Research Article

CREATING THE POSSIBILITY OF INDEPENDENT IMPLEMENTATION OF EDUCATIONAL TASKS IN THE CONDITIONS OF THE TRAJECTORY OF PEDAGOGICAL HIGHER EDUCATION

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ABSTRACT

The current state and prospects for the transition to a credit-modular system for the development of oral competence of students of higher philological education, the principles of a credit-modular system of universities based on advanced foreign experience, recognition of learning outcomes. Substantiated is academic mobility, the accumulation of grades, the interest of teachers and students in science, as well as the introduction of a well-defined assessment system.

KEYWORDS

Educational tasks, higher education, trajectory, distance and independent learning, listening and understanding, speaking, reading, writing.

INTRODUCTION

In the world, the development of mechanisms for the effective use of hybrid educational models in the development of didactic-methodical competence of future linguist teachers, in the educational process of language with the help of methodical teaching, through the development of independent educational tasks and independent educational tasks, special attention is paid to the content and level of usefulness of independent tasks in scientific literature. In particular, the development of practical-methodical and scientific methodical support for the development of methodological competence of students in module-credit, the adaptive application of traditional and non-traditional forms of distance and independent learning

opportunities to the fields of philological education, and the development of a linguo-methodical system are of great relevance.

Especially in the conditions of hybrid education, it becomes more urgent to accelerate the methodical preparation of teachers in higher education in the module-credit system, to improve the system of independent assignments for preparation for effective organization of didactic-pedagogical activity. In the methodology of the Uzbek language, extensive researches have been carried out on linguistic, communicative, analysis of independent educational tasks and the development of independent educational tasks. However, the pragmatic and linguodidactic features of linguistics in the module-credit system have not been systematically studied. In the Action Strategy for 2017-2021 on the five priority areas of the development of the Republic of Uzbekistan, "improvement of the education system, increasing the opportunities for quality education services" [1] is emphasized. Because in module-credit education, independent educational tasks occupy a central place among global issues.

Accordingly, this research is of great importance, aimed at creating independent assignments from linguistics in the module-credit system, studying pragmatically, lexicographically, and determining their pedagogical-didactic value and social significance.

In Uzbeksitan, the wide introduction of module-credit in higher education pedagogy and the development of independent work skills of students under the conditions of the new Renaissance pedagogy are being paid attention to. Linguistics, the methodology of teaching the mother tongue is based on the competence approach; the development of linguistic competences during the lesson is expected to lead to the improvement of speech competences. It shows the need to further expand the methodological possibilities of (listening and understanding), (speaking), (reading) and (writing) skills based on the specific qualification requirements for learning the content of the mother tongue education. This requires the development of a didactic system and a technological model for the development of methodical competence in the teaching of the mother tongue under the conditions of module-credit education and the improvement of didactic conditions for their implementation.

In the following years, a number of scientific-methodical studies on the methodology of mother tongue teaching were conducted in our country. In particular, linguists such as L.Raupova [8], Sh.Yusupova [2, p. 137], N.Khursanov [] and N.Dadajonova [3, p. 123] in their research promoted teaching based on the methodology of working on students' speech in the process of Uzbek language education. Linguistic scientists such as A.Gulomov, M.Kadirov, M.Ernazarova, A.Bobomurodova, N.Alavuddinova, V.Karimjonova conducted research on the methodology of working on independent educational tasks and developing creative thinking skills based on mother tongue teaching. T. Yusupova conducted scientific research on the teaching method of the main parts of the sentence [4, p. 22]. Among these are the works of linguists such as H. Nematov [5, p. 92], A. Gulomov, M. Kadirov, A. Nurmonov, A. Sobirov [6, p. 160], B. Mengliev [7, p. 248], L. R. Raupova [8], B. Tokhliev, Sh. Yusupova, T. Ziyodova [9, p. 125], O. Okhunjonova, D. Jumashev [10, p. 152], research scientists on methodical and theoretical education in the content of mother tongue education. At the same time, these studies are aimed at developing written and oral speech. At the same time, these studies are aimed at developing written and oral speech. Such linguists as N. Mahmudov [12, p. 224], R.

