

## The Methodology of Developing Learn Assignments and Modular Training Tasks in the Education of Philology

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### ABSTRACT

Modular teaching in philological education is one of the promising linguistic systems of teaching, because it is the best adapted to the system of developing knowledge and creative abilities of philological students. In traditional philological education, educational goals are expressed through the activities of the pedagogue, that is, they are directed to imparting knowledge, while in modular teaching, they are expressed through the activities of learners and are directed to pedagogical and professional activities.

Key words: Modular teaching, activity principle, systematic quantization method, interest principle, problem principle, cognitive-visual principle, credit, modular credit system

In the table below, we present the characteristics of philological module teaching technology that are different from traditional teaching.

Traditional philological teaching technology	Modular philological teaching technology
One-sided philological information. One-way phonetic communication (textbook → teacher → students) Get information store in memory mechanically without understanding the meaning	Encourage active participation in philological teaching through thinking and practical activities Two-way communication Remembering information by analyzing texts Demonstration of philological knowledge and skills Understanding the content and connecting it to life.

The analysis of this table shows that philological education based on modular technology significantly differs from traditional education in terms of teaching methods and tools, its organization and results. Modular philological teaching creates an opportunity to comprehensively solve the following modern issues of education. Optimizing and structuring the content of teaching on the basis of module philological-activities ensures

changeability and flexibility of programs; individualization of philological teaching; training in philological practical activities and control the effectiveness of teaching at the level of evaluation of observable characters; full realization of independence and educational opportunities based on interest in the philological profession. The effectiveness of modular philological teaching depends on the following factors: the material and technical base of the philological educational institution; level of qualified teaching staff; to the level of student preparation; to the assessment of expected results; to the development of philological didactic materials; to module result and analysis.

In philological module teaching, the possibility of step-by-step teaching is created through fully reduced and in-depth classification of educational programs. That is, it will be possible to individualize teaching. The following goals are aimed at transitioning to philological module teaching:

- ensuring the continuity of philological education;
- individualization of teaching;
- creating sufficient conditions for independent learning of educational material;
  - effective learning of linguistics by accelerating teaching. Linguistic module teaching requires the delivery of problem-based and guided lectures that provide general information on the main issues of the subject. Lectures should focus on the development of students' creative abilities. The module should be composed of practical and laboratory exercises together with lectures, they should be supplemented with new material to study the content of lectures. The following methods of philological teaching can be used in order to increase the effectiveness of teaching the module: - problematic dialogues; - heuristic conversations; - educational games;
  - design and orientation texts, etc. From the content of the module system of philological teaching, its following advantages are determined: - ensuring the continuity of teaching between subjects and modules within subjects; - establishing methodically based compatibility of all types of educational process within each module and between them; - adaptability of the modular structure of linguistics;
  - regular and effective monitoring of students' learning (after each module); - classification of students according to their immediate abilities (after the initial modules, the teacher may recommend individualization of the subject to some students); - acceleration of training as a result of "compressing" information, effective use of classroom hours and optimization of the structure of training time for practical (experimental) training, individual and independent work. As a result, the student will have sufficient philological knowledge and skills. In teaching based on the modular methodology, it should be developed in accordance with the principles of philological activity, systematic quantization, interest, modularity, problematic, cognitive visuality, reliance on mistakes.

**1.** The principle of activity: This principle means the formation of a linguist in accordance with the content of his professional activity. According to this principle, modules can be structured on the basis of a subject activity approach or a systematic activity approach. The philological modular teaching technology requires the formation of modules as a result of the analysis of the curriculum and programs in the activity approach to linguistics. In the approach of systematic activity, the block of modules is formed based on the analysis of professional activity of the specialist.

