



PROBLEMS RELATED TO WORKING ON STUDY TASKS IN HIGHER PHILOLOGICAL EDUCATION

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ABSTRACT

The article discusses the problems associated with working on educational tasks in higher philological education, their causes, elimination, and the principles of determining the system, methods and means of developing skills for working on educational tasks.

KEYWORDS

Higher education, the field of philology, educational tasks, independent educational tasks, skill-building tasks and exercises, textbooks and manuals.

INTRODUCTION

In recent years, scientific research related to the methodology of language teaching has been increasing in terms of volume and quality, while the main attention is being paid to the content of education. The issue of using educational tasks in teaching the Uzbek language, including linguistics, is a serious problem. After all, communication between a teacher and a student occurs mainly through educational tasks. At this point, it should be noted that special attention is not paid to the improvement of

educational tasks in the teaching of language teaching methods and linguistics.

It is especially used in traditional questions and assignments in textbooks and study guides. In this regard, it can be noted that the general secondary education system has made significant progress, school textbooks and approaches to teaching methods have also been modernized.



Most importantly, the differentiation of educational tasks, their place of application and the tasks they perform have been determined.

In his article, E. Davronov revealed the essence of the concept of "assignment" from the psychological and didactic point of view, he also partially touched on the tasks of exercises and assignments in relation to Uzbek language classes. A scientist views the assignment as both an end and a means. In didactic theory, the terms "assignment", "educational task", "intellectual", "problem" and "exercise" are used together with the terms "independent work". A.N. Leontiyev understands the concept of task as follows: "A task is a goal set based on certain conditions." He uses the terms "need," "motive," and "activity" to describe the specific characteristics of a task.

Y.A.Ponomarev created a number of categories in the theory of tasks, in particular, he determines the interaction of the subject and the object in the educational situation, the activity of the subject in acquiring knowledge and improving it. O.Rozikov analyzed the educational tasks from the point of view of their connection with the educational material in the scientific-pedagogical research. According to him, "a learning assignment is a modified form of learning material that depends on learning goals".

Here, the following features are highlighted based on training needs: 1) possibility of construction (structuring); 2) construction and revision of the structure; 3) availability of the form of educational material; 4) proportionality of educational process stages; 5) the ability to replace one task with another; 6) open system; 7) complement each other; 8) conformity of the methods of learning and improvement of knowledge with the requirements; 9) creating conditions to meet the needs of teaching and learning. The scientist also emphasizes that "Tasks

reflect the experience accumulated by mankind and at the same time become a means of renewing material and spiritual values and enriching them".

In education, certain studies have also been conducted on the issue of essentially distinguishing the terms "exercise" and "assignment". In particular, the methodist-scientist M.Saidov divides educational tasks into three types among his educational materials, and often teachers use "exercise", "assignment" during their work. and states that the concepts of "issue" are confused.

The scientist agrees with the opinion of Doctor of Pedagogical Sciences A. Ghulomov that "Exercise is both a form of educational task and a specific method of teaching" admits that the task expresses a narrower concept than the exercise.

It is known that the terms "exercise", "question" and "assignment" are mainly used in language textbooks, and the term problem is used in natural and concrete sciences. All of them are a type of work that is part of educational tasks, and this term is also interpreted as educational tasks in some studies.

As we mentioned above, the main goal and task of language education comes from the content-essence and task differentiation of educational tasks. Therefore, in our research work, it is necessary to pay special attention to the content, application, tasks and classification of the terms "exercise", "question", "assignment".

G. Hamroev According to, the task is the main educational task that includes both an exercise and a question, guides the student to acquire knowledge, participates in evaluation, and organizes the formation of skills through repetition-based exercises.

Based on long-term observations and analysis, it can be concluded that the educational tasks called exercises



in "Mother language" textbooks are not exercises, that is, they do not meet the requirements of the exercise. In fact, exercise is not a means of imparting knowledge, it should be used to develop skills and competences.

The task should be used to acquire knowledge, organize training and evaluate acquired knowledge and skills, and the question should be used to encourage thinking and testing. In practice, they are used in a mixed form.

Therefore, even if the methods and content of textbooks are updated, the effectiveness of the lesson does not increase significantly, and speech skills are not fully developed.

