



 Research Article

THE IMPORTANCE OF EDUCATIONAL TASKS IN THE DEVELOPMENT OF EDUCATION IN THE STATE LANGUAGE IN TECHNICAL AREAS OF HIGHER EDUCATION

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ABSTRACT

The article describes the effective use of types of exercises when teaching the Uzbek language in the higher education system, the skills and qualifications established in the Uzbek language in the requirements of the technical direction, as well as training tasks for their formation, and suggestions-considerations. Exercises are also described, classified, and new textbooks and manuals contain recommendations and samples of what grammar and conversational exercises are like.

KEYWORDS

Exercise, types of exercises, grammar exercises, higher education, speech skills, Uzbek language, qualification, competence, DTS, training tasks, phonetic exercises, methodology, improvement, textbook, manual, modern training tasks, lexical exercises, exercises for reading comprehension.

INTRODUCTION

Language teaching methodology has achieved significant results in recent years. In particular, best practices for teaching a specific language as a second language - innovative pedagogical

technologies were introduced. The Uzbek language is one of the languages recognized by the world community and studied with great interest in many countries of the world. Decree

No. PF-5850 of the President of the Republic of Uzbekistan dated October 21, 2019 "On measures to fundamentally increase the prestige and status of the Uzbek language as a state language" was approved. In 2020, the Presidential Decree on the further development of the Uzbek language and the improvement of the language policy was signed. In it, the task of creating a modern methodology of teaching the Uzbek language is defined. It has the task of implementing the state language in all fields, developing modern methods of teaching the Uzbek language. In particular, there are systemic problems in teaching the Uzbek language in technical universities. Improvement of the teaching methodology depends first of all on the quality of educational tasks.

The granting of the state language status to the Uzbek language changed the attitude towards the language. The content of education has been updated, the scope of work to be done in this field has been determined. In the history of education, what to teach and how to teach has been and remains one of the main problems" [2].

The educational materials provided in the Uzbek language textbooks and manuals have also acquired a new form and content. At the same

time, there are serious shortcomings and room for reflection in the teaching of the state language. Despite the fact that so much time has passed since then, the content of educational tasks related to the education of the Uzbek language in groups or classes where education is conducted in other languages has not changed significantly.

The teaching methodology is reflected in the educational tasks. At this point, it is permissible to comment on the concept of educational tasks. In the methodology, educational tasks can be divided into reproductive and cognitive-pragmatic types. In traditional education, in language teaching, educational tasks with a reproductive nature were used. Reproducible learning tasks are tasks that are the result of a ready, easy, reproducible form (or answer to a question) aimed at demonstrating knowledge and skills related to the subject in the textbook [3].

For Russian groups such as H.Muhitdinova, A.Rafiyev, I.Mirzayev, M.Boltayev, regarding the teaching of the Uzbek language in groups where education is conducted in other languages; M. Boronov, Sh. Yuldasheva and D. Kabulova, A. Yusupov [1;56] conducted a number of scientific and methodological studies for Karakalpak-speaking groups. Educational tasks are not able to

fully form students' speaking competence. It should be noted that in this study, Uzbek language teaching is mainly provided in Russian groups. Therefore, the scientist believes that in the teaching of the Uzbek language, the grammatical knowledge that expresses a certain content should be given in a meaningful coherence and step-by-step continuity, and the speech topics should be given accordingly to the formation of correct Uzbek speech in Russian-speaking students and automated speech skills. and believes that it leads to the formation of skills [4]. In order to do this, he considers it appropriate to provide speech topics and grammatical information in the Uzbek language programs and textbooks in the following order: 1) a topic related to the expression of a certain opinion; 2) grammatical subject; 3) speech topic; 4) material for literary study.

Experiments have shown that the organization of Uzbek language education in this way helps to expand the scope of thinking of students in Uzbek, to create the opportunity for them to express independent thoughts in Uzbek. We believe that this approach should be used at all stages of continuous education.

EI Passov in his research "One of the most important and complex problems in second language education is the selection of language and speech materials and their correct distribution, in which, first of all, the age of students, the direction of education taking into account the selection and distribution of the grammatical minimum, that is, it will be necessary to solve the problem of giving what to whom and when" [5].

LS Vygotsky emphasized that learning the mother tongue is done from the bottom up, and acquiring a foreign language is done from the top down [6].