Safarova [13, p. 108], U. Tursunov, A. Mukhtorov, Sh. Rahmatullaev [14, p. 399], H. Alavuddinova [15, p. 24], R.R. Sayfullaeva, B.R. Mengliev, L.R. Raupova [16, p. 248], N.Khursanov [11, p. 26] are among them. Researcher A.Bobomurodova [17, p. 146] studied the use of game-independent educational tasks in the content of mother tongue education; methodologist T.Ziyadova [18, p. 152] researched the possibilities of increasing students' vocabulary in the process of mother language education and referred to text analysis in the content of mother tongue education. For example, in the Uzbek language textbook (for Russian groups of medical institutes) by K.Turdieva, G.Akhmedova [19, p. 204], independent educational tasks that develop thinking in the process of Uzbek language education and methodical approaches to their use are important for HEIs. Regarding methodology, T.T.Ganiev studied the issues of increasing the student's cognitive activity in the process of practicing in his mother tongue [20, p. 22]. A. Hamraev, on the basis of the research of the problem of designing the creative activity of the learner in the content of the mother tongue education, the systematic development of the intellectual potential of the students based on the principles of ensuring coherence, continuity, awareness, interdependence and connection in the design of the creative activity in the mother tongue education is scientifically and methodically based [21, p. 242]. In this regard, researches on the subject were carried out by linguists, methodist pedagogues such as I.A.Allayorov [22, p. 44], O.R.Rozikov [23, p. 103], R.Ibragimov, M.H.Mahmudov [24, p. 42], A.Gulomov, M.Kadirov, B.R.Adizov [26, p. 280], M.Mirtojiev [27, p. 424] the problems of developing the student's educational activity, raising his activity and independence were also studied.

THE MAIN FINDINGS AND RESULTS

In particular, Professor R.R. Saifullaeva [16, p. 248], relying on the ideas of Professor H. Nematov, who developed the content, goals and content of mother tongue education, abandoned the new - excessive grammar in mother tongue teaching, developed students' speaking skills, studied the national language and national spirituality based on vocabulary and text. He was one of the first to introduce the direction, to prepare students for various speech situations, to educate creative thinkers. It should be noted that Doctor of Pedagogical Sciences, Professor R. Safarova has researched important issues related to the development of learning and cognitive skills as the main task of the mother tongue educational content, in particular, independent educational tasks, as well as the issue of didactic approach, the teaching of the Uzbek language as a state language [28, p. 242]. Doctor of Pedagogical Sciences, professor Sh. Yusupova [29, p. 270], a Methodist scientist who made a significant contribution to the development of the content of the mother tongue education, in her doctoral dissertation, conducts research on the scientific and methodological basis of the development of the students' thinking in the lessons, while developing the scientific and methodical basis of the development of the students' thinking. At the same time, he pays attention to individual typological characteristics of independent educational tasks that develop thinking. Kh. Muhiddinova described the importance of pedagogical-methodical approach to systematization of the education of Uzbek as the state language, improvement of self-study assignments based on the principle of continuity for the continuous education system [30, p. 270].

In most textbooks in use, independent learning assignments, questions are given as an independent assignment. It can be completed by a student in a short time; it may not be of practical importance. Now let's
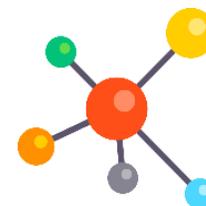
turn to the contents of the "Methodology of Uzbek language teaching" textbooks. In it, we will consider how to use, content, form, structure of independent education educational assignments.

Task 1:

a) read the text, fully understand the content of the text by listening;

b) highlight key words and phrases in the text;

d) express the main idea in the text in writing.

Task 2. Memorize the following key words: Administrative [related to management, administration] - related to administration. It is carried out by the administration.

