

## DESCRIPTION OF EDUCATIONAL TASKS AND ANALYSIS IN THE TEXT BOOKS “NATIVE LANGUAGE”

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### ABSTRACT

*The article is devoted to the role and description of new teaching methods used in improving the system of teaching the native language. It also describes the advantages of relying on a pragmatic approach when creating textbooks “native language”, drawing up educational tasks. The attitude to the issue of developing listening, understanding, speaking, reading and writing skills, which are planned to be developed in the native language classes, is expressed.*

**KEYWORDS:** *Educational Tasks, Textbook, Oral Speech Skills, Speaking, Understanding, Writing, Essay, Composition Of Educational Tasks, Teaching Methods, Grammatical Analysis*

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### INTRODUCTION

In traditional education, mother tongue lessons are mainly aimed at imparting knowledge to the student, in particular, memorizing information through learning tasks, linguistic analysis of sentences from different sources. It does not meet today's requirements. Life poses different problems to humanity, everyone must be able to solve it independently. In this sense, problem-based learning technology has been introduced in pedagogy. From problem-based learning to question-based learning, questions and assignments play an important role. The essence of problem-based learning is that the teacher does not convey knowledge in a ready-made form, but sets challenging tasks in the form of questions or assignments by the teacher, encouraging the lesson organizer to look for ways and means to solve them. This, of course, is done through questions and assignments. Exercise, on the other hand, means repeating a mental or practical action over and over again in order to master it or improve its quality. Exercises are also involved in this process. [1]

At the same time, attention is paid to the level of independence of students in the performance of educational tasks: - Special tasks are given to increase knowledge; - Exercises and assignments that teach students to apply knowledge in different speech situations are used equally.

There is a need to improve the curriculum in mother tongue education, if the following linguodidactic requirements are met, the curriculum will be modern and effective: [2]

- be able to develop several speaking skills while completing a learning task;

- Conscious approach of students to the implementation of educational tasks, adherence to the didactic sequence in their implementation;
- be able to communicate correctly with artificial intelligence to find learning tasks from modern sources of information;
- be able to effectively use educational dictionaries in the context of the topic. Improved learning tasks should meet the following main psychological and pedagogical objectives of problem-based learning:
- To develop students' thinking and abilities, to develop their creative abilities;
- Students acquire the knowledge and skills acquired in the process of active research and independent problem solving, as a result of which this knowledge and skills become stronger than in traditional classes;
- be suitable for cultivating an active creative personality of the student who can see, establish and solve non-standard problems.

Problem-based learning technology plays an important role in the development of text handling skills, which are being actively used in mother tongue education. Any text analysis can be turned into a problem-solving process through study assignments. It is enough to ask a question or an assignment correctly. Here the steps of solving the problem, checking the obtained results, comparing them with the original hypothesis, systematizing and generalizing the acquired knowledge and skills are important. [3]

In the context of a successful study of the problem, the participation of learning tasks will be unique:

- provide motivation through enough questions or preparatory assignments to arouse interest in the content of the problem;
- ensuring the expediency of working with problems that arise at each stage;
- The task and the importance of the question in solving the problem;
- Establishment of a dialogic friendly dialogue between teacher and student, paying attention and encouragement to all opinions and assumptions expressed by students.

### **LITERATURE REVIEW**

The effectiveness of the course depends on the content of the assignments, and the basis of the assignments is the type of cognitive activity. In this regard, I. Ya. Lerner, N. M. Skatkin's approach is well known and popular. The type of cognitive activity is the independent level of cognitive activity that students achieve by working on the curriculum suggested by the teacher. It differs in the following classification methods: explanatory-illustrative (information-receptive); reproductive; problematic presentation; partial-search (heuristic); research. The essence of the information-receptive method is characterized by the following features: knowledge is offered to students in a "ready" form; the teacher organizes the perception of this knowledge in different ways; students perform cognition (acceptance) and comprehension of knowledge, correcting them in memory. All sources of information (speech, exhibition, etc.) are used in the reception and the logic of the presentation can be developed inductively and deductively.

