



World Conference on "Integrated and Life-long Education of Modernity"

## **Types of Exercises in the Textbook Native Language and Reading Literacy**

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**Abstract.** In the article, the engine in a broad sense is the material and materialized things that a person puts between himself and the subject of labor. Just as a carpenter places material objects, such as saws, glue, experience in sawing boards, materialized objects obtained as a result of making objects, in the middle of the boards that he brings with him in the form of a table top, a chair, and materialized objects obtained as a result of making objects-knowledge, the teacher achieves the goal by placing materialized and materialized objects between each other in the middle of the educational material, a certain result is achieved. There are an incredible number of teaching tools for a teacher: such tools include learning tasks, tasks, structured tasks for a language exercise, tests.

**Key words:** textbook, exercise, task, cognitive activity, student, educational material, language.

**Introduction.** The child acquires the mother tongue by participating in various spheres of social communication: acquiring the language through games, learning the language through observation and experiments, learning the meanings of new words from the ostensive explanation of adults, various syntactic devices. acquisition, acquisition of language and speech in educational settings. Each form of social communication corresponds to a certain type of activity: play, game activity, observation and experiments, working with language evidence, ostensive explanation, listening to the speech of others, textbook and teacher's speech, linguistic and speech of the native language. requires the activity of mastering aspects.

Although different forms of language acquisition and related activities are interrelated, they influence each other positively or negatively. Children's speech skills before they come to school - understanding speech sounds, being able to perform them, the presence of various words in the child's speech, the gradual improvement of the experience of distinguishing word meanings, the ability to compose a speech, the ability to communicate ideas to others delivery etc. school is a resource for mastering the subject of the mother tongue.

**Material and Methods.** School mother tongue education is built on children's pre-school speech preparation. Before the child comes to school, he may have heard some speech sounds incorrectly and learned them incorrectly. Dialect elements are also found in the student's speech. After all, every school, every student lives in dialect conditions. These have a

negative impact on the teaching of mother tongue education. By eliminating them, the effectiveness of mother tongue education will be increased.

Observing the educational activities of children in the conditions of mother tongue education led to the conclusion that after learning knowledge on a certain subject, children make mistakes in the process of performing intellectual and practical tasks following this knowledge. This is not the result of the students learning knowledge poorly, but the lack of a strong connection between the learned knowledge and its application in speech activity. The connection between knowledge and its use in speech activity is established through practice. Children's speech defects are reduced by exercises, searching for answers to questions, and completing tasks.

According to the rules of the traditional methodology, students follow a number of stages in mastering the educational content from their mother tongue and carry out activities: 1) study definitions, rules, and specifics within the subject - lack of evidence to prove and interpret the knowledge learned at this stage present, students have difficulty in making arguments about the topic they have mastered, cannot distinguish arguments about previously studied topics from arguments about a new topic; 2) collection of evidence related to knowledge and their analysis is continued, exercises are carried out in accordance with the learned knowledge. Now, although children have acquired enough evidence to interpret definitions and rules, they have difficulty applying knowledge to new situations. There is a need to continue mastering the subject by itself. According to this need, time is allocated to practice again; 3) to develop the skills of applying the learned knowledge to new conditions. At this stage, work is done on using the learned knowledge in speech, creating a text; 4) the stage of continuing the learned definitions, rules, and precisions in the process of learning the next topics related to the subject of the native language. In all of the listed stages, the child's educational activity is carried out in the mother tongue, following the principle of moving from the language, from the knowledge of different aspects of the language to the speech.

In our opinion, in order to increase the effectiveness of mother tongue education, it is an optimal way to organize education in the form of going from speech to language. The organization of mother tongue education in primary grades by going from speech to language ensures students' awareness, independence, and activity in the educational process. The principle of going from speech to language was initially based on the research of O. Rozikov [2, 34].

How to understand the principle of going from speech to language? The child recognizes and learns about himself and others, things and events through words. He expresses his experiences and thoughts about them through speech. The relationship between language and speech applies to both children and adults in the form of relationships between generality and specificity, possibility and reality.

Language is a commonality. Its elements are collected, preserved and lived in the mind. Speech is private. It appears in people's attitudes, communication, arguments. Observing the connection between language and speech phenomena, it is desirable to organize the education of the mother tongue of the primary class in the form of going from "speech to language".

