Types and Descriptive Aspects of Educational Tasks in Education in the Uzbek Language

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Annotation: the article describes the analysis of research on improving the methodology of teaching the Uzbek language in the higher education system on the basis of training tasks, the current state of the use of training tasks, skills and qualifications established by the requirements of DTS, as well as suggestions and considerations for their formation. In addition, training tasks are described, classified, and textbooks and manuals of the next generation provide feedback on what types of training tasks to use in certain situations.

Keywords: training tasks, exercises, tasks and questions, speech skills, Uzbek language, qualification, competence, DTS, training tasks, methodology, improvement, textbook, manual, modern training tasks, creative tasks.

Introduction. The educational task is presented to students in the form of a task, the conditions of which can be used for immediate solution. Teachers who offer educational tasks to students are performing an intellectual activity performed by them in the process of searching for and forming the conditions of a specific educational or real problem situation. In a real situation, the conditions are not known in advance. This is perhaps the main difference between a learning problem and a real problem. If the student does not learn to find a solution in the process of completing the educational tasks turned into tasks by the teachers, then when faced with a certain situation, he will not be able to transform the situation of the real problem into suitable conditions for finding a solution.

Assignments (that is, problems related to the formed conditions), as a rule, are separated from the real situation in which the teacher is. Solving the problem is aimed at strict adherence to certain didactic functions. The task does not teach to know the real conditions, to see the educational problem based on the ability to identify deviations from the previously learned algorithm of educational activities. The conditions of the task are predetermined by the compiler and do not require the student to develop the ability to distinguish and change situations. Therefore, students face difficulties in transferring knowledge to another situation and applying it in practice . Today's educational task, in particular, questions and tasks should be able to develop several skills or competencies at the same time [1].

"Elimination of existing deficiencies in higher education requires, first of all, improvement of the model curriculum of the Uzbek language on the basis of meaningful coherence of knowledge and continuity between educational stages," he said.[2]

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[1] Hamroev G'. Methodology of creating educational assignments from the mother tongue. Monograph. -Tashkent, Donishmand ziyasi, 2021. 156 p.

[2] Muhiddinova H. Improving the scientific-methodical foundations of ensuring the continuity of Uzbek language teaching at the educational stages . P ed.f.d.ri. diss. autoref. - T, TDPI, 2011. - 52 p.

When solving problems, the teacher gets acquainted with the rules of changing conditions and uses the skills and abilities acquired during the performance of educational tasks in the analysis of a specific problem.

Although the textbook "Uzbek language" by K.Turdieva and D.Akhmedova was created for Russian groups of medical institutes, some educational tasks, in particular, exercises are not focused on the development of speech skills related to the field. Formation of linguistic competence is intended: Exercise. The participles in the following sentences are expressed by which word group. Exercise. Find the possessives and participles in the sentences below. [3].

Although the exercises given in the "Set of Exercises" compiled by M.Usmonova mainly consist of monolingual exercises aimed at forming grammatical skills, the last exercises of the 12-exercise set of options include related texts and translation exercises, which increase the vocabulary of the requirements, the extent to which the grammatical topics are covered . tasks aimed at determining their thorough mastery, checking that they can correctly apply the acquired knowledge and skills in oral and written speech.[4]

The task can be divided into the following types:

1. Tasks in which conditions are formulated, but do not contain all the information necessary for solving. Such assignments are divided into theoretical and practical. Practical assignments are closely related to the actual learning process. The found solution can be implemented in practice. In solving such tasks, not only mental activity, knowledge, skills and abilities, but also emotional and motor activity (especially when using computers), and practical knowledge are important. These assignments help connect self-study technology with practice.

2. Exercises are tasks without unfamiliar knowledge, actions and operations. They are designed to consolidate previously acquired knowledge, apply it in new situations, acquire and strengthen mental activity skills and abilities. Among them are training, training and production, workers (final). Exercises do not provide the development of completely new knowledge, they cannot be used to form concepts unknown to the requirements, but they can be successfully used to deepen and strengthen knowledge and skills.