In this sense, educational tasks are of great importance in revealing the content of mother tongue education, in the development of speaking skills.

In higher philological education, especially in the areas of Uzbek language and literature, tasks and questions are mainly used. There are no exercises in them, so the shortcomings in the oral and written speech of future philologists, teachers of mother tongue and literature cannot be eliminated, they are added to the educational process, production, and negatively affect the literacy of students and those around them. is having an effect. In the textbook "Current Uzbek Literary Language" authored by H. Jamolkhanov, the following educational tasks are presented to strengthen the topic:

Review questions:

1. What were the historical roots of the current Uzbek literary language?
2. What is the practical significance of being aware of such historical roots and processes?

3. What vowels did the ancient Uzbek language consist of?
4. What do you know about the vocalism of Old Turkic and Old Uzbek literary languages?
5. How do you understand contrasting pairs in the vocalism system?
6. How many vowels are there in the vocalism of the current Uzbek literary language? Do they form contrasting pairs according to the sign of thickness?
7. What consonants did the consonantism of the ancient Turkic language consist of? Is the old Uzbek literary language consonant?
8. What are the main differences between the modern Uzbek literary language and the ancient Turkic consonant system?
9. What changes occurred in the paradigmatic and syntagmatic characteristics of phonemes during the historical development from the ancient Turkic language to the modern Uzbek literary language?
10. What do you know about synharmony? Is there synharmonism in the modern Uzbek literary language? What about dialects?
11. What were the changes in the lexical level (vocabulary richness) of the language during the period from the ancient Turkic language to the modern Uzbek literary language?
12. What do you know about the changes in the grammatical structure of the language?
13. What are your thoughts about the dialectal foundations of the modern Uzbek literary language?
14. What are the dialects of the Uzbek language?
15. What are the sections of the "Modern Uzbek Literary Language" course?



These questions serve to provide knowledge to students or to check what they have learned on the subject. In fact, it is appropriate to give not only questions, but also tasks and exercises in necessary places in the textbook. In this regard, another problem appeared in the following years. The subject "Modern Uzbek literary language" is included in the curriculum of both the faculties of philology and the faculties of Uzbek language and literature.

In the textbook "Methodology of Uzbek language teaching" published for philology faculties of universities and pedagogical institutes, the following questions and assignments are given: formation, development and current state of "methodology of Uzbek language teaching" as a science. What do you know about? How many periods can be divided into the formation process of the science "Methodology of teaching the Uzbek language"? What do you mean by "interpretive learning" education? What do you know about the socio-political, cultural and educational changes in Turkestan at the beginning of the 20th century?

What was the basis for the creation of textbooks of a new direction from the "mother tongue"? "Whose scientific views and works were important in the development of the methodology of teaching the Uzbek language in the 1950s and 1980s?" Talk about the reforms in the field of mother tongue education during the years of independence? Justify the object, subject, goals and tasks of the subject "Methodology of teaching the Uzbek language". What do you understand by the system of necessary knowledge, skills and abilities from the mother tongue? Tell and justify the scientific research methods of the subject "Methodology of teaching the Uzbek language". Tell about the diagnostic analysis and its steps. What is your opinion about the connection of the subject "Methodology of teaching the Uzbek language" with

other subjects? What do you understand by the teacher's creativity? What are the tasks of the school mother tongue method association? What is done with young teachers? How is the mother tongue classroom equipped at school? What should a teacher of the mother tongue follow when creating a work plan? What is the importance of creating a teaching-methodical complex in the subject of the mother tongue at school? Who is responsible for directing the activities of the method association? How many times a year and when are the method association meetings held.

CONCLUSION

As a conclusion, it can be said that in higher philological education, it is necessary to improve the content of questions and tasks in textbooks, including in class sessions, in order for students to become qualified specialists in their fields. Otherwise, the student may not be able to acquire the necessary skills and qualifications in the specialty, and may not find his place in society. Educational assignments can be said to be the cornerstone of education, during training, the student can be directed to any direction through assignments.

The quality of education can be increased if the teaching of linguistics is not limited to questions, but assignments and exercises are used as much as possible.

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