Teacher management activities are limited to the organization of knowledge perception. Tasks are a tool for teachers to motivate their students to learn, to think, to monitor their activities, mastery. [4]

The reproductive method of teaching is also used in traditional mother tongue education. It has the following features: knowledge is offered to students in a &quot;ready&quot; form; the teacher not only communicates the knowledge but also describes it; students consciously assimilate knowledge, understand it, and remember it. The criterion of mastering is the correct increase of knowledge; the necessary power of mastery is provided by the repetition of knowledge. For example: Exercise 1.6. In class, memorize the words you wrote in the dictionary with their meanings. In this sense, questions and assignments also specialize in memorization, repetition. [5]

Problem-based learning technology, on the other hand, provides a transition from performance to creative activity. Today, New Uzbekistan needs creative people, not performers. At a certain stage of problem-based learning, students are still unable to solve problems on their own, and so the teacher explores the problem, showing the way to determine its solution from beginning to end. Students in this method, on the other hand, learn to solve learning difficulties, even if they are observers, not participants. [6]

## RESEARCH METHODOLOGY

In the teaching of the mother tongue is also used the method of partial inquisitiveness, the essence of which is expressed in the following features:

- Knowledge is not offered to students in a &quot;ready&quot; form, they must be released independently;
- The teacher does not organize the presentation or presentation of knowledge, but seeks new knowledge through various means;
- Under the guidance of a teacher, students think independently, solve emerging cognitive problems, create and solve problem situations, analyze, draw conclusions and, as a result, form a conscious solid knowledge. For example,

“So‘zdan so‘zning farqi bor...” the text is as follows:

Task 1. Read the proverbs and memorize them.

1. Most of the troubles and hardships we face are caused by our bad language and excessive speech. 2. Dignity refers to keeping one’s actions out of pride and arrogance. 3. Discipline refers to the timeliness of our prayers and actions. If there were no discipline on earth, people would not be able to live a single minute. 4. Chastity is refraining from sin and depravity. The only thing that protects us from sin and protects us from filth is our chastity. 5. Shyness means to be polite at work and in words. Haya is a light that illuminates the heart, and man always needs the light of that spiritual light. (Abdulla Avloni)

Task 1 focuses on developing the student’s reading comprehension skills according to the content. It also increases the reader’s vocabulary, helping to improve speech.

Exercise 1 From the comments below *viqor*, *kibr*, *g'urur*, *gunoh*, *iffat*, *harom-harish*, *hayo*, *odob*, *ma'naviy*, *ma'naviyat*, *ziyo* copy the words into your dictionary: 1) *vijdoniy poklik*, *nomus*; 2) *mag'rurona* va *ulug'vor ko'rinish*, *salobat*; 3) *o'zini hammadan yuqori his etish*; *manmanlik*, *kekkeyish hissi*; 5) *insonning o'z qadr-qimmatini bilishi*, *hurmat qilishi*; *izzat-nafs*; 6) *odob-axloq doirasiga sig'maydigan ish*, *nojo'ya xatti-harakat*; *ayb*; 7) *nopok*, *iste'molga yaramaydigan*; 8) *nojo'ya*, *noma'qul xatti-harakatdan tiyilish hissi*; *uyat*, *sharm*; 9) *bilim*, *ilm*, *ma'rifat*; 10) *axloqqa*, *shaxsning ichki dunyosiga oid*; 11) *ijtimoiy va shaxsiy hayotdagi yaxshi axloq*, *tarbiya*, *xushmuomalalik*.

This exercise helps students increase vocabulary and develops writing skills. In the following exercise, speaking helps to develop the ability to express one's thoughts correctly.

Exercise 1.2 Based on the words above "So'z va ma'no" take part in a meditation exercise.

Example:

Round 1

Student 1: *Intizom* – bu ...

Student 2: *Ibodot* va *ishlarni o'z vaqtida tartib bilan bajarmoq*.

Round 2

Student 1: *Ibodot* va *ishlarni o'z vaqtida tartib bilan bajarmoq* – bu ...

Student 2: *Intizom*.<sup>1</sup>

Through the above study assignments, it is possible to prepare the student for creative work. In the later stages, it teaches the student to think, to express the person responsible for the situation in accordance with the communication situation. The student exercises to answer the questions correctly and clearly, concisely and concisely:

Exercise 1.3 Answer the questions.

