

COMPOSITION: STRUCTURE AND CONTENT OF EDUCATIONAL TASKS THAT DEVELOP THE SKILL OF LISTENING AND UNDERSTANDING IN STUDENTS

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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

The methodology of language teaching in the world uses the achievements of pedagogy and linguistics. Language is a means of understanding existence for a person, the linguistic landscape of the world is formed in the student's mind only through the mother tongue. All peoples understand the mother tongue as the main criterion for national preservation, and while doing this through education, they pay great attention to the development of the skills of turning the mother tongue into an active means of communication and glorifying it as a value. Today, one of the most important issues is the discovery of new methods of mother tongue teaching and continuous implementation. Most of the countries are effectively using the achievements of foreign language education, which are accepted as models of listening comprehension skills and criteria for its development in the methodology of international language teaching. It is known from the observations that the development of speaking skills, preparation of the student for various speech situations is one of the main issues in the methodology of international language teaching, and its implementation mainly depends on the quality and content of educational tasks. Educational content is revealed through educational tasks. Therefore, it is important to develop educational tasks for the student in the methodology of international language teaching.

In the scientific and methodological literature on teaching developed languages as a mother tongue, mother tongue education is mainly focused on preparation for working on the text, listening, understanding and reacting to information presented in different ways. Special attention is paid to the level of usefulness of the information presented in each lesson for the student in everyday life, and questions, tasks and exercises are effectively used in the educational process. In the experience of international language education, educational tasks are focused on effective communication. Educational tasks are formed on the basis of specific criteria, and in today's globalization conditions, the mother tongue is integrated with other subjects and taught on the basis of new pedagogical technologies. Interdisciplinary integration is certainly provided by questions and tasks, in this regard, the development of a system of pragmatic educational tasks should be noted as the main problem of the teaching methodology.

In Uzbekistan, systematic work is being carried out to increase the prestige and status of the Uzbek language as a mother tongue, and to introduce modern teaching methods. The new language policy formed in the

country also imposes necessary requirements on its education. “Each of us should regard attention to the state language as attention to independence, respect and loyalty to the state language as respect and loyalty to the motherland, and make this view the rule of our lives” for mother tongue education, in particular, improvement of the scientific-methodical foundations of the development of educational tasks is an urgent task.

No. PF-5712 of the President of the Republic of Uzbekistan dated April 29, 2019 “On approval of the concept of development of the public education system of the Republic of Uzbekistan until 2030”, “Higher education of the Republic of Uzbekistan” dated October 8, 2019 PF-5847 of October 21, 2019 “On approval of the concept of development of the Uzbek language until 2030”, PF-5850 of October 21, 2019 Decree No. PF-6084 dated October 20, 2020 “On measures to further develop the Uzbek language in our country and improve the language policy”, Decree No. PF-6084 of the Cabinet of Ministers of the Republic of Uzbekistan dated July 5, 2021 “Spirituality and No. 419 of the Department of State Language Development, No. 139 of March 11, 2020, No. 139 of “On Measures to Further Increase the Effectiveness of Basic and Applied Research on the Uzbek Language and Literature” Its decisions serve to a certain extent to fulfill the tasks set in the 2020-2030 implementation program to create a modern teaching methodology. In recent years, a number of scientific-methodical researches on the methodology of mother tongue teaching have been conducted in our country. A. Fitrat, O. Usman, B. Avizov, Y. Abdullayev, M. Omilkhanova contributed a lot to the formation of the first textbooks in the education of the mother tongue, but the initial versions of the textbooks were not given educational tasks.

In the first years of independence, A. Gulomov, H. Nematov, M. Askarova, R. Safarova, D. Yoldosheva developed the scientific theoretical basis for updating the purpose and content of mother tongue education. Also, in the studies of Sh. Yusupova, M. E. Akhmedova, and N. Yuldasheva, the issues of teaching the mother tongue based on new pedagogical technologies were studied. A. Gulomov, M. Saidov and N. Alavuddinova conducted research on the methodology of independent work and formation of creative thinking skills through native language teaching. Scientific research was carried out by T. Yusupova on the method of teaching the language levels from the mother tongue in continuous education, in particular, the main parts of the sentence. Kh. Mukhitdinova conducted a study on the development of the linguistic and didactic foundations of ensuring continuity in the stages of education. In these mentioned research works, the types of educational tasks and the issues of their use in the development of speech are also covered.

It is worth noting that N. Mahmudov, A. Sobirov, I.K. Mirzayev, M.E. Akhmedova contributed to the improvement of educational tasks in textbooks based on the national approach. B. Mengliyev abandons excessive grammar in teaching the mother tongue, develops students’ speaking skills, inculcates the national language and national spirituality into the student’s thinking based on the dictionary and text, prepares the student for various speech situations, creative has been paying special attention to the theoretical and practical issues of educating a thinker. In the textbooks created by him, the educational tasks were adapted to fulfill this educational goal.

