



IMPROVEMENT OF PEDAGOGICAL - PRAGMATIC PROCESSES OF INDEPENDENT STUDY TASKS IN PHILOLOGICAL HIGHER EDUCATION

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Article history:	Abstract:
Received: 13 th January 2022 Accepted: 13 th February 2022 Published: 30 th March 2022	Analyzes the current state the studies on pragmatic improvement of the use of teaching tasks in the teaching methods of the mother tongue of the higher educational system, in particular, the use of questions, exercises and assignments in the textbooks for the training of future native language and literature teachers in Uzbek language teaching methods in higher education were analyzed.

Keywords: Pragmatic, pedagogical features, higher education, methods of teaching Uzbek language, modern teaching requirements, assignments, speaking competence.

Thanks to the implementation of the Law « On Education » (September 23, 2020) in Uzbek linguistics, the structure of the native Uzbek language has been freed from the difficulties of formal interpretation on the basis of European templates were fully relocated. The scientific schools and directions that determine the development of science and make the state, nation and creators world-famous as a result of the approach based on strict methodological principles of new interpretation of the source of research are formed and developed.

In connection with the modernization of educational and methodical complexes, the linguistic interpretations of more than 50 languages taught in the higher education system of the country have been transferred to Uzbek (substantial) interpretations with the real opportunities to stabilize the position of the linguistic school. This shows that the main focus should be on the development of speech competence in higher philological education.

Success in mastering of speaking skills depends on motivational factors and the level of formation of the student's general learning skills. Speech occurs during the movement of speech organs. [1.56]

The means of expression of language, which is a spiritual phenomenon, become reality when it is transferred to the speech. So, speech is a product of speech activity, it takes a certain form. "...in order to make a good speech, it is necessary to use the cooperation of grammar, aruz, logic. Ignoring one of them is a violation of the rules of one of them and it is impossible not to affect the other two [2]. "According to the concept of M.B. Elkonin, in the process of child development, it is necessary to first master the motivational side of the activity, and then the technical process. However, scientists also highlight the following factors:

- Socio-political (language specific to the state, compulsory schooling);
- Professional value (professional training is conducted in state language);
- Social prestige, collective responsibility;
- Communicative (the need to communicate in native language);
- The reasons for the need for self-education, the desire for self-improvement;
- Utilitarian (the need to know the language as a means to achieve certain vital interests);
- Reasons for concern (not to withdraw from class, not to receive low grades);
- Motive of respect for the teacher of the native language and literature.

Among the psychological conditions that affect the level of formation of the language carrier, linguistic ability is of particular importance. Thus, the formation of a language carrier is not limited to the process of school education, but continues throughout a person's entire conscious life. Many modern scholars include the following in the structure of the concept of "language carrier":

- Language competence;
- Speech competence;
- Science competence;
- Pragmatic competence;
- Communicative competence;
- Continuous intellectual development: mental processes (memory - visual and auditory, thinking - abstract and figurative, observation, imagination - reproductive and creative);

- Spiritual wealth of a person - constant spiritual development, observance of moral norms, first of all, norms of communication; [1,144]

- The accumulation of language traditions.

From the point of M. Nepp that a child begins to master the grammar of the native language at the age of 2-3, as he understands other people's speech and accepts objective laws, the experience of many ancestors, encoded by subconsciousness senses in word combinations and sentence structure. In addition to the development of speech in human mind, an internal plan of possible actions is created in the mind; models of actions to be performed in a particular situation are created.

The analysis of psychological research of L.S. Vygotsky, I.Ya. Zimnyaya, A.A. Leontev, S.L. Rubinshtein allows us to say that the success of the formation of language carrier depends on the level of communicative development of native language. According to I.Ya. Zimnyaya, the phrase "communicative development of the mother tongue" should be considered as a complex multifaceted phenomenon that provides:

- Dictionary size;

- Level of mastery of speech rules;

- the ability to consciously and consistently express their opinions, the ability to respond appropriately to the remarks of the interlocutor, the level of knowledge of forms of oral communication with the ability to respond to what is heard;

- Level of reading technology with an indicator of reading speed;

- The level of formation of written speech skills, the level of formation of cognitive interests;

- general outlook. It is necessary to develop a system of assignments based on a pragmatic approach to mother tongue education for the implementation of these requirements. It requires the exploring the benefits of cognitive-pragmatic learning, which allows for effective communication, allowing the expression of ideas appropriate to different speech situations.