**2.** Systematic quantization method - this principle is based on the requirements of generalized linguistic theories of didactic-speech units. In the philological module, the principle of systematic quantization is achieved by creating an appropriate structure of the educational material. In general, the module can consist of the following elements: - historical - a brief view of problematic text analysis, problem discovery and the history of concepts; - problematic - forming a problem; - systematic - it is a manifestation of the system of module content; - activation - highlighting the basic phrases and methods of action necessary for mastering new educational material; - methodological - this is the main educational material, in which - didactic goals, problem expression, hypothesis justification, problem solving methods are revealed; - experimental

- this is a description of experimental material (learning experience, experimental work); - generalization is a generalization of the solution of the problem and the content of the module; - implementation - development of new methods of actions and application of learned material in practice; - mistakes - to reveal the mistakes which are observed by students in learning the contents of the philological module, to determine their cause and

show ways to correct them; - connection - showing the connection of the completed module with other modules, including related subjects with the subject of educational tasks; - assessment by using tests and tasks - control and assessment of the level of mastery of the module content by students. The extent to which the practical importance of the module is revealed during the teaching, the connection of the module content with other modules, and the analysis of the same mistakes of students in learning this module are important for the mastering of the educational material.

**3.** The principle of interest - the essence of this principle is to stimulate the learning activities of students. Arousing interest in the educational material of the philological module, encouraging learning, active participation during classes, encouraging creative thinking are the tasks of the historical and problematic elements of the module.

**4.** The principle of modularity - this principle serves as the basis of individualization of education. Firstly, the dynamic structure of the philological module provides an opportunity to present the content of the subject in three different ways: fully reduced and deepened. The choice of this or other type of philological teaching is up to the listener. Secondly, modularity is manifested in the variety of teaching methods and forms in mastering the content of the module. This can be advice on forms and methods of teaching activation (dialogue, independent study, training, simulation games, etc.) and problematic lectures, seminars. Thirdly, modularity is provided in the step-by-step learning of new material, that is, teaching in each subject and each module is oriented according to the spiral principle, from simple to complex. Fourth, due to the adaptability of the educational elements included in the module, it is possible to regularly update the educational material.

**5.** The principle of difficulty - practical orientation of difficult situations and lessons allows to increase the efficiency of learning philological educational material.

During practical training, a hypothesis is put forward, its validity is shown, and a solution to the problem is given. In most cases, our teachers only provide evidence during the lesson. For example, in developed foreign countries, the teacher shows and explains the method of learning text analysis, the ways of solving the problem, the nature of the experiment, and its results. That is, he appears as a researcher or consultant. First of all, this is what interests the student, builds creative thinking and activity in him.

**6.** The principle of cognitive visuality (observed by the eye) - this principle comes from psychological and pedagogical laws. Exhibitions in philological teaching increase the efficiency of mastering only if they perform not only a grammatical task, but also a cognitive task. That is why cognitive graphics is a new problem area of the theory of artificial intelligence, where complex text objects and images are represented in the form of computer animations. The structural structure of the philological module is served by colored cognitive-graphic educational elements. Therefore, images are the main element of the module. Firstly, it develops the student's ability to see and think spatially. Secondly, a picture that clearly shows the content of the educational material by densely placing helps the student to develop systematic grammatical knowledge. Thirdly, colorful pictures increase the effectiveness of receiving and remembering educational material and serve as a means of aesthetic education of students. Visual information is more relevant and effective than verbal information. The ability of the vision mechanism to transmit information is much higher than that of hearing. This, in turn, gives the vision system the opportunity to convey about 90% of the information that can be perceived by a person. In addition, visual information is given at the same time. Therefore, it takes less time to receive and remember information than verbal information. When visual information is used, impression formation takes place on average 5-6 times faster than verbal presentation. People trust visual information more than verbal information. At the same time, the performance of reception and recall of visual information does not depend on the length of time between its presentation. The assimilation of oral information depends on it. It is necessary to note another important detail: the reception of marked-visual information increases the effectiveness of philological teaching, that is, it is necessary to create conditions for increasing the information obtained from educational-scientific literature and computer equipment. This shows the need for individualization of teaching.

