

THE MECHANISM OF PRAGMATIC METHODICAL IMPROVEMENT OF EDUCATIONAL TASKS IN MOTHER TONGUE EDUCATION

Xoliqova Rano

Teacher At The Department Of Pedagogy At The Tashkent University Of Applied Sciences, Uzbekistan

ABSTRACT: In the article, the issue of improving educational tasks, which is becoming important in the methodology of teaching the mother tongue, based on a pragmatic approach, is studied. In it, the current state of using educational tasks on the example of 5th-6th grade mother tongue lessons and examples and criteria for future educational tasks are recommended. In the conclusion, suggestions for improving educational tasks are presented.

KEYWORDS: Educational tasks, pragmatics, pragmatic approach, knowledge, skills and competences, life skills, question, exercise, assignment, 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. 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.

National values, including higher education, cannot be achieved without perfect knowledge of the mother tongue. 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, methodology fulfills this order. That is why the question of what and how to teach is of constant relevance in schools and higher education institutions. In this regard, it is appropriate to present the issue of educational tasks in the context of "Mother Tongue" textbooks, to differentiate educational tasks in terms of tasks, and to analyze the attitude to educational tasks.

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 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.

All this depends on the content of educational tasks, and the basis of educational tasks is the type of cognitive activity. In this regard, I. Ya. Lerner, N. M. Scatkin's approach is well known and popular. The type of cognitive activity is an independent level of cognitive activity that students achieve by working according to the educational scheme proposed by the teacher.

In the education of the mother tongue, the educational method of partial inquiry is used, its essence is expressed in the following features:

- knowledge is not offered to students in a "ready-made" form, they must be produced independently;
- the teacher does not organize a message 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.

The analysis of psychological studies of L.S. Vgotsky, I.Ya.Zimnyaya, A.A.Leontev, S.L.Rubinshtein 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, 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.

Today, the priority of developing practical speech skills in language education, 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, it is necessary to cultivate the competence of being able to engage in polemics with interlocutors and justifying one's opinion.

REFERENCES

1. Djon Dyui. Obshestvo i yego problemi John Dewey. The Public and its Problems. Denver, 1927. / Dj. Dyui. Obshestvo i yego problemi – Perevod s angliyskogo: I. I. Myurberg, A. B. Tolstov, Ye. N. Kosilova. – M., 2002.
2. Allayorov I.A. Didakticheskie osnovi aktivnogo obucheniya. Avtoref. diss. ... dokt. ped. nauk. –T.: 1994. -44 s.
3. Axmedova M.E. Modul-kredit tizimida mustaqil topshiriqlar tuzishning ilmiy-nazariy asoslari (tilshunoslik fanlari misolida). Monografiya. “Tibbiyot nashriyoti matbaa uyi”, MCHJ. Тошкент - 2022. 173 bet.
4. Axmedova M.E. Mustaqil topshiriqlar bilan ishlash va ularni baholash metodikasi (modul-kredit tizimida tilshunoslik fanlari misolida). // Metodik qo'llanma, Tibbiyot nashriyoti matbaa uyi”, MCHJ. Тошкент - 2022. 121 bet.
5. Rubinshteyn S. L. Problemi obshey psixologii. - Moskva: Pedagogika, 1976. -416 S.
6. <https://www.professorjackrichards.com/mother-tongue-teaching-vs-foreign-language-teaching/>
7. Davronov, I. E. Nekotorie aspekti interpretatsii ponyatiy «zadanie» i «uprajaranie» / I. E. Davronov. Tekst : neposredstvennyi // Molodoy ucheniy. – 2012. – № 8 (43). – S. 323–326.
8. Leontev A. Problemi razvitiya psixiki.–M.: Pedagogika, 1972. –576 s.
9. Rozikov O.R. Teoreticheskie osnovi optimalnogo primeneniya sistemi uchebnix zadach v obuchenii shkolnikov (na materialakh gumanitarnix predmetov). Avtoreferat diss... dok. ped. nauk. – Tbilisi, – 1986. – 50 s.
10. Roziqov O.R. va boshqalar. Didaktika. – T.: Fan, 1997. – 256 b.