
IMPROVEMENT OF DIDACTIC, PRAGMATIC METHODS OF INDEPENDENT STUDY TASKS IN PHILOLOGICAL EDUCATION IN THE CREDIT-MODULE SYSTEM

Maloxat Ergashevna Akhmedova*

*Associate Professor,
Candidate of Pedagogical Sciences,
Tashkent Medical Academy,
UZBEKISTAN

DOI: 10.5958/2249-7315.2022.00107.1

ABSTRACT

The current state and prospects for the transition to a credit-modular system for the development of oral competence of students of higher philological education, the principles of a credit-modular system of universities based on advanced foreign experience, recognition of learning outcomes. Substantiated is academic mobility, the accumulation of grades, the interest of teachers and students in science, as well as the introduction of a well-defined assessment system.

KEYWORDS: *Pragmatic, Pedagogical Features, Higher Education, Methods Of Teaching Uzbek, Modern Teaching Requirements, Assignments, Speaking Competence.*

INTRODUCTION

The higher education system of the Republic of Uzbekistan is undergoing reforms in the process of transition to a credit-module system. To be prepared for this, students need to develop independent work skills. In order to ensure the implementation of the Decree of the President of the Republic of Uzbekistan No. 5847 on the approval of the concept of development of the higher education system of the Republic of Uzbekistan until 2030, at least 10 higher education institutions (University Rankings, Times Higher Education or Academic Ranking of World Universities) in the list of the first 1000 places of higher education institutions (Introduction of advanced standards of higher education based on international experience, including the gradual transition from an educational system focused on the acquisition of theoretical knowledge in the curriculum to the formation of practical skills ensuring the academic independence of higher education institutions, etc [1, p. 11]. The methodology of teaching the native language in linguistics is based on a didactic, pragmatic approach, the development of linguistic competencies in the course of the lesson is intended to lead to the development of linguodidactical competencies. Skills (listening comprehension), (speaking), (reading) and (writing) are developed through specific requirements for language learning based on international experience. We think it's a good idea to use this approach a little more creatively in mother tongue teaching. This is because students come to the university as speakers of the language with certain speaking skills and abilities. Students develop only some skills in their native language (because they are native speakers), mainly to improve their linguodidactical skills, especially teachers of Uzbek language and literature can understand and read a text or conversation in their native language, can speak and write. In this case, the didactic task of mother tongue teaching methods is to improve students' ability to understand what they hear, to speak fluently and logically in literary language, to read and understand the text, and to write correctly and meaningfully [1, p. 19]. In the study of the activities of universities ranked high in international rankings, the development of curricula in line with modern and world requirements, the introduction of modern information and communication technologies in higher philological education, the essence of the credit-modular system of

education, It is necessary to monitor the process of transition to a credit-module system at the university in the delivery of professors and students in the system of philological education. Resolution of the Cabinet of Ministers of the Republic of Uzbekistan dated December 31, 2020 No 824 "On measures to improve the system related to the organization of the educational process in higher education institutions" is as follows.

THE MAIN FINDINGS AND RESULTS

Procedure for the gradual transition of the educational process in higher education institutions of the republic to the credit-module system from 1.2020 / 2021 academic year.

2. Approval of the Regulations on the procedure for introducing a credit-module system in the educational process in higher education institutions.

3. The Ministry of Higher and Secondary Special Education and the ministries and departments with higher education institutions in the system within 1 month introduced a credit-modular system in the educational process of bachelor's and master's degrees Ensuring the improvement of qualification requirements, curricula and science programs of specialties.