Working on ready-made texts and forming a text in language education (composing a text

Working from speech to language allows students to:

- to find evidence of the studied language phenomenon from ready-made texts, to prepare comments on them, to draw conclusions;
- preparing a text based on the given evidence, analyzing the prepared text in terms of

the language phenomenon being studied, comparing the independent conclusion with the definition, rule, and accuracy in the textbook;

- preparing a situational speech suitable for the mentioned situations (addressing the elderly to the young, dialogue between the seller and the buyer, describing natural phenomena, various things and events), analyzing the prepared speech-text according to two or more language phenomena;
- the separated size leads to combining small texts according to their content and bringing them into a relatively larger, integrated text. Such methods of work increase the effectiveness of mother tongue education, cause children to work creatively, be proud of the results of their work, and encourage the integration of mother tongue education. The main thing is that such methods activate different emotions in children - interest, motivation, emotions and motives. It is impossible for a child to learn and know without interest, motivation, emotions and motives. They ensure the active participation in education of the methods of mental activity, such as analysis and recombination of thought phenomena, comparison and distinction, abstraction and concretization, seeing the particular in the general, distinguishing the common in the particular. Therefore, in the course of mother tongue education, teaching students linguistic methods, their composition and ways of their use will not be without benefits. The main thing is that as the child learns linguistic methods, he begins to know the secrets of creativity. Linguistic methods such as dividing the word into syllables and sounds, distinguishing the core of the word and its constituents, and noting the similarities and differences of various syntactic units are also involved in the process of learning the mother tongue in educational conditions. . The more consciously a child feels and uses linguistic methods in performing this or that task, the more effectively he solves the given task.

Educational activity related to children's acquisition of their native language in educational conditions is a very complex, integrated system, consisting of content, motive, goal, means, and result. But until recently, the educational activity of children was not studied separately. "We," writes the author, "consider educational activity and cognitive activity as two sides of the whole. They are disparate phenomena that come from one point, complement each other, and at the same time require each other, do not negate each other" [3].

Both educational activity and cognitive activity are related to one social phenomenon - mastering of social experience. In the scientific-pedagogical research of B.R. Adizov, the differences between educational activity and cognitive activity are analyzed very widely: if educational activity is oriented towards knowledge, skills, competence, cognitive activity is oriented towards knowledge, skill, competence along with the experience of creative activity aimed at forming relationships. Therefore, we see the first difference in the breadth of studied phenomena, the richness of cognitive activity; assimilation in educational activities is reproductive in nature. The child performs the tasks given by the teacher, follows the activities of the teacher and his friends. Mastery is effective in cognitive activity. Pupils set tasks for themselves in cooperation with the teacher, solve problems and tasks independently. So, another difference between these types of activities is explained by the nature of the activity; in educational activities, the child participates in the role of the object of education, and in cognitive activities, the role of the subject of education. Participation in the functions of the object or subject of education is another difference between these two activities; we see another difference between educational activity and cognitive activity in the degree of independence of children. Children's independence in cognitive activity is at a higher level [3].

It can be seen from the above analysis that the educational activity of children is a complex phenomenon and has its own components: motive, goal, means, result. Motives set learning activities in motion. A goal is a predetermined outcome. When the result is at the disposal of educational activity, it becomes a tool. The child's knowledge, methods of activity, methods of mental work at his disposal serve as a tool for completing this or that problem, educational task.

**Results.** We distinguish two aspects of children's activities: educational activities; cognitive activity. Common to both aspects of student activity is learning. In other words, the child learns social experience both through educational activities and cognitive activities. At the same time, they have their differences. Educational activity is formed in the child first. Because of this, we consider educational activity to be genetically primary. Cognitive activity is genetically secondary, and it is organized for children's thinking. The child acquires new knowledge and information about methods of activity through cognitive activity. The cognitive side of the activity is explained by the acquisition of new information and new methods of activity, the educational side is explained by the use of knowledge and activity methods in familiar conditions. The main means of organizing, managing and controlling educational activities are educational assignments. What is a study assignment?

The educational task is a multi-functional methodical phenomenon, the essence of which is that its tasks in mastering the mother tongue should be studied side by side with the educational material. As an example, let's take the topic "Darak Gap". The content of the educational material consists of the following knowledge: knowledge-message, declension of voice at the end of a sentence, putting a dot (.) at the end of a sentence; distinguishing a qualifying sentence from other types of sentences, for example, an interrogative sentence, performing-reading a sentence with its own tone, indicating the end of the sentence with a full stop; experience of creative activity - distinguishing a sentence from among the sentences in the text, composing a text on the given topic, using sentence sentences in it, using the given base words and creating a speech consisting of sentence sentences; to express one's attitude to the text and the relation-structured image.

When educational tasks are created on the topic of proverbs, the form of the educational material is changed and brought to the form of a task that children can complete: make a text by participating in proverbs on the topic "Spring"; make up a story on the topic "Excellent student" by using the words patience, endurance, discipline, diligent study, goal, striving for the goal; extract only figurative sentences from the text and explain their reading; analyze the story written by your friend and evaluate his ability to make a sentence; compare the essays written by you and your friend, prepare to share the achievements of each, etc. Every time a lesson is created, the teacher takes into account the educational needs and brings the learning material into various forms. In this way, the content of the mother tongue education is adapted to the children's abilities. Educational task is a modified form of educational content based on certain conditions according to the need to teach (teacher's activity) and learn (student's activity) educational material from the native language [4, 22 ].