3. Questions and problems are a means of creating readiness to perceive and master new concepts. Two new aspects are distinguished in the questions: checking existing knowledge and coming to an independent conclusion. Questions are divided into two groups: reproductive and effective. The reproductive becomes memory, the productive becomes thinking. Effective questions develop mental abilities, help to master the requirements of mental actions: analysis, synthesis, comparison, selection of the main thing, lead to independent conclusions, teach practical decision-making. Basically, questions are used to teach mental activity, but with enough knowledge, they can also help in the formation of concepts.

Learning tasks serve different functions. The concept of "function" is widely used in science. **FUNKTsIYa** (lat. functio — to perform, to implement) (in linguistics) — the ability of a specific language, language unit, linguistic form to perform this or that task; the role and function of language in human society; the connection or relationship between its units at all levels of the

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[3]K. Turdiyeva, D. Ahmedova Uzbek language recommended as a textbook for universities (for Russian groups of medical institutes) MUSIC publishing house - Tashkent 2017. p. 105.

[4] Usmonova M., Azlarov E., Sharipov G'. Uzbek language (guide for Russian groups of higher educational institutions). -Tashkent: Teacher, 1991. -304 p.
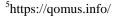
language system. Determining the function of a language unit involves determining its role in a specific language (language system), for example, in a sentence, communicative (reporting something, an event) and nominative (naming this event) functions can be distinguished. Each language unit serves a specific [5]purpose , i.e. performs a specific function (task), that is why it exists, different from another language unit. . It can mean activity, activity ability, role, property, value, task, authority, dependence of one quantity on another. Accordingly, there are different ways of using the concept of "function of educational tasks" in didactics. Often, problems must be solved in the process of mastering tasks. Among the functions of educational tasks, it is customary to distinguish educational, creative and research tasks. However, this does not mean that performing creative or investigative tasks does not have a learning effect , and that learning tasks cannot be used to develop students.

1. Educational assignments are designed for deeper understanding of the studied aspects, strengthening of acquired knowledge. Learning assignments allow teachers to control the learning process. Therefore, they play a diagnostic role and can be used by students for self-diagnosis.

Educational tasks, in turn, are divided into quantitative (calculated) and qualitative. Quantitative tasks may be superfluous for self-study of pedagogy or psychology, but later, when students master new professions and specialties, they will be useful to him. Such assignments help establish quantitative relationships between concepts. They do not require calculations. The main thing is that it serves to establish causal relations between the concepts included in the condition, if it is an assignment, or in the content, if it is an assignment with unformed conditions.

2. Creative tasks. If, as a result of the completion of the educational task, a concept with objective or subjective novelty is formed, then such a task can be considered creative. To solve it, it is necessary to use a lot of previously acquired knowledge, thinking abilities and skills.

3. Search tasks. They require maximum independence, the ability to work with concepts and learned mental actions in non-standard situations. In the process of solving, search tasks do not form new concepts, but when they are performed, the ability to apply knowledge in new situations is required.

4. Predictive assignments. In the process of solving them, problems related to the change of source data depending on the change of one or more parameters are set. Such tasks are among the most difficult tasks , so it is recommended to use them when students have sufficient thinking skills and are familiar with the basic concepts. Analyzing the results of predictive tasks makes it possible to assess readiness for self-learning.

5. Diagnostic (evaluative) tasks are used to develop the ability to determine the common causes and consequences of the studied phenomena.

Functions of training tasks:

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[5]https://qomus.info/

- Educational tasks
- creative tasks
- search tasks
- predictive assignments
- assessment assignments

Educational tasks should be built in such a way that the requirements understand the functional relationship between the studied phenomena and describe the studied object in relation to other objects;

tasks should help to learn to apply the learned material in new situations consciously and immediately.

The concept of "problematic education" interpreted as a means of activating mental activity in teaching students to understand the text in the Uzbek language by reading E. Kovalevskaya and L. Considered by Kolesnik as a way of disclosing a specific, non-obvious problem. There is a need to develop methods for reading and understanding texts and to develop educational tasks for them. In this work, a new aspect is considered - the educational task as a means of managing the implementation of problem-based education, which requires the following issues to be resolved: determining the conditions for the appropriateness / expediency of using educational tasks; creating a typology of educational tasks at different levels of problem; development of a program that takes into account the model of educational tasks and a certain ratio of problematic and non-problematic educational tasks based on it, ensures the effectiveness of problem-based education in accordance with the criteria of mastering the educational material by students and their intellectual development.