4. Together with the Republican Council for Higher Education within 2 weeks set tasks for the development and approval of samples of documents related to the organizational issues of the introduction of the credit-module system in the educational process in higher education institutions. Order of the Ministry of Higher and Secondary Special Education No. 30 of January 15, 2021 "On approval of samples of documents related to the organizational issues of the introduction of the credit-mode system in the educational process in higher education institutions"

i. The following samples of documents were approved by this order. 1. Availability of a database to be reflected in the catalog of the educational program. 2. Creating a science catalog. 3. Monitoring of information to be reflected in the agreement on education. 4. Statistical analysis, which should be reflected in the reference book on education. Looking at the analysis of the current situation, the compatibility of each educational direction and specialty with the curriculum, science program, textbooks and literature with modern requirements and international standards was studied. In the QS Rankings and THE rankings on the basis of 24 directions and 28 specialties, the TOP 300 universities were compared with the disciplines in the corresponding fields.[1, p31]. As a result of the study, it was found that some disciplines overlap in content, do not meet modern requirements and international standards. It was found that old textbooks and textbooks were used in the teaching of some subjects. In order to solve the problems, the ECTS system was studied, the experience of local and foreign universities in the credit-module system was studied, and the ECTS (European Credit Transfer System) system was chosen. "El-Yurt Umidi Foundation", in cooperation with the Republican Higher Education Council, organizes several seminars on the ECTS credit-module system in philological higher education institutions of the Republic of Uzbekistan, master classes on the system were held. The methodology of language teaching in developed countries is explained by a number of achievements in recent years. As a result, certain developments and reforms are taking place in the socio-economic spheres of society. After all, language as a means of communication affects the development of all areas, so the issue of its linguo-didactic teaching is always relevant. Today, most countries are making good use of the achievements of English language teaching, which is a model for world language teaching methods [4, p. 14]. Observations show that the development of speaking skills in international language teaching methods is a key issue, and its implementation depends more on the quality of teaching tasks. It is known from international experience that the modular-credit system has a number of advantages. In this case, the fact that teaching a student, directing him to work independently, is very much in line with modern requirements. The higher education system in the world is important because it is based on the independent activity of the student. In the scientific literature on language teaching in developed countries, special attention is paid to the

content and level of effectiveness of independent study tasks, and in the educational process, independent study tasks, questions and answers, assignments and text analysis and exercises are used effectively. In international practice, homework assignments focus on effective communication. The independent, learning assignments used in practice are developed based on pre-defined criteria. Why switch to a credit-module system? Although several articles have been published on the purpose, nature and benefits, and how the Credit-Module system facilitates student service or “registrar office opportunities”, we still face this problem because we do not know the traditional. Because we are accustomed to the process [1, p. 34]. The problem of literature is the formation of a list of foreign literature for new science programs (syllabuses) and the gradual acquisition of foreign literature. This responsible task can, of course, be accomplished through improved learning assignments. In this sense, the issue of improving the linguistic and didactic basis of the credit-module system in the development of educational tasks, independent of the native language in philological education is very important. Thus, the work on the creation of textbooks and manuals in the native language methodology on the basis of foreign literature in the credit-module system, the establishment of English groups for first-year students in the 2020-2021 academic year, Voluntary admission of students with IELTS, TOEFL, CEFR, etc. who have sufficient knowledge of English to English groups is an opportunity created by the New Uzbekistan for young people. As of 2022, the total number of first-year undergraduate students is 1,803, of whom 394 have been found eligible to study in the English group and have been approved. This is 22% of the total number of students. It is important to provide students with new literature for their study, as well as to create conditions for students to work independently, to create opportunities for online access to foreign libraries. Expanding the capacity of lecture halls. It is required to abolish the restrictions on student participation in lectures, in particular, the ability of students to listen to the lectures of the desired professor, an additional increase in the monthly salary of a professor, the computerization of the educational process. Lesson Schedule - The platform prevents sticking of lessons at the same time, the lesson schedule is displayed individually in each group, teacher, room and subject area, which allows management, teachers, students and parents. creates convenience for mothers. Access to classes via a link to the online transition provides transparency [2, p. 44].

The content of the research, the results of which determine the current state and prospects of the transition to a credit-module system in higher philological education.

