reforming the subject "Mother Tongue" in grade 5-6 depends largely on how educational tasks are set. The development of teaching tasks based on a pragmatic approach, aimed at developing speaking skills, asking questions that will make the student think, clarify his/her thoughts, and develop his/her worldview, will help to improve the teaching of the native language.

The teaching tasks of grades 5-6, created based on the methodological approach in the subject of native language, are able to give the student skills and abilities that he/she will be able to use throughout his/her life. It noted that the issue of improving direct educational tasks thoroughly studied as a separate object of research.

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