**7.** The principle of relying on mistakes - this principle is directed to the development of didactic materials and tools aimed at creating situations for constant search for mistakes in the process of philological teaching, forming a structure of precognition and prediction within the functional system of the mental activity of students. Implementation of this principle helps students develop critical thinking skills.

**8.** The principle of saving study time - this principle is aimed at creating a reserve of study time for individual and independent work in students. Properly organized modular philological teaching allows to save 30% or more of study time. This can be achieved when all the principles of modular education are fully implemented, when the educational process is computerized, and when the educational programs of related subjects are coordinated. As a result of the conducted theoretical and practical researches, it was found that modular teaching has a positive effect on the development of students' philological knowledge possibilities, creative abilities and practical skills. In teaching based on the methodology of modular linguistics, it is possible to ensure coherence between the modules of the subject, to accelerate teaching, to regularly monitor and evaluate students' learning, to teach practical activities based on interest, and to achieve effective mastery of the subject through the gradual teaching of educational material. In the second half of the 20th century, scientific and technical progress reached its highest peak. The current level of scientific and technical progress (STP) is such that the achieved pace of scientific, technical and technological development cannot be achieved in any individual country, no matter how developed the country is. The further development of STP can be realized only as a result of the integration of scientific research works of cooperation of linguists and experts from different countries. Considering that the development of science, technology and technology is closely related to the level of development of philological education, the priority of international integration in the field of linguistics education becomes an obvious problem. Such methodology determines the relevance of the creation and the use of credit technology. Because the international integration in the field of education is primarily based on the organization of the educational process on the basis of credit technology. Credit - (European Credit Transfer and Accumulating System (ECTS)) is a credit accumulation system. This system was successfully tested and adopted in European universities in 1989. It is based on the total annual plan of the student. The purpose of introducing the credit system is to facilitate the transparency of philological education and the recognition of academic knowledge and qualifications. Initially, the credit was used for foreign students and was trusted. The establishment of the only one credits for higher education institutions helped to ensure the mobility of students. Today, the European credit system is recognized and implemented in almost all European countries. A student will be able to receive a diploma only if he/she accumulates a set number of credit points. There are several types of credit systems in the higher education system of the world. In addition to the aforementioned ECTS, there are USCS - American credit system, CATS - British credit system, UCTS - credit systems of Asian countries and Pacific countries. The basis of the European credit system is three elements: information about educational programs, the results achieved by the student and the scope of the student's activity. Each academic year is divided into 60 parts and is considered a credit unit. A weekly credit should not exceed 54 hours; 54 hours equals 1.5 credits. The average length of the academic year in Europe is 40 weeks. However, the length of the academic year in different European countries causes some problems. The credit system includes control over all forms of education (except classrooms and classrooms). The credit system is a unit of measurement that shows the result achieved, not the number of hours studied in the educational process. That is, it is a result-oriented measurement unit that evaluates the level of competence of a specialist. Therefore, the credit is not only a grade given to the educational activity, but also a unit indicating the completed educational load. One credit equals 36 academic hours (54 academic hours equals 1.5 credits). Each study module is intended for 1 or 1.5 credits and, as a rule, its number should not exceed three. In the European credit system, a student can collect from 180 to 240 credits at the first stage (bachelor's). At the second stage (Master's), it is possible to collect up to 90-120 credits. The basis of the credit system is certainly the rating point system. Integration processes in the field of education were first started in Europe. In 1989, thousands of European students will have the opportunity to study abroad on the basis of ERASMUS (European Community Action Scheme for mobility of University students) TEMPUS and other programs of the European Community. Characteristics of ESTS. Modern teaching technology, equipment of a higher educational institution, the composition of professors and teachers consisting only of highly qualified personnel, high quality of teaching are the initial requirements for ESTS. This system of organizing the educational process has the following characteristics. *According to the curriculum:* All academic subjects are divided into two groups - mandatory subjects and subjects based on student's choice. This ratio is considered to be approximately 1:2; Each student will have a personal study plan. The main document is the transcript (transcript of ruords) - a unified document, drawn up in a single form, it is a mandatory document for recognizing the results of education. The transcript contains information on the grades by the student, both in the evaluation system adopted in this country and according to the private system, as well as the special credits