Administrative region. Province [outlying place, country] is a large administrative-territorial division that includes one or more cities of the country. 12 regions of Uzbekistan. [31, p. 528].

In general, there should be an exercise related to the topic in each training session. The following educational tasks were used in the content of the textbook "Methodology of teaching the mother tongue" prepared for primary education courses of higher educational institutions:

Questions and assignments

1. What is the subject of mother tongue teaching methodology?

2. What issues does methodology study?

3. Describe the main tasks of the mother tongue teaching methodology.

4. Describe the main sections of the science of the method of teaching the mother tongue in primary grades.

5. Explain the methodological foundations of the science of mother tongue teaching methods.

6. Explain the connection of mother tongue teaching methodology with other subjects.

7. What are the specific principles of mother tongue teaching methodology? Describe them.

8. What is the theoretical method and in what cases is it applied? [32, p. 18].

The next assignment has a pedagogical-methodical orientation description and serves to acquire vocabulary and develop writing skills in the student based on independent work. It should not be forgotten that one of the most important requirements for mother tongue education is to prepare students for the activity of independent expression of their thoughts based on the activities of future specialists [33, p. 23]. This textbook, published in 2009, provides good recommendations for students - future professionals on student evaluation, educational material that serves as an evaluation criterion. The following criteria should be relied upon when creating independent educational assignments:

Although the educational content and duration of preparatory classes are not the same, it is recommended to determine the following in order to study the speech preparation of my child during this period:

1. Determination of reading skills. a) reads the word by heart; b) reads in syllables; d) reads by letter (wrong reading); e) knows a lot of letters, but does not know how to read; f) recognizes some letters.

2. Writing skills. a) knows how to write all letters, writes words (printed or written): b) knows how to write only some letters (printed or written); d) does not know how to write at all.

3. Readiness to analyze sound. a) divides the word into syllables; b) separates the sound in a word or syllable; d) pronounces all sounds correctly; e) pronounces
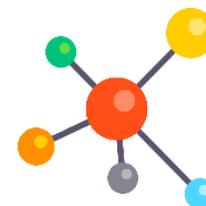
some sounds incorrectly (which sounds are taken into account); f) Attention is paid to the high or low speech, diction.

4. Verbal connected speech. Reciting the poem by heart. a) knows 3 or more poems, recites them with pleasure; b) knows 1-2 poems, is shy to say them; d) he does not know how to recite any poem by heart.

5. Verbal connected speech. Telling a story. a) knows and can tell one or more fairy tales; b) knows a fairy tale and tries to tell it, but cannot tell it; d) he does not know how to tell a story, he does not try to learn.

6. Verbal connected speech. Comment ("Tell me what you see in the picture").

a) can compose a connected story of more than 20 words, several sentences;

b) can compose 10 to 20 words, several sentences;

d) can answer up to 10 words in the form of connected speech;

e) Can give a short answer in 3-4 words [32, p. 18].

Grammar exercises. Grammatical exercises are initially divided into two groups: morphological exercises, syntactic exercises. Morphological exercises are used in the processes of strengthening theoretical knowledge of word structure, word formation, additions, and word groups, independent and auxiliary words. Morphological exercises are the main factor in the formation of intellectual skills in various morphological phenomena - independent and auxiliary word groups, various morphological categories - types and inflections. Let us give an example of morphological exercises. Task 3. Move the dots to the axis of the parentheses by placing the appropriate noun-forming suffixes. Yomonning bir qil. (-iq,-ik, -ig')i ortiq. On the basis of syntactic knowledge, syntactic exercises are used to form intellectual skills related to

sentences, word combinations, and types of sentences according to the purpose of expression, parts of sentences, simple and compound sentences. Examples: Task 4. Find fillers instead of dots. Odamning yuzi…..issiq. Nodon kishi…..bino qo'yar. 5-topshiriq. Berilgan ko'chirma gaplarni o'zlashtirma gaplarga aylantiring. 1. "Xalq g'ayrat qilsa, umidi tush bo'lib qolmaydi", — dedi Sayramov ma'nodor kulib. 2. "Bug'doy noning bo'lmasin, shirin so'zing bo'lsin",— deydi dono xalqimiz [35, pp. 140-141].

