

Pedagogical Possibilities of Using Educational Tasks in the Development of Students' Speaking Competence Based on Interdisciplinarity

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Abstract:

This article explores the pedagogical possibilities of using educational tasks to enhance students' speaking competence through an interdisciplinary approach. The study investigates how incorporating various subjects and knowledge domains can contribute to the development of students' speaking skills. The research highlights the importance of interdisciplinarity in fostering a holistic learning experience, emphasizing the integration of language learning with other academic disciplines. The article also discusses practical implications and strategies for implementing educational tasks that promote students' speaking competence through an interdisciplinary lens.

Keywords: pedagogy, educational tasks, speaking competence, interdisciplinarity, student development.

Introduction

Among the psychological conditions affecting the level of formation of the language carrier, linguistic ability is of particular importance. The formation of speech in a person is not limited only to the process of school education, but continues throughout the entire conscious life of a person.

The formation of speech skills in mother tongue education also depends on psychological factors, in which speech skills are continuous intellectual development: mental processes (memory - visual and auditory, thinking - abstract and figurative, observation, imagination - reproductive and creative);

- the spiritual wealth of a person includes such things as continuous spiritual development, moral standards, first of all, compliance with the standards of communication.

This is both a didactic and a psychological (spiritual) process, among other things, psychologist M. Nepp says that a child begins to master the grammar of his native language at the age of 2-3, because he understands the speech of other people, knows the combination of words and the structure of sentences. accepts the objective laws encoded through the senses, the experience of many ancestors. Along with the development of speech in the human mind, an internal plan of possible actions is created in the mind, models of actions to be implemented in a specific situation are created.

The analysis of psychological studies of L.S. Vgotsky, I.Ya.Zimnyaya, A.A.Leontev, S.L.Rubinshtein allows us to talk about the fact that the success of forming a language carrier depends on the level of communicative development of the native language. According to



I.Ya.Zimnyaya, it is necessary to consider the "communicative development of the mother tongue" as a complex multifaceted phenomenon:

- amount of vocabulary (lexical minimum);
- skill level of acquiring speech skills;
- the ability to express one's opinion in a coherent manner, the ability to adequately respond to the replies of the interlocutor, the level of knowledge of forms of oral communication that have the indicators of reacting to what they hear;
- level of text reading speed;
- level of formation of written speech skills;
- level of formation of cognitive interests;
- level of general outlook.¹

Competencies required for communication include:

- language competence;
- speech competence;
- pragmatic competence;
- communicative competence.

The implementation of these requirements, the formation of competencies, of course, requires the development of a system of special educational tasks in language education. This, in turn, requires the study of the advantages of cognitive-pragmatic education, which enables the expression of ideas suitable for different speech situations, and serves the effectiveness of mutual communication.

In his article, E. Davronov revealed the essence of the concept of "assignment" from a psychological and didactic point of view, he also partially touched on the tasks of exercises and assignments in relation to mother tongue classes.² 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. Leontiev understands the concept of task as follows: "A task is a goal set based on certain conditions."³ 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. And 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."⁴

1 Зимняя И.А. Личностно-деятельностный подход в обучении как фактор гуманизации образования // Русский язык за рубежом. 1991. -№ 3. - С. 91-95.

2 Давронов, И. Э. Некоторые аспекты интерпретации понятий «задание» и «упражнение» / И. Э. Давронов. Текст : непосредственный // Молодой ученый. – 2012. – № 8 (43). – С. 323–326.

3 Леонтьев А.Н. Проблемы развития психики. – М.: Педагогика, 1972. – 576 с.

4 Розысков О.Р. Теоретические основы оптимального применения системы учебных задач в обучении школьников (на материалах гуманитарных предметов). Автореферат дисс...док. пед. наук. – Тбилиси, – 1986. – 50 с



Here, the following features are emphasized based on the needs of teaching: 1) the 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.⁵ 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."⁶

If we look at the history of mother tongue education, we can see that exercises and tasks are not found in the textbooks published in the first years (1930-1940) when the Uzbek language was formed as a science.⁷ Later, examples of exercises were given in the "Mother Tongue" textbooks authored by Y. Abdullayev and A. Barkhudarov. It should be noted that the assignment was used for the first time in the textbook created by N. Mahmudov as the main author. Until then, "Mother tongue" textbooks used mainly exercises.