Solving these issues is complicated by the existence of contradictions: first, between modern goals and traditional educational tools; secondly, between the goals, content, availability of research in the field of problem-based learning methods and the lack of work in the field of problem-based learning tools; thirdly, there is a lack of research that considers the need to manage the problematic educational process and the educational task as a didactic tool for managing this process. Removing these contradictions determines the relevance of this research, the essence of which is to solve the contradictions mentioned above.

The educational task is a didactic tool of problem-based learning due to its influence on the effectiveness of learning the learning material of students and their intellectual development, which allows you to manage the problem-based management of problem-based learning, that is, regulate (decrease/increase). Problem level - based learning task by changing the text: from a non-problematic learning task, through a single problem learning task, to a multi-problem characterizing problem learning task.

Speaking about methods of imparting knowledge and instilling skills and abilities to students, it is necessary to cite a few rules from the general methodology of teaching foreign languages in relation to the initial stage of learning any foreign language.

The first, decisive problem of education is the need to observe the ratio between explanation

(understanding of language materials) and practice-training. Understanding alone is not enough, just as one training is not enough, it is especially important to avoid gaps between knowledge, skills and abilities at the initial stage.

The role of repetition in the initial stage is unquestionable, but excessive repetition weakens the attention of students, creative activities are necessary to mobilize students.

The second problem is the need for interdependence of oral speech, reading and writing. New material must first be assimilated orally. The size is larger than visually perceived, that is, reading.

At the initial stage, students still move very slowly in the reading process and especially in the writing process.

Verbal training serves to overcome this slowness, and the repetition factor is very important for the initial stage, because oral training develops auditory perception and auditory memory.

At the initial stage of learning, oral speech is the source for reading, i.e. what is primarily developed orally is read speech.

It is useful to read at the initial stage, if the text selected for reading

if not difficult. Reading very difficult text slowly at the beginning affects the speaking skills.

In order for words, their correspondences and constructions to be mastered more actively, silence is useful at the initial stage, that is, there should be a certain monotony of learned constructions and more repetition of words.

- Taking into account the capabilities of students, it is possible to give a free essay or essay writing task on a certain topic.

The practice of teaching the Uzbek language as a state language, experiments based on the specific characteristics of other languages confirm the need for parallel work on oral speech, reading, writing - here the time factor plays a big role.

The need to repeat the language material, a large number of training exercises, reading, oral speech, and writing of the learned material contribute to the creation.

At the initial stage of developing students' memory and creativity, it is appropriate to create and implement educational tasks related to the most important problems of the psychology of language learning. Tasks are also divided into certain types according to their function:

Tasks that activate memory.

1. Answering the teacher's questions by repeating part of the teacher's question - What can I buy at the post office? - You can buy stamps and envelopes at the post office.

2. While listening to the text, write down a series of words from the text (for example, words that indicate time) and then use these words.

3. Repeating phrases and paragraphs when translating based on hearing.

4. Dividing the prepared language material into parts by the teacher when repeating.

5. Repeating the text with appropriate words.

6. Reinforcement of the lesson based on the film.

Oral forms of work are used more than written forms. At the initial stage, answers to questions are widely used, making propositions by analogy, replacing one form with another, for example, a personal pronoun, etc. Linguistic phenomena are realized in speech situations.

In conclusion, it can be said that the text of the elementary level in the technical directions is closely related to the grammatical material being studied and the topics of conversations for the development of oral speech . The following tools can also be used in the lessons: various types of visual-phonetic and grammar tables, drawings, clear writing on the board, film tapes, pictures, projectors, etc. Clarity of hearing - listening to the teacher's speech is a little slow at first, gradually the speed of the teacher's speech increases and becomes natural. Working with a tape recorder is especially relevant during extracurricular activities, for homework. The content of education and methods of imparting and instilling knowledge, skills and abilities depend on the purpose and conditions of training.

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