Taking into account that not all students studying in the field of primary education in the higher education system will become Methodist scientists, the content of the above-mentioned question and independent study tasks may change a little.

But when we analyzed the textbook "Methodology of Mother Tongue Teaching" written by A. Ghulomov, M. Kadirov, M. Ernazarova, A. Bobomurodova, N. Allavutdinova, V. Karimjonova, published in 2012 for students of higher education institutions, the independent educational tasks contained in the textbooks, mainly, grammatical analysis serves to teach and strengthen grammatical rules, to develop pure theoretical skills based on morphological analysis. Below are examples of such tasks and exercises in the development of speaking skills. However, the methodology of creating questions is not given independently.

During the game "This word is ours", the teacher recommends a number of words related to the noun group to the students using a portable board or an overhead projector. A certain amount of time is devoted to writing abstract nouns from these words separately and interpreting their meaning. Given words: book, happiness, throne, freedom, peace, feeling, sumac, happiness, spring, wheat, mill, love, picture, freedom, courage, value, loyalty. An attempt

was made to motivate the students by saying that the group that finds the horse quickly and correctly is the winner of the game [36, p. 380].

Also, the textbook is a resource that should be supplemented with various additional tools - anthologies, sets of exercises and independent tasks, dictionaries, reference books, books for reading outside the textbook, atlases, historical-geographical maps, etc. A distinctive feature of modern textbooks is that they provide educational material in a more expanded plan, based on independent educational tasks, expanded with the latest information, reference-type descriptions. Working with the textbook, students learn to analyze with the help of additional literature, to use a creative approach, a critical approach, to fill in, the style of their presentation, and to change the studied text. Activation of work on the introduction of innovative approaches to the teaching of the mother tongue based on independent educational tasks; improvement of scientific, methodical, psychological and pedagogical support system development for mother tongue teaching; the importance of using the latest achievements of Uzbek ethnolinguistics in the teaching of the mother tongue
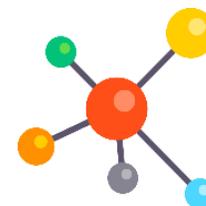
should encourage independent research in accordance with the purpose. 2. In such conditions, the most important part of the textbook should not be a theoretical database, but independent educational tasks that teach the student to use the countless opportunities of our native language effectively and appropriately. Because the purpose of the higher education system is not only to train a linguist, but to deliver a creative thinker to the society who can widely use the possibilities of the language. Improvement of the content of mother tongue education based on independent educational tasks is implemented on the basis of didactic-pedagogical approaches. 3. One of the main issues is the development of students' speaking skills, inculcation of the national language and national spirituality in the student's thinking based on the dictionary and text, preparing their students for various speech situations, and effectively introducing the technology of educating creative thinkers into the mother tongue education.

Linguistic-pedagogical principles in the preparation of independent educational tasks of linguistics for the modular credit system

Figure 1.1.1

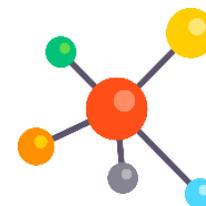| Linguistic-pedagogical principles in the preparation of independent educational tasks of linguistics for the modular credit system	
Educational content	Study of methodological heritage of linguists, analysis of textbooks and pedagogical literature, scientific-pedagogical sources