In contrast to mother tongue teaching, in groups where education is conducted in other languages, the main part of educational tasks is directed to the development of speaking skills. Therefore, the exercises related to this education will also be different. For example, B. Lapidus divides them into speech exercises and language exercises [7], while E. Passov believes that "dividing exercises into language and speech exercises affects the integrity of language and speech", and accordingly, he divides the exercises into emphasized that it is divided into communicative and conditional communicative exercises [8].

To emphasize the concept of "task" in scientific research, researchers used terms such as "goal", "situation", "state", "form". SL Rubstein writes: "the mental activity of a person consists in the performance of tasks: - the goal included in the condition determines the task[9]". According to A.N. Leontiyev, "a task is a goal based on certain conditions[10]". Therefore, many psychological studies related to the study of educational tasks are based on the opinions of these scientists.

In his works, AYPonomarev defined the concept of "assignment" based on the categories of "educational situation" and "the situation that causes subject movement"[11].

In the works of LM Fridman, a definition of educational tasks based on a problem situation is given, that is, "any sign model of a problem situation can be called a task. O. Rozikov, who deeply studied the educational tasks, in order to determine the characteristics of the educational tasks, compared them with the educational material, and said that "the educational task is a modified form of the educational material arising from the needs of teaching and learning ", gives the definition [12].

Methodist scientists have not been paying attention to the approach of educational tasks to the development of speaking skills. It is necessary to develop communication skills in the state language in order to train future specialists in the higher education system to be able to work effectively in their field. In this, there is a need to create a system of pragmatic educational tasks developed mainly for selected texts.

H. Muhiddinova, while studying and comparing different opinions on this matter, gradually developed the exercises and tasks used in the Uzbek language education until today on the principle of easy to difficult. It is noted that the development of the scientific-theoretical and methodical basis of giving attention to the direction of education, at what stage, to whom, what exercises and assignments has not been scientifically researched [13]. One of the urgent issues of today is to study the issues of what kind of exercises to use in teaching the Uzbek language in Russian groups, how to distinguish tasks from exercises, and how to develop speaking skills in higher education institutions. Solving problems related to educational tasks creates conditions for the elimination of confusion related to the assignment of exercises and assignments in



Uzbek language textbooks and training manuals and the development of speech competence in Uzbek language education. Although innovative approaches are used in the methodology of teaching the Uzbek language, there are specific methods of language teaching.

At this point, it is appropriate to dwell on G. Hamroev's theory about the didactic distinction between exercises and assignments in the course of the lesson. In the practice of teaching the Uzbek language, two types of assignments are used. These are exercises and assignments. In fact, there are almost no exercises based on repetition in Uzbek language textbooks and manuals. The contents of assignments are not fully specialized in the formation of skills and competences, as in the practice of teaching foreign languages. Exercises and tasks, in general, educational tasks should be aimed at the formation of speaking competence, rather than the formation of knowledge.

If we dwell on the concepts of "competence" and "competence", these terms were first used in linguistics in the middle of the 20th century by N. Chomsky, and in the process of using the language "activity-oriented knowledge, skills and abilities as a set", and in the field of education it is

interpreted as a "competent approach", it is noted as one of the factors that determine the effectiveness in education. Dictionaries interpret the meanings of these words differently. In the "Explanatory Dictionary of the Uzbek Language" the word competence is explained as follows: "Competence - (lat. sompetere - to be capable, worthy). 1) Scope of powers of a specific organization or official defined in official documents; authority. 2) A person's awareness of a certain field, the level of knowledge of this field" [13], and in translation dictionaries, this word is interpreted as follows: "Competence - 1. A field in which a person is well-informed and effective; 2. walk. scope of right (duty, work)"; "Competence - 1. An area or subject in which a person is well-versed; 2. Authority, right discretion; Competent/- nyy, -naya, -noe, -en, -na - well-informed, well-educated, well-versed, knowledgeable, aware, factor; 2) reasonable, considerate, respectable; 3) has the competence, i.e. the right; competent. Competence means the possession of deep knowledge, based on deep knowledge, reasonableness, awareness, effectiveness"[14].