Certain studies have also been conducted on the issue of essentially distinguishing between the terms "exercise" and "assignment" in mother tongue education. In particular, the methodologist-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 an educational task and a specific method of teaching" and the task is a part of the exercise, which is mainly based on the condition of the exercise. admits that it finds its expression, that the task represents a narrower concept than the exercise.⁸

It is known that in language textbooks, the terms "exercise", "question" and "assignment" are mainly used in natural and concrete sciences. All of them are a type of work included in educational assignments, and this term is also interpreted as educational assignments in some studies.⁹

As we mentioned above, the main goal of language education is the differentiation of the content and tasks 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".

In our opinion, the task includes an exercise and a question, guides the student to acquire knowledge, participates in evaluation; is the main educational task that organizes the formation

5 Ўша жойда.

6 Розиков О.Р. ва бошқалар. Дидактика. – Т.: Фан, 1997. – 256 б.

7 Ramazan Q., Qajjumij X. Grammatik. Sarf. Orta maktablar ucun darslik. I qism. –Т.: Oquvpeddavnasr, 1937. –149 b.

8 Саидов М. Ўзбек мактабларининг 5-синфларида она тили таълими жараёнида тафаккурни ривожлантирувчи ўқув топшириқлари ва улардан фойдаланиш методикаси: пед. фан. ном-ди дисс. автореф. ГДПУ. – Тошкент, 2000. – 25 б.

9 Қўчқорова Ф. М. Янги авлод дарсликлариди тақдим этиладиган ўқув материалларини концентризми принципи асосида структуралашнинг дидактик параметрлари: фалсафа фан. докт. ... дисс.(PhD). – Тошкент, 2018. –13-бет.



of skills through repetition-based exercises. Based on long-term observations and analysis, it can be concluded that the educational tasks called exercises in the "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. And the task should be used to acquire knowledge, organize training and evaluate the acquired knowledge and skills, and the question should encourage the student to think and try. In practice, they are used in a mixed form. Therefore, even if the methods and contents of the textbooks are updated, the efficiency 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.

Based on this, the analytical study of the places of use of educational tasks in mother tongue education, the tasks they perform, giving them a new definition in accordance with their content and essence, and a new classification is the basis for improving the language teaching methodology. .

The following comments of N. Mahmudov are particularly noteworthy: "In any language education, it is impossible to ignore the knowledge of language styles. It is necessary to know the structure of the language in learning the language, knowledge in this regard is the basis. However, it is difficult to say that knowing the language is complete if the skills of how to use these construction units and how to apply them directly in speech have not been formed."¹⁰

In fact, the mother tongue and national words are the basis of intellectual development and understanding of the world. It is very important to take care of the timely development of the student's speech, pay attention to his literacy. The more rich and logical a student's speech is, the easier it is for him to express his thoughts, the wider his ability to understand the world and existence, the more students can engage in meaningful and fulfilling communication with peers or adults in various speech situations. gets, his thinking is also actively developing.

All this depends on the correct guidance of the student through educational tasks, asking the right questions, and giving meaningful and logical answers during the lessons. The student receives initial information about the surrounding world and human activities through the native language used at home, in the classroom and on the street. Therefore, the first task of the school is to teach children to speak fluently and logically in their mother tongue. The better students can speak in their native language, the more vividly, beautifully and meaningfully they can express their thoughts in oral and written form.

Therefore, the most important issue today is to bring mother tongue education closer to life, to strengthen its practical importance. The linguistic landscape of the world and national cultures are formed in the student's thinking through the mother tongue. If the mother tongue is taught as a value rather than a simple subject, students will develop self-reflection and national pride. Then students will be very interested in learning their mother tongue. Students should learn the

10 Маҳмудов Н. Тил таълими ва стилистика // Ж. Тил ва адабиёт таълими.–Тошкент, 2009. – 1-сон. –Б. 3–9.



national mentality, life, and cultural heritage of the nation through the mother tongue. Of course, this is done by developing educational tasks of a pragmatic nature.

The most important indicator that determines the quality of education is the tools involved in the formative and testing process - the system of exercises, as well as questions and assignments. These are the content of mother tongue education and the basis of teaching methodology.

The concept of educational content is interpreted differently in scientific and methodological sources. In particular, Russian pedagogues-scientists I.Ya.Lerner¹¹ and M.N.Skatkin look at the content of education as a part of rich social experience, which is selected for learning and intended for students' assimilation.

Along with the concept of "educational content", the term "learning material" is also used in scientific sources. In didactics, the concept of educational material is used in broad and narrow senses. In a broad sense, it is equivalent to the concept of "educational content", and in a narrow sense, it is understood as a system of knowledge, skills and abilities that should be learned at a certain level and adapted to the students' learning.