Principles of education	Scientific, systematic, consistency, integration, taking into account the theoretical and practical features of educational tasks, strengthening in educational activities, methodical activity and coherence of attitude, personal experience and paradigms, motivation and activity, initiative
Forms and types of education	Seminar-training, conversation, personal example and presentation, class activities consisting of distinguishing types and forms of education, innovation, different sides of innovation, demonstrations
Educational methods	Ideal-image modeling of educational activities of Lingvopedagogy, methods and tools, educational and educational aspects (innovative technologies, national and modern creative approaches)
Pedagogical conditions in education	Identifying seemingly simple methodological approaches in the use of questions in the creation of independent educational tasks and ensuring consistency in their improvement; linguo-didactic-pedagogical factors, introduction of the mechanism of creating opportunities for effective use of the methodical experience of the older generation.
educational tools	"School of Teachers"; real examples of textbooks of the older generation and sources of textbooks, study guides based on the lesson process; Personal instruction of linguists on the field, methodical projects, methodical videos based on the credit module system, handouts, media appearances
The development of criteria in the educational process	Development of criteria affecting the development of the classroom environment in the use of questions in the creation of independent educational tasks

⇩

> Linguistic-pedagogical foundations are improved in the preparation of independent educational tasks of linguistics for the modular credit system

In the model map of linguo-didactic-pedagogical foundations for the credit system in the preparation of independent study tasks of linguistics, in higher education, usually, textbooks related to a specific educational subject are the main means of imparting knowledge and obtaining information for the student and the teacher on this educational subject, both during and even after the lesson. , is the support. Therefore, the main attention should be focused on the composition, structure and, of course, the content of the educational materials in the textbooks, in particular, the independent educational tasks.

5. Modern e-textbooks should integrate many sources of information such as innovative media technology, pull and manage them. In this process, independent educational tasks should be able to connect to wagons loaded with innovative media-technological dictionaries, audio and video materials, sets of exercises and assignments, tests, visual aids, electronic resources, and serve as the main tool in their use. The use of the Uzbek language in the field in the higher education system, the use of pragmatic approaches in the teaching of the native language of the philological education, in particular, in the creation of independent educational assignments and independent educational assignments, is effective. The main part of the new module system that is being introduced in higher education is the assessment and educational tasks that lead to independent work. L.S. Vygotsky analyzed in the Pedagogical-psychology textbook that it is necessary to pay special attention to the content of independent education assignments, and that it is important to improve students' knowledge based on the levels of linguistic and psychological knowledge [37, p. 80]. Emotional level-intuition, complex level-memory, imagination, perception, attention, mechanical memory - to limit the use of tasks aimed at checking the theoretical information that is stored in

memory, but to think, observe, understand the laws of the world, higher level-thinking and speech, means that it is necessary to use independent educational tasks that serve to develop a worldview, understand the laws of cause-effect-solution, form and content, negation-negation, comparison, creative and critical approach.

At the same time, we will focus on the following tutorial.

It is known that 50-55% of the words in the "Annotated Dictionary of the Uzbek Language" are nouns [36, p. 380]. The main goal of studying this word group is, first of all, to introduce the words that belong to this group, but are rarely used or almost not used in speech, into the speech activity, to improve the pronunciation and spelling of students and students. It consists of independent expansion of knowledge and skills.

CONCLUSION

In conclusion, our research shows that the tasks given in general secondary education textbooks are very close to each other, independent educational tasks and do not fully reflect the methodology of creating general tasks, their methodology depends on the personal potential of the authors, but is perfectly progressive with the demand of the time. The methodology is being developed. This requires conducting scientific-practical research on the methodology of higher educational institutions and linguistic didactic foundations in the education given in textbooks. Exercises, tasks and independent educational tasks in the textbooks "Native language", "Methodology of teaching the native language", "Uzbek language", "Basics of linguistics" in most cases are not focused on the development of students' speech and linguistic skills, but on teaching grammatical rules. Except for Uzbek language textbooks. Since textbooks SES, curriculum and UUMs
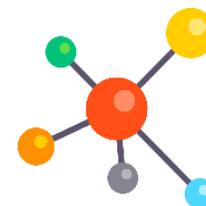
are pedagogical and didactic resources, it is necessary to use various independent educational assignments, questions requiring exercises and text analysis, oral inquiry, independent speech, debate, etc., aimed at developing speech and linguistic skills.

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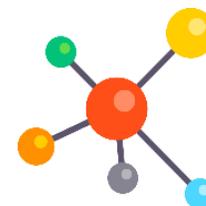
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