H. Muhiddinova in the field of education defines the word competence as competence, and

competence as ability, and the competence approach to education is aimed at forming the ability to apply acquired knowledge, skills and abilities in their personal, professional and social activities. states that it is appropriate to understand that it is the direction of education [5]. In fact, the competence approach in language education is the ability of students to use the materials of the language they are learning and the information they receive in their life activities, to express their thoughts in this language independently orally and in writing, and to apply it in accordance with speech situations. It consists in the acquisition of language skills, that is, the formation of the ability to use the language in a practical way.

Education based on the competence approach is education aimed at forming the ability to apply acquired knowledge, skills and abilities in their personal, professional and social activities, and students have independent thinking and an active citizenship position. It creates creativity, initiative, the ability to use information and communication technologies wisely in one's activities, conscious choice of profession, healthy competition and general cultural skills.

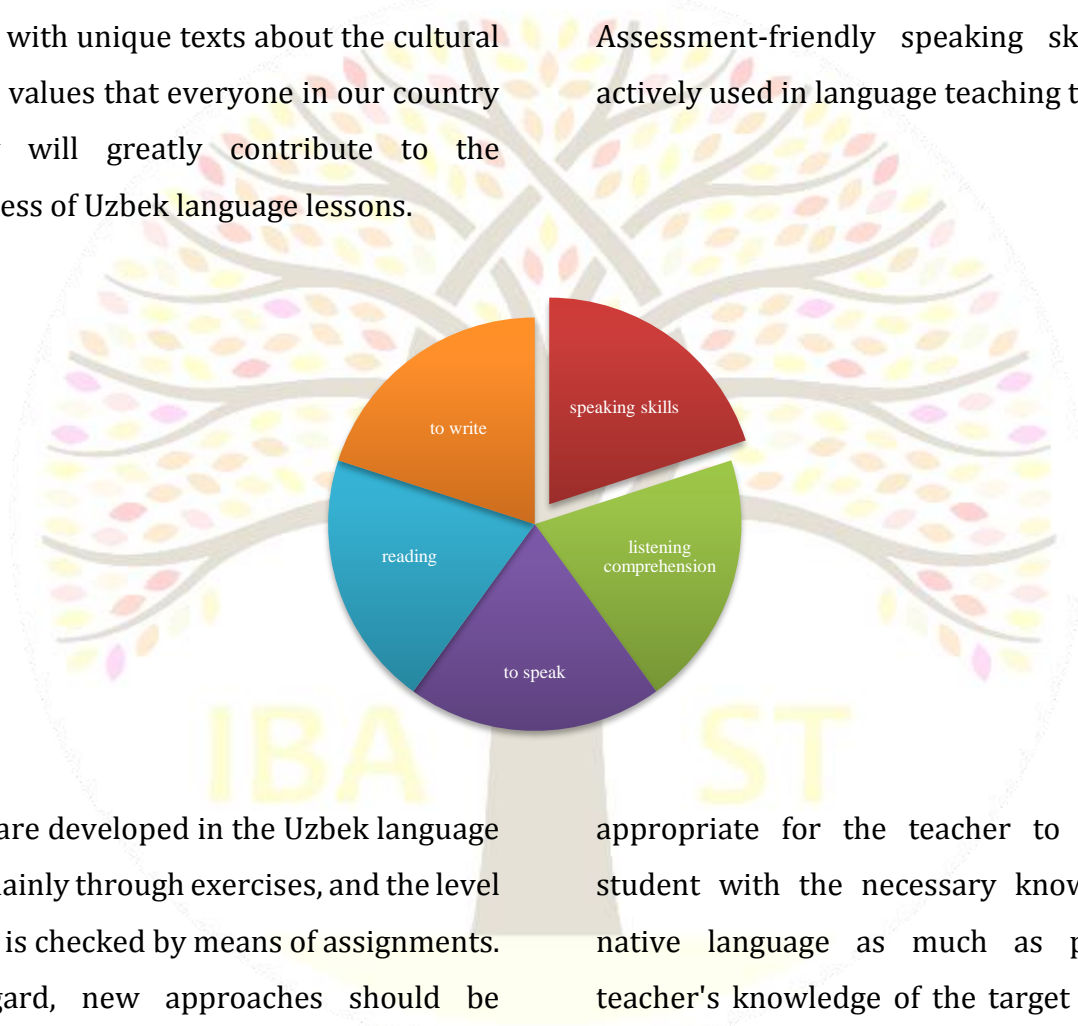
A. Yusupov stated that it is appropriate to use pronunciation exercises in the initial classes to develop speaking competence in Uzbek language teaching. In this case, the student, of course, compares the information he is learning in Uzbek with the information in his native language, and learns based on comparative pronunciation. Then the other sections are effectively mastered based on this approach.

