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THE PROBLEM OF IMPROVING QUESTIONS AND INTER-TASK TASKS WHEN WORKING WITH THE TEXT IN LITERARY **EDUCATION**

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Rasulova Gulbahor Kerimbaevna

Associate Professor of Tashkent University of Applied Sciences, Uzbekistan

ABSTRACT

The article describes the issue of literary education development, in particular, the improvement of educational tasks, the analytical study of the content of questions and tasks in the teaching of literature, the creation of scientific and methodological bases for the development of educational tasks that reveal the essence of the work, the consideration of the criteria for evaluating students' knowledge, and the important recommendations and conclusions.

Keywords

Literary education, educational content, essence of the work, analysis of the work of art, educational tasks, question, task, homework, knowledge, skills and competencies.

Introduction

Educational tasks in literary education are not functionally differentiated. In "Literature" textbooks, their mutual tasks are not separated, teachers are not given enough information about it. In fact, every textbook author, every teacher uses educational tasks, including exercises and assignments, based on their task and characteristics, and it will be

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effective. In literary education, it is appropriate to use exercises - not to impart knowledge, but to create skills and competences.

Methodist scientist H. Muhitdinova emphasizes that it is necessary to consider the existing types of exercises based on scientific and practical recommendations based on the results of modern linguistics, psychological, and pedagogical research, and to develop a system of exercises specific to Russian-speaking groups in terms of content.

In the "Encyclopedia of Pedagogy" you can see a much improved definition of exercise and a form adapted to the field of education: Exercise (Arabic - husnikhat, examples for drawing) - to repeat an activity many times in order to master it thoroughly or improve its quality. For example, reading, writing. M. It plays an important role in the formation of skills and competencies in education .

So, practice is a means of developing skills or competences. And the assignment serves as a test of acquired skills. It has a guiding feature. Through the assignment, the student can be taught to think and work independently. After all, both exercises and assignments are an important

component of "Mother Tongue" textbooks. Theoretical information, that is, grammatical rules, creates knowledge and understanding in the student within the defined topic. In the educational content, the skills and competences expected to be acquired by the student are mainly formed by exercises. Assignments serve to enrich the student's knowledge in this place.

E. I. Passov believed that "dividing exercises into language and speech exercises is unnatural in relation to the unity of language and speech" and put forward the opinion that any exercises have communicative, linguistic and psychological characteristics. In his opinion, "any exercise aimed at grammatical skills must also have a feature related to speech - communicativeness, because the exchange of ideas requires the use of grammatical forms in speech. Without grammatical skills, it is impossible to express thoughts in a foreign language, therefore, "dividing exercises into language and speech exercises will not be effective in forming grammatical skills."

It is known that the world experience in second language education it is appropriate to use communicative and non-communicative According E. exercises. to Passov.

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communicative exercises require the creation of a real or conditional communication situation. Real communicative exercises occurs during direct communication .

Conditional communicative exercises require the creation of a conditional communication situation during training. For this, for example, by showing pictures or videos and asking for their oral or written description in Uzbek, using game exercises, organizing presentation classes, using work games, that is, by creating a professional communication situation, creating a conditional communication environment that is much closer to real communication conditions. can

In literary education, the analysis of poetic works, the understanding of the author's idea is carried out through educational tasks. It definitely takes practice to learn this to a skill or proficiency level. The analysis study exercise is as follows:

I found you ...

I found you, though good stay

You: "Okay stay!" - not "see you".

Bul the sun yet a lot take take it

This month too my life a lot will do intention

You are a partner you won't be now to my sorrow

By the way, no when partner I didn't.

Goodbye now, excuse me more or less,

couldn't love you like Layla.

Medium bul error from problems

O Lord, the dreams of the moment empty

Me too properly knowing love on the roads

 Crazy not to you i will come facing ... (Halima Khudoyberdieva)

To understand this poem, we will practice working on some questions and tasks:

It should be noted that Q. Husanboeva, Doctor of Pedagogical Sciences, gave logically consistent recommendations on studying poetic works based on educational assignments.

Questions and assignments:

- 1. Who do you think is the main character of the poem? What kind of person? Who do you think the hero of the play is referring to?
- 2. The poem initial in the line the first sentence : pay attention to "I found you ". look Why is the verb "found "not "found". used that do you think

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- 3. The word "found". in essence how the truth, how feelings hidden, do you think? Your opinion to the text relied on without justify
- 4. First in verse second sentence "however good What do you mean by "stay"? did you understand
- 5. What that you think, why poetry the hero does not say "Goodbye" but " good " Stay , " he says at the core any truth is there
- 6. Addition "- gandim" in the line conflict with " but ". connector between how contact to be can You from this what did you understand
- 7. Get busy second verse: "You: "good stay!" not - but " see you ". attention do it In Egypt of farewell two types are used . "good" in the sentence Stay!", " See you soon " words with the word "goodbye". between how Do you think there is a difference?
- 8. What that you think, why poetry hero from the interlocutor exactly "good "stay". is passing?
- 9. To the word "not" in the line attention do: why is " not " used instead of " degin "? What do you think it is? means?
- 10. "Bul the sun yet a lot take It will happen, take it, how do you think to understand can Why show

- " bul " instead of " this " . pronoun used that do you think The author of the "l" sound undertake how task uploaded, do you think?
- 11. To be "Ol". how to understand can The sun take of being to the hero what connection to be Do you think it is possible?
- 12. " This month too. " my life a lot will do kasd " verse how comment? Why is it called "does " and not " does "? In your opinion, the sounds "l" and "r" . in charge of how load to be can
- 13. Thinking Look, why is it called "Bul oy ham" ? Before another something creature to the hero's life intention did he do?
- 14. The letter "r" in the words " will be " and " will do " in verses What do you think it will be gained from? proof gives?
- 15. Second "You are a partner" in the quartet you won't be now to my sorrow " style confess at the core how truth hidden that do you think
- 16. Of the four second to the verse attention do: " By the way, never when partner "I didn't." based on poem to the hero description give : what kind of person is he?