The educational content includes: 1) educational plans, 2) educational programs, 3) textbooks, and 4) educational and methodological manuals. The mother tongue program and textbooks contain language materials selected for students' learning and adapted to their mastery.¹²

The statement¹³ that the most advanced examples of national thought and ideology should be reflected in school textbooks, in our opinion, is more relevant to "Mother Tongue" textbooks. Proverbs, proverbs, wise words, figurative expressions, phrases, which are the most advanced products of thinking that have come down to the present day from the ancestors, in general, from the geniuses of mankind, should form the content of mother tongue education, not a few of them, but every It is desirable to use it effectively in the lesson, in the composition of each educational task. Such folk and national masterpieces, inculcated in the thinking of students in their place and at the right time, create a basis for deepening their thoughts, expanding their worldviews and being able to express the product of their creative thinking in a fluent, clear and understandable way.

Current programs and textbooks should encourage the student 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 native language effectively and appropriately. Because mother tongue education at school is not aimed at training a linguist, but requires the delivery of a creative thinker who can widely use the possibilities of the language to the society. Therefore, it is possible to consider the educational tasks as demanding only if they can encourage the student to search. Not all the tasks in the current school textbooks are at the

¹¹ Лернер Я. Дидактические основы методов обучения Текст. / И.Я. Лернер. – М. : Педагогика, 1981.– 186 с.

¹² Қаранг: Ғуломов А., Неъматов Х. Она тили таълими мазмуни. Она тили ўқитувчилари учун қўлланма. – Т.: Ўқитувчи, 1995. – 128 б.

¹³ Баркамол авлод – Ўзбекистон тараққийнинг пойдевори. –Тошкент: Ўзбекистон, 1998.– 4–19 б.

required level. For example, "Find and describe the vowels in the text", "Divide the given sentences into parts of sentences", "Find and explain the word-forming adverbs from the following sentences", "Divide the sentences into determining and clarifying compounds", which are often found in native language classes. educational tasks do not form creative thinking in the student and do not serve to develop skills and qualifications.¹⁴

O'quv materiallarining o'quvchi tomonidan samarali o'zlashtirilishi takror va takror mashq qilish bilan bog'liq. Mashq uzluksiz takrorga asoslansagina samara beradi.

Effective learning of educational materials by the student is related to repeated and repeated practice. Exercise is effective only if it is based on continuous repetition.

It is known that from a psychological point of view, human memory is divided into certain types. Reading data once is temporarily stored in normal memory and forgotten in the short term. If it is repeated continuously, it will be stored in permanent memory. It is permissible to quote G. Ebbinghaus¹⁵'s conclusions about the content, quantity and quality of information that the reader can remember. He remembers 38 meaningless syllables when the student repeats them 55 times; He found that 6-7 repetitions were enough to remember material consisting of 38-40 words. In order to transfer the necessary information to the student's long-term memory, which can serve for the correct implementation of communication and interaction in social life, it is necessary to repeat and restore the same information many times in the memory. At this point, it can be said that in teaching language levels, if appropriate texts are used in the content of the educational material, the student will "write" them in his long-term memory with one or two repetitions. As much as continuous practice is needed for a physical action to reach the level of automation, so much practice and effort is needed for the formation of a specific speech skill.

Shuningdek, topshiriqlar – o'quvchilarni mavzu ustida maqsadli, samarali ishlashlarini ta'minlaydi, shu bilan birga mashg'ulotda egallagan ko'nikma va malakalarni baholash, sinab ko'rish uchun ham ishlatiladi.

Also, tasks ensure students' purposeful and effective work on the subject, and at the same time, they are used to evaluate and test the skills and competencies acquired during the training.

In school, usually, a textbook related to a specific subject is the main tool and support for the student and teacher to impart knowledge and obtain information on this subject, both during the lesson and even after the lesson. Therefore, the main attention should be paid to the composition, structure and, of course, the content of the educational materials in the textbook. In our opinion, the statement¹⁶ that the most advanced examples of national thinking and ideology should be reflected in school textbooks is more relevant to "Mother Tongue" textbooks. Proverbs, proverbs, wise words, figurative expressions, phrases, which are the most advanced products of thinking that have come down to the present day from the ancestors, in

14 Хамроев Ф. Она тили ўқитишининг самарали усуллари. Ўқитувчилар учун методик қўлланма. –Т.: Баёз. 2018. 19-б.

20 Ғозиев Э. Умумий педагогика. – Т., 2010. – 221 – 222 б.

16 Каримов И. А. Баркамол авлод – Ўзбекистон тараққиётининг пойдевори. – Тошкент: Ўзбекистон, 1998. – 4–19 б.

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