1. *Iffatning qanday turlari bor?*
2. *Iffat va hayoning farqi nimada?*
3. *Iffatsiz kishini ko'rganmisiz?*
4. *Odobning qanday turlarini bilasiz?*
5. *"Odobni odobsizdan o'rgan"* maqolining mazmunini qanday tushunasiz?
6. *Kibr va g'urning farqi nimada?*
7. *Kibrli kishi manman bo'ladimi yoki mag'rur?*
8. *Gerdayish kibrga kiradimi yoki g'ururga?*<sup>2</sup>

The textbook "Mother tongue" of the 8th grade, introduced by B. Mengliev, is based in part on the methods of teaching and is mainly research (research), the essence of which is as follows: "Uyga vazifa" the condition of the exercise in the column encourages the student to practice independently.

**Exercise 5 “Odob – hurmat va ehtiyotkorlik bilan munosabatda bo‘lmoq” mavzusida radionutq tayyorlang. 3**

Searchability has the following features:

- The teacher together with the students forms a problem, the solution of which is determined during the lesson in school;
- Knowledge is not shared with students. Students take it independently in the process of learning the problem, comparing different versions of the answers obtained. The means to achieve results are also determined by the students;
- Operational management of the problem-solving process of the teacher’s activity;
- The educational process is characterized by high intensity, interest in teaching increases and the acquired knowledge is deeply differentiated.

While assignments are a major part of the textbook, the textbook issue should also be addressed in part. The content of education is described in detail in the textbooks (textbooks, reference books, books for additional reading, atlases, maps, sets of assignments and exercises, printed notebooks, etc.).

The main type of educational literature is the textbook - an important source of knowledge for students, one of the main tools of learning. It reflects the theory and methodology of teaching, the scope of knowledge, skills, general culture and experience of human activity, which ensures the formation of the spiritual essence of the student’s personality.

A modern textbook should be stable and mobile. The textbook should have a solid foundation in line with sustainability requirements. Mobility allows you to quickly introduce new knowledge and skills without breaking the basic design. The textbook includes the text (texts-descriptions, texts-stories and texts-arguments on different styles of speech) the main component and non-text auxiliary components (structure of organization and assimilation). In this case, as a learning structure, learning tasks play a big role.

The textbook should ensure the conscious and active participation of students in the learning process, the full basis of the educational material. The modern textbook performs the following didactic tasks:

- Encourages students to study topics, stimulates enthusiasm;
- allows the student to expand knowledge through existing methods of providing information, search;
- The ability to check the progress and results of training, self-assessment and correction, as well as to complete training tasks to develop the necessary skills.

In a word, a modern textbook, as a flight, must combine many sources of information, attract and manage them. In this process, the training assignments should be able to connect the flight to the wagons loaded with textbooks, audio, video materials, a set of exercises and assignments, tests, visual aids, electronic resources, and serve as the main tool in their use.

Curriculum assignments need to be improved to fit modern lessons and textbooks. Because the textbooks of the general secondary education system “Mother tongue”, as well as

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textbooks of higher education, do not pay attention to the quality of questions, exercises and assignments, to what extent it meets modern requirements. This is one of the reasons why the Uzbek language is not sufficiently mastered by students and future professionals. Observations show that skills-based, repetitive exercises, test assignments, and thought-provoking questions are not available in textbooks published in the early years of the Uzbek language as a science (1930–1940) or in textbooks that are still in use today. The term general exercise includes recommendations of a simple task nature. Exercise and assignment were no different. Questions do not make you think.

In this regard, it is necessary to distinguish between the terms “exercise”, “task” and “question”, to focus on their role and importance in linguodidactics. Methodist M. Saidov distinguishes between three types of learning tasks in the range of teaching materials, and often notes that teachers confuse the concepts of “exercise”, “task” and “problem” in their work. The scientist agrees with Askar Gulyamov, Ph.D.

In our view, the assignment includes an exercise, the assignments guide the student, test; while repetition-based exercises serve to build skills and competencies.

Analysis and results. Since the sections “Spelling” and “Orthoepy” are directly related to speaking skills, the means of teaching them are also closely linked. In this context, a special approach to exercise and assignment terms is needed. Although the terms “exercise” and “assignment”, which are common in textbooks and manuals, are mutually exclusive, there is no synonymous relationship between them. However, based on our observations, we can say that a number of textbooks and manuals that have been in use for many years show confusion in the presentation of these two concepts, the use of one instead of the other.