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- 17. Next Pay attention to the line: "Goodbye now , excuse me for more or less ". do it What that you think, above in the clause "good stay hero why is he saying "goodbye" now?
- 18. " Excuse me" and " more- less". how did you understand
- 19. You think you are busy last verse: "I could not love you like Lyly ". sorry and study is there or simple confession expressed? Your opinion to the text relied on without justify
- 20. Girl that you can't love a guy like Layla because in what that do you think Thinking look, girl with a guy to be who they are to each other can
- 21. Last busy initial verse: "Don't be in the middle bul error to their problems attention do it "Bull" again. Of this task from what what do you think?
- 22. In your opinion, it is a mistake whose "Error What are the problems? consists of to be can This of error from the problems poem hero more suffering does he smoke or his interlocutor? This of what did you understand Your opinion to the work relied on without based on give
- 23. "O Lord, the dreams that exist in the moment when it is said " puch ". which the moment mean

- is being held that do you think Whose do you think it is? dreams about talk going? This dreams of what consists of the fact that about thought say can you
- 24. "Me too properly knowing love on the way -Mainun not to you i will come duch ..." in the verses to a person special has been how feelings reflection reached that Are you thinking?
- 25. What that you think, "Majnun and You". between how difference to be can
- 26. Poem from the reading released common your conclusion how was it? The work the text on the surface present done to questions own your attitude let me know

In didactics, exercise means teaching, that is, a regularly repeated action aimed at mastering any method of action.

Communication training exercises performed in literary education. In the experience of the world, it is often referred to the exercises of preparation for conversation, communication processes. For example, the following examples of exercises can be observed:

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1. Read the text and name it. Determine the meaning of the selected words, find antonyms and determine their stylistic meanings.

Do you know what words there are? Words are different: funny and sad, small and big. There are also polite words: thank you, thank you, Hello. Mother; there are sacred words: mother, Motherland, peace, happiness...

After reading the following poem "Supreme Asgad Integrity" Mukhtar, discussion questions are given for a better understanding of it:

Oh, mother nature! I am one with you, you are mine you are free, mine my cage my soul my sweetness, my aliveness from you, Sof from the air received my breath Childbirth feeling road won't put it, it's unusual to the sun to say thank you In front of every morning knee I'm sorry It was worth it, my world of light in my eyes light I feel it crops Be the juice in your body flowed my sustenance Rainbow, flowers - mine My feelings, Spring updates life my love Earth hot, earth soft, I am also from the earth, He is invisible to me one . No , I am eternal . To me scientist no . Alive of nature one I am a particle. Oh, of life higher the whole! To man horizons wider Open, Total to

pains ointment You are the one who suffers to thoughts it rained hair Suffering to thoughts it rained hair ...

WE WILL DISCUSS

- 1. "High wholeness" of the poem idea basis about what are to say can Why poem " High called " integrity "? Your thoughts text based on prove it
- 2. How by doing mother nature a person for one of time freedom in itself and being a prisoner (cage) . can What for a poet this the words to nature relatively using?
- 3. "Every morning is opposite." knee I'm sorry it was worth it " in the line lyrical hero why hint doing? Wake up a person in his life expensive in what reflection is enough?
- 4. How by doing spring in humans life love update can Such a concept another to the season also apply to is it possible What for?
- 5. In the poem used artistic image find the tools. Theirs poem artistic and ideological the price increasing importance text based on explain.
- **2. Read and compare offers.** Determine which of the selected verbs has the meaning "to come to a conclusion about the necessity of an action" and

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which one has the meaning "to overcome fear", "to hesitate, to start an action".

In the 7th grade "Literature" textbook, the following questions and tasks were developed for the work "The Old Man and the Sea":

- 1. "The old man and from the story " Sea ". how idea (or ideas) . did you understand Nobel prize for the work deserves to be reasons what do you think?
- 2. American again one famous writer, literature Nobel Prize in prize winner William Faulkner Hemingway " from defeats. " appear has been " literary " he called was This is the definition you reading who did "The old man and the story of the sea events where level wake up? Your thoughts text based on explain
- 3. The author of the main character why Name not with (Santiago), he calls him "old man"? The work why "The old man and called " the sea "?
- 4. The old man that's all long and dangerous the sea hunting from exit purpose what was He is himself to the goal did you get it? Your opinion text based on explain
- 5. From the work of the old man portrait and boat i image given find seats. These are the places in

the pupil how impression leaves? They are work idea to understand where level help will give?

- 6. In the work nature image given find places . Theirs work the idea opening importance text based on prove it
- 7. Santiago what for the coast fish taking the bone came? Your thoughts text based on prove it
- 8. Author the image of a child (Manolin) in the play take from the entrance how the goal Do you think you saw it? Why old man hard work every time on him remember?

Conditional speech or preparatory speech. This type of exercise includes adding exercises, adding sentences, paraphrasing, question-and-answer tasks, and more.

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