received: The number of subjects to be studied in each semester should be 3...5; The number of hours allocated to independent work is greater than the hours of the audience; The credit includes all the labor costs necessary for students to master the academic subject. The number of credits allocated for the academic subject is, in most cases, equal to 3. *The content (syllabus) of the educational subject program includes the following:* the full name of the educational subject and its serial number in the curriculum, a summary of the educational subject; calendar plan, with a training schedule; teaching technology; student responsibilities and requirements; procedures and criteria for evaluating student knowledge; list of primary and secondary literature. *When calculating the teacher's trainingload:* It is taken into account that the total amount of work (auditory and independent work hours) is 750-800 hours per academic year. *The basis of the teaching process:* person-oriented teaching technologies; the teacher participates in the student's independent work as a consultant; the student has the right to choose the subject and the teacher. *Each student is given an information packet.* It includes the following. - Information about the higher education institution; - Curriculum; - Chart of the educational process; - Content of educational subjects; - Information about the methodological features of the educational system adopted at the higher educational institution; - information about the student knowledge assessment system and grade scale; - information related to social and household conditions; - historical and cultural information; - information on additional education services.

*ESTS is an example of a democratic system of organizing the educational process in a high school.*

Example of distribution of credits by types of educational activities

Schedule 1

Number	The name of the educational activity based on the State Educational Standard	The number of weeks	Audience	total trainingload	Credit
1	Theoretical and practical education	136	[136×36]	136×36=734 4	7344×0,029=21 3
2	Professional practice	12	432	648	19
2.1	Production practice	4	4×6×6=144	4×6×9=126	6
2.2	Pedagogical practice	8	288	432	13

3	Graduate work		×36=180	×54=270	
4	Attestation	9			
5	Vacation	2			
Total		204	5508	8262	240

In calculating the data in the table, the weekly audience study load - 36 hours, the standard weekly labor expenditure of students - 54 hours was accepted. According to the modern curriculum, the approximate cost of one ESTS credit is equal to 34.4 hours of student work.

Methodology for evaluating students' knowledge of credit technology.

When the educational process is organized on the basis of credit technology, in most cases, 100 percent evaluation system is used, using a 4-point rating scale. For example: A-4 b; B-3.5 b; C- 3 b; D -2.5; E-2 b; F-1.5 b; F-1 b.

The 100 percent evaluation system can be divided as follows: participation in training - 5%, current testing - 30%, usually 3 times from 10%; performing independent work - 15%, on average 3times from 5%; performing laboratory work - 10%, performing a course project (work) -10%; final exam-30%.

Evaluation criteria

Schedule 4

Definition of grades	Conditional sign	Acquisiton %	Evaluation criteria	Training level
Excellent	A	90-100	Summarizes and evaluates knowledge, analyzes, understands, knows	Level 4, level of creativity
Very good	B	80-90 analyzing	Analyzes, applies, understands, knows	Level 3, level of skill(Automatic)
Good	C	70-80 applying	Applies, understands, knows	Level 3, level of skill
Satisfactory	D	60-70 understanding	Understands, knows	Level 2
Sufficient	E	50-60 knowing	Knows	Level 1, level of imagination

Not sufficient,more work is required	FY	40-50	Knows badly	Level 0, imagines badly
Not sufficient,too much a lot of work is	F	Less than 40	Does not know at all	0, does not imagine at all

required				
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90-100% mastery of the subject material corresponds to an "excellent" grade. This training is equivalent to level 4 and is defined as "creative level". At least 50% of the curriculum is rated as "adequate", which is defined as "imaginary level of mastering". A mastery of less than 40% of the academic subject is considered to be 0 level of preparation, i.e. "does not imagine at all".