In recent years, the researches of doctors of pedagogy and philology, professors R. Safarova, Sh. Yusupova, Kh. Muhiddinova, B. Mengliyev, Sh. Yuldasheva, Q. Husanboyeva should be highlighted in relation to the introduction of communicative and competence approaches to language education.

Researcher A. Bobomurodova, T. Ziyadova, T.T. Ganiyev, M. Saidov, A. Hamroyev, K. Mavlonova, the possibilities of increasing students’ vocabulary in the process of learning their native language, developing thinking in the process of learning their own language issues of increasing the student’s cognitive activity in the process of performing exercises in the mother tongue regarding educational tasks and the methodology of their use have been researched. H. Suyunov’s research on methods of teaching to work on questions and assignments in literature teaching is important for literary education as well as mother tongue education. Also related to the topic of research are the problems of developing the learner’s educational and cognitive

activity, increasing student activity through educational tasks by I.A. has also been studied.

Russian Methodist scientists A.N. Leontev, J.A. Ponomarev, L. Rubenstein, and Australian scientist Jacques Richards' approaches to the description and classification of educational tasks in their research on teaching as a mother tongue and as a second language are used worldwide.

However, the problem of creating educational tasks that develop listening comprehension skills in general education schools has not been studied separately as a monographic study. It is to improve the scientific-methodical basis of the development of educational tasks that develop listening comprehension skills in mother tongue education, to reveal the role and importance of listening comprehension skills in language education. Study of local and foreign experiences of mother tongue teaching, analysis and generalization of scientific and methodical views; comparative study of the compatibility of educational materials in textbooks with DTS and program requirements, identifying the causes of problems related to the development of listening comprehension skills in mother tongue education and proposing solutions; to study the current state of using educational tasks that develop listening comprehension skills in the general secondary education system and to determine the place of pragmatic content educational tasks in mother tongue education; improving the development of the content, methods and means of developing speaking skills and thinking skills through educational tasks that develop listening comprehension skills; developing a system of educational tasks that develop students' listening comprehension (comprehension) skills; in the modernization of language education, the concepts of questions, exercises and tasks that develop listening comprehension skills, as well as the classification of their tasks, their radical updating, the development of task samples; to test the developed proposals and recommendations through experience in the content of textbooks, mother tongue classes and generalize the obtained conclusions.

The mechanism of developmental educational tasks

Improving the scientific-theoretical aspect of the didactic basis of educational tasks that develop listening comprehension skills, their differences, places of application, their role and tasks in mother tongue education are determined; the use of exercises in the development of listening comprehension skills, mainly in the formation of skills and competences, questions and assignments for the purpose of guiding the performance of an action, encouraging thinking and evaluating the acquired knowledge, skills and competences in the teaching of the mother tongue it is proved that the systematic formation and development of competence can be achieved; The linguistic and methodological levels of creating questions and tasks for working with texts that develop listening comprehension skills, asking questions to the interlocutor based on the speech situation in the development of speaking skills are determined, and the scientific and methodological advantages of a pragmatic approach to question formulation in language didactics are proven. ; Ways and types of teaching the student to ask correct and logical questions, taking into account the need to develop the ability to address and speak according to the communication situation, along with listening comprehension skills and recommendations on applied innovative methods are developed; The current state of creating and using educational tasks that develop listening comprehension skills in the process of mother tongue education is analyzed, and typical errors and shortcomings in textbooks and manuals are related to the pragmatic approach to creating educational tasks in educational practice. Complications are described, ways to eliminate them are shown;

The concepts of exercises, questions and tasks improved from a scientific and theoretical point of view are given a new linguistic definition from the pedagogical, psychological and linguodidactic point of view, to determine their mutual difference, places of application, their role and tasks in mother tongue education. Approaches are used to create "Mother Tongue" textbooks.

"Mother language" textbooks, study guides, materials for creating the educational corpus of the Uzbek language, creating subject programs from "Mother language teaching methodology" in philology faculties of higher educational institutions, preparing lecture texts, Creating manuals on the subject "Methodology of

creating educational tasks” for master’s courses in teaching Uzbek language and literature, teaching the mother tongue in grades 5-11 of general secondary schools. It is explained by the fact that it serves as an important source for improvement. On the basis of questions, exercises and examples of tasks created on the basis of classification and description of educational tasks, students will be able to work on the text, develop reading comprehension, speaking skills, and explain the ways of independent work; to argue that the basis for modernization of “Mother Tongue” textbooks is the fundamental renewal of educational tasks that develop listening comprehension skills; recommendations for determining the linguistic-methodical levels for native language education of asking questions to the interlocutor based on the speech situation in the development of speech skills, creating questions and tasks for working with the text; that it is monographically researched from the point of view of determining the levels of analysis competence, the scientific significance of the tasks that develop listening comprehension skills in the improvement of the mother tongue teaching methodology is determined by

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