The 10 th grade textbook “Mother Tongue” has a new approach to homework. Instead of the “Homework” section, students were given the “Assignments for Independent Completion” section. Another important aspect of this is that the student is given a specific task to complete independently. Most textbooks use questions as homework. It can be done by the reader in a short period of time, with no practical significance.

For example, in the “Assignments for Independent Completion” section of the textbook, Task 1.1 is given, which is as follows: Replace the separated words with their synonyms. Identify stylistic and grammatical changes that occur. Express your conclusion from the story in one sentence.

## STORY

Sulton Mahmud o‘tin orqalab ketayotgan bir cholni uchratib, rahmi kelibdi:

– Hoy qariya, – debdi u, – shu og‘ir mehnatdan qutulishing uchun senga uch- to‘rt dinor oltin beraymi yoki bitta eshak bersam bo‘ladimi, uch-to‘rt qo‘y in‘om qilaymi yoki biror bog‘ ajratib beraymi?

– Ey sultonim, oltin bersang, belimga bog‘lab olar edim, bergan eshagingni minib, qo‘ylarni oldimga solib, bog‘ga borar edim va qolgan umrimni seni duo qilib chorbog‘da o‘tkazar edim, – debdi chol.

Sultonga bu gap ma‘qul tushib, xuddi shunday qilishga farmon beribdi. (Ubayd Zokoni) 4

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**Task 1.2.** Find the meanings of the following words in the glossary and copy them into your dictionary: fasohat, yukunmoq, safolat, arkon, havza, sirg'oq, valakisalang, mahdud.

The next task is of a guiding nature and serves to develop the student's vocabulary and writing skills through independent work.

Analyzing from the point of view that one of the most important requirements for mother tongue education at school is to prepare students for the activity of expressing their opinions, N.Mahmudov, A.Nurmonov, A.Sobirov, V.Kadirov and Z.Juraeva Some of the exercises in the textbook are simple and relatively straightforward (Exercises 333, 334). such cases occur 5 .

In the improved 5th grade textbook "Mother tongue" in 2020, the teaching tasks are modernized: presented in an unconventional, useful, creative form that encourages the student to think:

Exercise 2. Quyidagi fikrlarga qo'shilasizmi va nima uchun?

1. Til bilmasdan chet ellarga borgan odam qiyin vaziyatga tushib qoladi.
2. Til yo'qolsa, millat ham yo'qolib ketadi.
3. Inson o'z hayoti davomida ko'plab tillarni o'rgana olishi mumkin.

In school education, a textbook on a particular subject is usually the main means of teaching and learning about the subject, both during and after the lesson. Therefore, the main focus should be on the content, structure and, of course, the content of the teaching materials in the textbook, in particular the teaching assignments.

The textbook should be supplemented with a variety of additional tools - anthologies, sets of exercises and assignments, dictionaries, reference books, books for extracurricular reading, atlases, historical and geographical maps, etc. A distinctive feature of modern textbooks is that they provide the educational material in a more expanded plan, through the assignments are updated with the latest information, information of a reference nature. In working with the textbook, students learn to analyze, critique, supplement, present them, and modify the text being studied using additional literature.

## CONCLUSION/RECOMMEND

Intensify efforts to introduce innovative approaches to mother tongue teaching through learning tasks; improvement of the system of scientific, methodological, psychological and pedagogical support for mother tongue teaching; use of the latest achievements of Uzbek ethnolinguistics in mother tongue education; the current curriculum and textbooks should encourage the student to do independent research in accordance with the purpose of mother tongue education. In this context, the most important part of the textbook should be not the theoretical database, but the learning tasks that teach the student to use the countless possibilities of our native language effectively and rationally. Because mother tongue education at school should not be aimed at training linguists, but at delivering to the community a creative thinker who can take full advantage of language opportunities.

It is necessary to develop students' speaking skills, to inculcate the national language, national spirituality in the student's thinking on the basis of dictionaries and texts, to prepare students for different speech situations, to introduce the technology of creative thinking

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