In the higher education system, traditional classes are designed to provide knowledge to students, especially future professionals, to memorize information through educational tasks, and to analyze sentences from various sources. This does not correspond to today's requirements. Life puts various problems to mankind, each person should have the ability to solve them independently. In this sense, problem-based learning technology was introduced in pedagogy. Questions and assignments play an important role in problem-based learning. The essence of problem-based teaching is that the teacher does not convey knowledge in a ready-made form, but the teacher sets problematic tasks in the form of questions or assignments, the organizer of the lesson encourages students to look for ways and means of solving them. This, of course, is done through questions and assignments. Exercises mean repeating a mental or practical action in order to master it or improve its quality. Exercises also play a role in this process. The use of educational tasks in higher education textbooks and manuals cannot be considered regular, the textbooks and manuals created in the following years began to be created on the basis of educational tasks. For example, in the textbook of the Uzbek literary language published by H. Jamolkhanov, questions and tasks are listed at the end of the topics<sup>1</sup>. In the educational literature created for higher philological education created before 2000, there are almost no educational tasks. For example, U. Tursunov, A. Mukhtorov, Sh. Rakhmatullaev's textbook of Modern Uzbek literary language, published in 1992, does not have any teaching tasks at all<sup>2</sup>. Attention is paid to the level of independence of students in the performance of educational tasks: - special tasks are also given to increase knowledge and information; - exercises and tasks that teach the application of knowledge in various speech situations are also used. There is a need to improve educational tasks in mother tongue education, and if the following linguistic and didactic requirements are done, the educational task will be relevant and effective to the needs of the time: to have the opportunity to develop several speaking skills during the completion of one educational task; students' conscious approach to the implementation of educational tasks, compliance with the didactic sequence; to be able to properly communicate with artificial intelligence to find educational tasks from modern information sources; to be able to effectively use educational dictionaries within the subject. Improved educational tasks should be in accordance with the following main psychological and pedagogical goals of problem-based teaching: development of thinking and abilities of students, development of creative abilities;

that students master the knowledge and skills acquired in the process of active research and independent problem solving, as a result of which these knowledge and skills are stronger than in traditional training; It should be suitable for educating the active creative personality of the student who can see, set and solve non-standard problems. The technology of problem-based education is important in the development of the skills of working with the text, which is actively used in the education of the mother tongue.

Any text analysis can be turned into a problem-solving process through learning assignments. It is enough to put the question or task correctly. At this point, the stages of solving the problem, checking the obtained results, comparing them with the original hypothesis, systematizing and summarizing the acquired knowledge and skills are important. In the conditions of successful study of the problem, participation in educational tasks

will be specific:

- providing motivation through sufficient questions or preparatory tasks to arouse interest in the content of the problem;
- ensuring the expediency of working with problems that arise at each stage;
- the importance of the task and question in solving the problem;
- the establishment of friendly communication between the teacher and the student, when all the ideas and assumptions expressed by the students are looked at with attention and encouragement.

All this depends on the content of educational tasks, and the basis of educational tasks is the type of cognitive activity. In this regard, I. Yes. 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 according to the educational scheme proposed by the teacher. It differs in the following classification methods: explanatory-illustrative (informational-receptive); reproductive; problematic presentation; partial-search (hueristic); research. The essence of the information-receptive method is expressed in the following features: knowledge is offered to students in a "ready" form; the teacher organizes the perception of this knowledge in different ways; students perceive (receive) and understand knowledge, fix it in their memory. All sources of information (words, exhibits, etc.) are used in reception, and the logic of the presentation can be developed inductively and deductively. The management activity of the teacher is limited to the organization of knowledge perception. Teaching tasks are a tool of teachers to encourage their students to learn and think, and a measure for monitoring their activity and learning. Traditional mother tongue education also uses the reproductive method of teaching. It has the following features: knowledge is offered to students in a "ready" form; the teacher not only communicates knowledge, but also explains it; students consciously acquire knowledge, understand it and remember it. The criterion of assimilation is the correct increase of knowledge; The necessary power of acquisition is provided by repetition of knowledge. Problem-based learning technology