The Bologna Process is a process of mutual improvement of the quality and standards of higher education in these countries, based on the Bologna Declaration signed on June 19, 1999 by 29 European countries. ECTS (European Credit Transfer System) - Standardization based on the European credit transfer system. The ECTS provides for a certain amount of credit for each training module and a total of 180-240 credits for a bachelor. Each credit must be provided for a successfully completed module. In the credit system of education, test units are maintained for 7-10 years. A student who has mastered the subject with a positive assessment (3-5) will be given a complete test unit allocated to the subject. As a result of academic mobility, all test units are recognized. Transfer from course to course: Transfer from one course to another if the average mastering index of students (GPA - Grade point average) exceeds the set value. [1, p.37] Students are not excluded for academic debt. Learning trajectory. Students can choose the required subjects from the humanities, open electives, and open subjects. Criteria for obtaining a diploma. Collect 240 credits at the end of a full-time undergraduate program. Collect 120 credits at the end of a full-time master's degree program. The annual workload of the student is 60 credits. Duration of study is 10 years for bachelor, up to 15 years for master's degree; It is evaluated on a 5-point scale. It is important to do this as part of the research that is being done. 90-100% - 5 ratings, 70-89% - 4 ratings, 60-69% - 3 ratings. Advantages of the credit system of education. Recognition of learning outcomes by the learner. It is desirable to create an opportunity for the independent formation of

the educational trajectory, academic mobility, and the accumulation of grades, the interest of faculty, students in science, as well as the introduction of a clearly defined system of assessment [1, p. 47]

The duration of study in developed foreign countries can be from 4 to 10 years for a bachelor and from 2 to 15 years for a master's degree. A GPA of 2.6 is required to pass the course. Students will not be expelled for academic debt. Interval 50%. A student who misses the final 50%, 5 (10 hours) or more in 1 subject without a valid reason will be expelled from the subject and will not be considered to have mastered this subject. A student who has mastered less than 60% of the maximum score allocated to the subject is considered to have not mastered the subject. A student who has mastered more than 60% of the maximum score allocated to the subject is considered to have mastered the subject [1, p. 44].

The current state of the use of teaching tasks in the methodology of teaching the native language of the system of higher philological education, in particular, the training of future teachers of the native language and literature in the methods of teaching the native language in higher education analysis of question, exercise, and assignment assignments in the textbooks, as well as research on didactic and pragmatic improvement of assignments, were analyzed. The scientific schools and directions that determine the development of science and make the state, the nation and its creators world-famous are formed and developed as a result of the approach based on strict methodological principles of new interpretation of the source of research. Thanks to the implementation of the Law "On Education" (September 23, 2020), the construction of the native Uzbek language in Uzbek linguistics has got rid of the complication of formal interpretation on the basis of European templates and now attracts the attention of world linguists. The foundations of the existing methodology of substantive analysis - literally Uzbek methods of analysis - have been completely transferred. Now, in connection with the renewal of educational and methodical complexes, linguistic interpretations of more than 50 languages taught in the higher education system of the republic have been transferred to Uzbek (substantial) interpretations, first of all, the mother tongue in secondary education. There are real opportunities to reconcile the interpretations of the philological university with the interpretations of the construction, and secondly, to stabilize the position of the Uzbek school of linguistics in the chain of world linguistics. This indicates the need to focus on the development of linguo-didactical competence in higher philological education. The success of the acquisition of linguo-didactical skills depends on the motivational factors and the level of formation of the student's general educational skills. Speech is a mental phenomenon that occurs during the movement of the members of the speech, and becomes a reality when the means of expression of the language pass into the will of the speaker. So, speech is a product of speech activity, it takes a certain form. "... to make a good speech, you have to use the science of grammar, dream, 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". According to the concept of M.B. Elkonin, in the process of child development, first of all, it is necessary to master the motivational side of the activity, and then the technical process. However, scientists also highlight the following factors:

- socio-political (state language, compulsory schooling);
- professional value (vocational training is conducted in the state language);
- social prestige, collective responsibility;
- communicative (the need to communicate in the native language);
- 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);

- motivation to respect the teacher of native language and literature.