The more varied the transformation of the educational material in the form of educational tasks, the more carefully and comprehensively the children master the topics of their native language. At the same time, the educational task is considered the most convenient means of transferring knowledge to familiar and new conditions, applying them to speech practice. Children improve their speaking skills by completing educational tasks in their native language, skills developed in their native language are improved and become skills. Therefore, the educational task is the main factor in the education of socially valuable activities in children.

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Cognitive tasks according to educational activities. In current didactic and methodical researches, the tendency to separate knowledge, skills, experience of creative activity and the system of relations in the content of education is increasing, and it is gaining the status of a general view.

**Discussion:** We distinguish four types of cognitive tasks according to the work they perform in the process of learning the educational content.

1. Cognitive tasks related to recording new knowledge. While performing tasks of this type, children independently determine a new point of view of the studied phenomenon and draw a new conclusion from it. For example, 2nd grade students can be given the following task.

Words (nouns) are given in two columns. Be prepared to compare them and tell the differences.

Column 1    Column 2

child    children

trees    trees

flower    flowers

How are the nouns in the second column different from the nouns in the first column?

2. Knowledge tasks related to further improvement of skills and qualifications. The skills developed through them are further improved, and new evidence on the topic is collected.

Imagine this: children have learned common nouns, but they have not yet learned how to write village names. In this case, if we draw children's attention to the text. The text also contains village names.

Task: read the text and write the words that represent the name of the village. What conclusions can be drawn from the words you wrote.

3. A knowledge assignment on mastering the experience of creative activity. In this kind of task tool, children acquire new activity experience.
4. Cognitive tasks related to the formation of attitude to the language. Children critically assess and examine texts written by themselves and their peers. Such tasks educate children's attitude to language.

4 types of cognitive tasks are distinguished, taking into account the work performed in the process of independent learning of educational content.

1. Separation of speech sounds, words, phrases, sentences, etc. related to the topic being studied from the mother tongue, analysis of the separated object, comparison with previously studied objects, drawing independent conclusions by comparison, comparing the drawn conclusion with the definition, rule, accuracy given in the textbook. The initial type of knowledge tasks begin with practical activities and end with conclusions.
2. Knowledge task related to the application of the learned knowledge to a new educational environment. In order to clarify the ways of applying the second type of cognitive tasks to education, we give examples of the first and second type of cognitive tasks.

Task 1. Observe the class. Write the names of animate and inanimate objects that you see.

Task 2. Think. How to divide the words you write into two groups.

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Task 3. 12 words are given (student, notebook, book, blackboard, teacher, agronomist, ruler, child, artist, pencil, diary, poet). How can these words be divided into two groups?

Tasks 1 and 2 are explained by the selection of objects related to the new topic and the determination of the method of writing them into two groups, and task 3 is explained by the application of the method of dividing nouns into two groups according to their questions in a new educational situation. In the 1st type of cognitive task, the student draws conclusions based on practical activities, and in the 2nd type of cognitive task, the student moves to recall the learned knowledge and apply it to a new educational situation.

3. The 3rd type of cognitive assignments are conducted within two or more topics and have generalizability. For example, after completing the teaching of noun, adjective, number, and verb word groups in the 3rd grade, it is possible to use generalization-type cognitive tasks as follows.

Task 1. Think of examples that match the questions.

Who? so? how much What did he do?

.....  
.....  
.....

Reanalyze the words you wrote and remember the definition of each word group.

Task 2. Read the text and write four words about nouns, adjectives, numbers, and verbs and identify the questions.

4. The 4th type of cognitive tasks is related to the ability to objectively evaluate one's own knowledge and analyze the results achieved by one's peers. Thus, we considered the knowledge tasks from two aspects, from the point of view of educational content and student activity.

Cognitive tasks are an intermediate link between educational problems and tasks designed for practice, and are considered the most effective means of developing students' thinking.

**Conclusion:** A number of requirements are met in the process of completing educational tasks in the native language: the student seeks the knowledge necessary to complete the task from his personal activities. The search for knowledge that can be used to complete the task from one's own activity increases the ability to choose in children; applying the learned knowledge and method of activity to a familiar situation. It is practiced by applying knowledge and methods of activity to familiar conditions; applying the learned knowledge and method of activity to a new, unfamiliar educational situation. In this way, the student acquires the methods and interpretations of creative application of knowledge; distinguishing new signs of the studied object (word or sentence, speech sound or syllable) from the native language by means of the educational task. With the help of such an educational task, topics related to the mother tongue are studied in a creative way. According to the requirements to be followed in the process of completing educational tasks, we define the following types of them.

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