provides a transition from performance to creative activity. Today, New Uzbekistan needs creative thinkers, not performers. At a certain stage of problem-based learning, students are not yet able to solve problems by themselves, and therefore the teacher shows the way to research the problem, determine its solution from beginning to end. And students in this method learn to solve learning difficulties, although they are not participants, but observers. Assignments should also form the main part of higher education textbooks and manuals. In higher philological education, separate disciplines should be established on the creation of educational tasks and their use. Based on the subject and direction of the existing educational subjects, educational assignments in higher education can be divided into 3 in terms of content:

1. Educational assignments for the subject of modern Uzbek literary language.
2. Assignments on the subject of the Uzbek language.
3. Educational assignments on the subject of Uzbek language teaching methodology.

In this place, the content of "Current Uzbek literary language" and other specialized subjects, where the direction of philology and language teaching is taught, is intended to teach the basics of the science of linguistics. In this sense, the educational tasks created in this regard should serve to form speaking skills that encourage students to think, compare one idea with another and give a final conclusion. Learning tasks in existing textbooks are designed to memorize information and then retell it:

For example, A. Jamolkhanov's textbook "Current Uzbek Literary Language" uses the following educational tasks:

1. What does lexicology study?
2. What is vocabulary?
3. Give information about the purpose and tasks of lexicology.
4. What are the types of lexicology?
5. What branches of linguistics does lexicology relate to? Reasons?



It does not teach the student to work creatively through the above teaching aids.

In the textbooks created by Professor B. Mengliev for general education schools, teaching is partially based on research and mainly on research methods, its essence is as follows: for example, the condition of the exercise in the "Homework" column encourages the student to work independently. Traceability will have the following properties:

- the teacher formulates a problem together with the students, the solution of which is determined in the classroom during the lesson;
  - knowledge is not shared with students. In the process of studying the problem, students take it independently, compare different versions of the received answers. The means to achieve the results are also determined by the students;
- operational management of the teacher's problem-solving process;
- the educational process is distinguished by its high intensity, interest in teaching increases, and the acquired knowledge is deeply differentiated. As the educational assignments form the main part of the textbooks of higher education, it is necessary to partially dwell on the issue of textbooks. Educational content is detailed in educational literature (textbooks, reference books, books for additional reading, atlases, maps, sets of tasks and exercises, notebooks based on print, etc.). The main type of educational literature is a textbook - an important source of knowledge for future specialists, one of the main means of learning. It reflects the theory and methodology of teaching, the scope of knowledge, skills, general culture and experience of human activity that ensure the formation of the spiritual essence of the student. Modern higher education textbooks must be stable and mobile. In accordance with the requirements of stability, the textbook must have a solid foundation. Mobility provides an opportunity to quickly introduce new knowledge and skills without breaking the basic design. The content of the textbook includes text (texts-descriptions, texts-narratives and texts-arguments about different speech styles) as the main component and non-textual auxiliary components (structure of organization and mastery). In this place, educational tasks play a big role as a learning structure. The textbook should ensure the conscious and active participation of students in the educational process, the full basis of the educational material. Modern textbook performs the following didactic tasks:
- encourages students to study subjects, arouses enthusiasm;
- allows the student to expand knowledge through existing methods of information, data presentation and the search;
  - includes the ability to check the progress and results of the training, self-evaluation and correction, as well as the ability to complete training tasks to develop the necessary skills.