During the interview, students are usually encouraged to answer the questions correctly or given a warning if they answer incorrectly. Whether it is possible to encourage a student to ask a question in a lesson is often overlooked and not given a chance. When students are asked a question by the teacher, it is often not encouraged. In mother tongue classes and other subjects, too, students are largely responsible. In fact, the student should be taught to ask more questions. In a communication process, the answer depends on how the question is asked. The ability to think is determined not only by the ability to answer questions, but also by the ability to ask them.

It is important to develop students' ability to ask correct and logical questions. This is very important to train like-minded people to make the right decisions in the future.

In this regard, Western pedagogy is based on the principles of moderation, practicality and achievement. Pragmatism is a philosophical and pedagogical direction that advocates bringing education closer to the life, achieving educational goals in practice. The founders of pragmatic philosophy, Ch. Pierz and James demanded the creation of the new philosophy that transcended idealism and materialism. The ideas of the early pragmatists were developed by the American philosopher and educator D. Dewey. [3.44]

Pragmatic pedagogy protects goals taken from life. The American school has been able to prove the need for pragmatic education and to offer educational goals that are in line with the development and interests of the general population, According to D. Dewey, education is not a means of preparing a person for life, it is life itself. Education should unite people, educate young people in the spirit of social peace and harmony.

The D. Dewey educational system is seen as a decisive means of improving the social environment, of changing the type of society without revolutionary change. Learning Objectives Dewey's methodological guidelines are in sync with modern theories. Summarizing the views of these theorists, it can be concluded that the general goal of educating pragmatic pedagogy is self-affirmation, recognition of the individual. In his view, education should teach how to solve life's problems. In mother tongue education, the questions, assignments and exercises asked through each lesson should also focus on solving the student's life problems.

In this regard, it is necessary to use researches which have been developing in Uzbek linguistics. **Pragmatics** (Greek pragma, pragmatos) is a branch of linguistics that studies the operation of language signs in speech; in other words, a science network that studies the attitudes of subjects who use a particular character system to the same character system. The main idea of pragmatics was developed by the American scientist Ch. Pierce was put forward; this idea has been developed by another American scientist Ch. Morris and put the term "pragmatics" into practice as the name of one of the departments of semiotics.

Pragmatics is a process of speech that encompasses a person's social activities, manifested through a specific communication situation. Linguistic Pragmatics has no definite form, no appearance; its scope includes many issues related to the subject, the addressee, their interaction in communication, the state of communication.

Aspects that help to mother tongue education, in particular, improve learning objectives, include: For example, explicit and implicit goals of the statement (giving an opinion, questioning, commanding, asking, advising, promising, apologizing, congratulating, complaining, etc.); speech tactics and types of speech etiquette; rules of conversation; the purpose of the speaker; the general knowledge base, worldview, interests of the addressee by the speaker. Evaluation of their qualities; asking questions, completing assignments, etc., in general, are important in communication [4].

In this case the methods of exercise - are a kind of visible effects which provide the real practical actions of the student, consolidating his inner attitude, materializing the relationship. With the help of exercises and assignments,

students' activity is organized and its positive motivations (enthusiasm) are encouraged (in the form of assignments, requirements, competitions, different tasks, examples and examples for individual and group activities, creating successful situations).

Learning tasks that focus on thinking - the basis of the lesson, which educates the creative thinkers. The general requirements that such a modern course consists of:

1. Organizing a lesson on the basis of questions and answers in the educational process, using the latest scientific achievements, best pedagogical practices.
2. Organize the lesson with the appropriate and purposeful use of learning tasks.
3. Create all the necessary conditions for students' learning activities, develop learning assignments on the text or topic, taking into account their interests, inclinations and needs.
4. Consider interdisciplinary connections when composing questions and assignments.

It is well known that each lesson aims to achieve three goals: teaching, educating and developing. In mother tongue education, the development of grammatical knowledge is mainly intended. It is fact that without grammar there can be no lesson or textbook but it should be in moderation. We have turned language learning into a complex process, as skills are a separate issue, why the knowledge of mother tongue teachers is underestimated because we are measuring incorrectly. The school teacher is not asked about the knowledge and skills of a linguist, in fact, even scientists know only a small area of linguistics. It is wrong, of course, to require a teacher to know all areas of linguistics.

Researchers and linguists are not able to give satisfactory answers to the test questions from the grammar of the native language for the student to enter the university today, because the learning tasks are incorrectly formed.

So, Grammar is not a rule, but a transition to working with a text in the native language, creating a system of questions and assignments that lead to understanding the meaning, pronunciation and spelling of the word in the text, what the author actually means, the student's love of literature. Grammatical theories are stereotypes that the mother tongue does not fit. We need to show the verbal possibilities of language; these possibilities are not measured by grammar.

USED LITERATURE:

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