It is known that in order to get a clear idea about the subject, comparing it with the other one helps the student to get a vivid picture at once. For example, it is difficult to achieve the expected result by giving as many definitions as you want to explain the subject of "Accent" to a language learner. But if you compare the accent of the Uzbek language with the accent of a word in one of the Russian, Karakalpak, German or English languages, you will immediately get an idea [1].

The issue of educational tasks that form speech competence, in particular, pronunciation exercises, has been sufficiently studied in other languages. In world experience, exercises are used continuously. Textbooks and manuals published for higher education in our country do not effectively use special drawings (pictures) showing the pronunciation of sounds. It is known

that the literary pronunciation of some sounds characteristic of the Uzbek language cannot be fully taught with simple, traditional exercises, as is shown by the speech of today's students, especially teachers. Enriching the content of assignments with unique texts about the cultural heritage and values that everyone in our country must know will greatly contribute to the meaningfulness of Uzbek language lessons.

The main part of the problems related to the teaching of the Uzbek language in foreign language groups of higher educational institutions is directly related to speech skills, as well as to the educational tasks that form them. Assessment-friendly speaking skills that are actively used in language teaching today are:



These skills are developed in the Uzbek language education, mainly through exercises, and the level of formation is checked by means of assignments. In this regard, new approaches should be implemented in the state language teaching system.

So, in the Uzbek language lesson, in particular, when explaining the subject of phonetics, it is

appropriate for the teacher to compare the student with the necessary knowledge in his native language as much as possible. The teacher's knowledge of the target language will have a negative or positive effect on the result.

In the course of the lesson, units of two languages are compared, each of them has its own characteristics. Grammatical differences and

similarities between the languages will be pointed out. For example, word order is different from Russian. In the explanation of the pronunciation of sounds that are not similar to Uzbek in the Korakalpok language, the differences, such as the de-sounding of Uzbek consonants in pronunciation, the different pronunciation of some nasal sounds, as well as the place of concordance and inconsistency in the pronunciation and writing of sounds in general, are compared. . In this process, the student becomes an active participant of the lesson, moreover, he gradually begins to continue the comparison himself. Comparison develops the student's ability to work independently. This is one of the main tasks of Uzbek language education. When the student understands the unique aspects of the Uzbek language in the process of comparison, the student develops a desire to learn this language independently.

educational tasks in ensuring the content and improvement of Uzbek language education is extremely important. Because with their help, the conditions for speaking in the literary language and using its various possibilities will appear. Educational tasks are formed both on the basis of linguistic information and on the basis of speech

topics. There are two types of competencies developed in Uzbek language classes.

A. Yusupov: "Speech competence is mainly formed through exercises and assignments. The issue of educational tasks is presented in English, German, French language textbooks in more perfect, complete and colorful forms, and the remarkable thing is that this process does not end with general secondary education, but rather with higher education. will continue"[1], he says.

The texts that make up the content of the tasks of the current Uzbek language textbooks do not create a complete idea of the geography of the country in the student. In particular, it is possible to improve educational tasks by working on texts that inform students about ancient historical places such as "Afrosiyob", "Ellikkala", "Boysun", which are considered the jewels of Uzbekistan. Even many students from Karakalpakstan are not fully educated because it is not included in textbooks and manuals. This kind of information is part of the assignments in Uzbek language textbooks.

In particular, English, German and French language experiences can be effectively used in improving educational tasks. In order for a

student to express his opinion beautifully and clearly, he must have a broad worldview, a sufficient vocabulary, as well as knowledge of proverbs and proverbs infused with the national spirit of the people, their (Uzbek-Karakalpakcha - Russian) will also improve the quality of the lesson. It will not be without benefit if folk proverbs are quoted more not only in literature textbooks, but also in native language textbooks. After all, proverbs as "rules of life" give the student more information than a simple example.

In order for the student to develop his speech competence, he must first of all be given the conditions, modern skills and competencies cannot be formed with traditional educational assignments. For this reason, there is a need to develop modern educational tasks that prepare the student for various speech situations, prepare them to freely exchange ideas in the state language of their specialty.

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