In a word, a modern textbook should integrate many sources of information, weigh them, and manage them as a locomotive. In this process, educational tasks should be able to connect the locomotive to wagons which are loaded with educational dictionaries, audio and video materials, sets of exercises and tasks, tests, visual aids, electronic resources, and serve as the main tool in their use. Educational tasks should be improved in order to be compatible with modern lessons and textbooks of higher education. Because even in the "Current Uzbek Literary Language" and "Uzbek Language" textbooks of the higher education system, attention is not paid to the quality of questions, exercises and tasks, and to what extent they correspond to the requirements of the time. This situation is one of the reasons why the Uzbek language is not sufficiently mastered by students - future professionals. From the observations, it became clear that skill-building, repetition-based exercises, tasks used for testing, and questions that teach thinking are not found in the textbooks published in the early years (1930-1940) when the Uzbek language was formed as a science, nor in

the textbooks that are in use today.<sup>5</sup> Under the general exercise term, there are recommendations in the nature of simple tasks. Even in the higher education system, exercise and assignment are not mutually exclusive. Students do not practice on their speaking problems. Assignments specialize in rote telling in the traditional form. Questions do not encourage thinking. At this point, it is necessary to differentiate the terms "exercise", "assignment" and "question" by G. Hamroev, and pay attention to his comments about their role and importance in language didactics. The Methodist-scientist initially divided the educational tasks into three types among M.Saidov's educational materials, and distinguished them among themselves, and that teachers often confuse

the concepts of "exercise", "assignment" and "problem" during their work. He said that he agrees with the opinion of Doctor of Pedagogical Sciences Askar Ghulomov "exercise is both a form of an educational task and a specific method of teaching". And he describes his approach in this regard, recognizing that the task is a part of the exercise, which is mainly expressed in the condition of the exercise, that the task represents a narrower concept than the exercise<sup>6</sup> that is he argues that unlike the scientific conclusions reached in the scientific analyzes of educational assignments, the assignment is not a part of the exercise, on the contrary, the inclusion of exercises in the part of the assignment is a bigger, broader concept than questions and exercises in terms of tasks.<sup>7</sup> In our opinion, the task includes the exercise, the tasks guide the student, test them; and repetition-based exercises serve to build skills and competencies. Since "Orthography" and "Orthopeia" departments are directly related to speech skills in the teaching of "Modern Uzbek literary language" and "Uzbek language" subjects in the higher education system, their teaching tools are also closely related to each other. As G. Khamroev rightly pointed out, it is necessary to approach the terms *exercise* and *task* differently. Although the terms "exercise" and "task", which are often found in textbooks and manuals, form a mutual nest, there is no synonymous relationship between them. However, based on our observations, we can say that in a number of textbooks and manuals that have been in use for many years, there are cases where these two concepts are confused, one is used instead of the other: "Exercise 333. Divide the words in the given verse into vowels and consonants.

A good person doesn't see evil,

If anyone who is bad is punished."

"Task 2. Divide the sentence into compounds with determinant, complementing, conditional.

As can be seen from the cited examples, the content of the exercises and tasks in the textbooks are not different from each other. Both of them are being given the task of "separate"<sup>8</sup>.

The "Uzbek language" textbook, created with new content, has a new approach to educational tasks. In it, students are given more assignments. Another important aspect of this is that the student is given a specific task to complete independently. In most current textbooks, questions are

asked as an independent exercise. It can be completed by a student in a short time, it may not be of practical importance.

Task 1:

- a) read the text, fully understand the content of the text by listening;
- b) highlight the 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 [remote area, country-side] is a large administrative- territorial division that includes one or more cities of the country. 12 regions of Uzbekistan.

A territory is a land surrounded by a border with a certain boundary; land, area belonging to a certain country, region. The territory of Uzbekistan.

Industry [production] - processing of raw materials of the national economy, extraction of underground resources, creation of means of production and consumer goods. Light industry. Food industry. Field - every branch of human activity, science, culture, etc. Industries. Leading sectors of agriculture.

A product is something that is produced. Gross product. Intellectual production - the results of research in the field of spirituality, science, technology, literature and art works. Export - [En. export < Lat. exportare - to take abroad (foreign market)] - export goods or capital to foreign countries for sale or other purposes. Uzbekistan has the opportunity to export many products.<sup>9</sup>

The advantage of the textbook is that the educational tasks and educational material are adapted to the specializations of the students. Exercise examples are not given in this part of the textbook. In general, there should be an exercise related to the topic in each training session. Now let's turn to the contents of the "Methodology of Uzbek language teaching" textbooks. In it, we will consider how to use educational tasks, their content, form, structure. The following educational tasks were used in the content of the textbook on the

methodology of teaching the mother tongue prepared for the primary education areas of higher educational institutions: Taking into account that not all students studying in the primary education system in the higher education system will become Methodist scholars, the content of the above questions and assignments may change slightly. The next assignment is indicative in nature and helps the student to acquire vocabulary and develop writing skills through 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 expressing their thoughts through the activities of future specialists.<sup>10</sup> In this textbook, published in 2012, there are good recommendations for student evaluation, as well as educational material that

serves as an evaluation criterion. The following criteria should be used when creating educational assignments:

Although the educational content and the period of organization of the preparatory classes are not the same, it is recommended to determine the following, in order to study the speech preparation of children 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 the sound. a) divide 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. a) knows 3 or more poems, recites them with pleasure; b) knows 1-2 poems, but shy to say them; d) he/she does not know how to recite any poem by heart.
5. Verbal connected speech. Telling a fairy tale. 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. Expressing an opinion ("Tell me what you see in the picture"). a) A connected story of more than 20 words, can make several sentences; b) Can make several sentences from 10 to 20 words; d) can give an answer in the form of connected speech with up to 10 words; e) can give a short answer with 3-4 words.<sup>11</sup>

In higher education, as a rule, a textbook related to a specific educational subject is the main tool and support for the student and teacher to provide knowledge and obtain information on this educational subject, even during the course of the lesson, even after the lesson. Therefore, the main attention should be focused on the composition, structure and, of course, the content of the educational materials in the textbook, in particular, the educational tasks. The textbook should be supplemented with various additional tools - anthologies, sets of exercises and tasks, dictionaries, reference books, books for extracurricular studies, atlases, historical-geographical maps, etc. A distinctive feature of modern textbooks is that they provide the educational material in a more expanded plan, expanded with the latest information through educational tasks, information in the nature of a reference. Working with the textbook, students learn to analyze, criticize, supplement, present, and modify the studied text with the help of additional literature.

In conclusion, the activation of work on the introduction of innovative approaches to the teaching of the mother tongue through educational tasks based on the module system; improvement of scientific, methodical, psychological and pedagogical support system for mother tongue teaching; using the latest achievements of Uzbek ethnolinguistics in mother tongue education. Current programs and textbooks should encourage students to do independent research in accordance with the goal of mother tongue education. In such conditions, the most important part of the textbook should not be a theoretical database, but educational tasks that teach the student to use the countless opportunities of our mother tongue 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. One of the main issues is to effectively introduce the technology of developing students' speaking skills, inculcating the national language and national spirituality into the student's thinking based on the dictionary and text, preparing their students for various speech situations, educating creative thinkers. In higher education, as a rule, a textbook related to a specific educational subject is

the main tool and support for the student and teacher to provide knowledge and obtain information on this educational subject, even during the course of the lesson, even after the lesson. 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 educational tasks. The main part of the new module system being introduced in higher education is the assessment and independent study tasks. Modern electronic textbooks should integrate, weigh and manage many information sources, like locomotive.

In this process, educational tasks should be able to connect the locomotive to wagons loaded with educational dictionaries, audio and video materials, sets of exercises and assignments, tests, visual aids, electronic resources, and serve as the main tool in their use. It should be emphasized that how philological education solves life problems should be taught to do. The questions, tasks and exercises given in each lesson in the education of the mother tongue should also be aimed at solving the life problems of the student, the future specialist.

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