Among the psychological conditions that affect the level of development of the language carrier, linguistic ability is of particular importance. Thus, the development of the language carrier is not limited to the process of school education, but continues throughout the entire conscious life of man. Most 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;

- the accumulation of language traditions. According to M. Nepp, a child begins to master the grammar of the native language at the age of 2-3 years, because he understands other people's speech and accepts objective laws, the experience of many ancestors, encoded by subconscious senses in word combinations and sentence structure. Along with the development of speech in the human mind, an internal plan of possible actions is created in the mind, and models of actions. The analysis of psychological research by L.S. Vygotsky, I.Ya. Zimnyaya, A.A. Leontev, S.L. Rubinstein allows us to say that the success of the formation of the language carrier depends on the level of communicative development of the mother tongue. That can be performed in a particular situation are created. L.S. Vygotskiy, I.Ya. Zimnyaya, A.A. Leontev, S.L. Rubinstein's analysis of psychological research suggests that the success of language formation depends on the level of communicative development of the mother tongue. The phrase "communicative development of the mother tongue", in the opinion of I.Ya. Zimnyaya, should be considered as a complex multifaceted phenomenon that provides:

- the dictionary size;

- the 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;

- the 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. To meet these requirements, it is necessary to develop a system of assignments based on a pragmatic approach to mother tongue education.

This requires exploring the benefits of cognitive-pragmatic learning, which allows for effective communication in a variety of speech situations.

During the interview, students are usually encouraged to answer the questions correctly or given a dash if they answer incorrectly. Is it possible to encourage a student to ask a question in class? When students ask a teacher a question, they are often not encouraged. In mother tongue classes and other subjects, students are also the most responsible [5, p. 54]. In fact, the student should be

taught to ask more questions. In a conversation, 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.

Students need to be able to ask the right and logical questions. This is important for training like-minded people to make the right decisions in the future. It is based on the principles of didactic moderation, practicality and achievement in Western pedagogy. Pragmatism is a philosophical and pedagogical approach to bringing education closer to life and achieving educational goals in practice [5, p. 39]. The founders of pragmatic philosophy Ch. Pierz and James demanded the creation of a new philosophy that transcended idealism and materialism. The ideas of the first pragmatists were developed by the American philosopher and educator D. Dewey.

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 meet the development and interests of the general population.. Education, according to D. Dewey, 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. D. Dewey sees the education system as a decisive means of improving the social environment, of changing the type of society without revolutionary change. Learning Objectives D. Dewey's guidelines are in line with modern theories. Summarizing the views of these theorists, it can be concluded that the general goal of cultivating pragmatic pedagogy is self-affirmation and self-recognition. According to him, education should teach how to solve life's problems. In mother tongue education, the questions, assignments, and exercises asked in each lesson should also focus on solving the student's life problems. Research in Uzbek linguistics should also be used in this regard. Pragmatics (Greek pragma, pragmatos) is a branch of linguistics that studies the use of language signs in speech; in other words, a science network that studies the attitudes of subjects who use a particular character system to that particular character system. The main idea of pragmatics was developed by the American scientist Ch. Introduced by Pierce; another American scientist Ch. Morris developed this idea and introduced the term "pragmatics" as the name of one of the departments of semiotics. [6]

Pragmatics is a process of speech that involves a person's social activities, expressed through a specific communication situation. Linguistic Pragmatics has no definite form, no appearance; it includes the speaker, the addressee, their interactions in communication, and many other issues related to the communication situation. The aspects that contribute to the improvement of mother tongue education, in particular, the improvement of learning tasks, are as follows: 'rash, congratulations, complaint, etc.); speech tactics and types of speech etiquette; rules of conversation; the purpose of the speaker; the speaker's assessment of the addressee's general knowledge base, worldview, interests, and other characteristics; Asking questions, completing assignments, and so on, in general, are important in communication. [7]

In this case, the methods of exercise are a kind of visible influence on the other, which provides the student with real practical actions, consolidates his inner attitude, materializes the relationship. Exercises and assignments encourage students to be active and motivate them (to create different situations, examples and examples for individual and group activities in the form of assignments, requirements, competitions). [8]

CONCLUSION

In conclusion, it should be noted that the basis of the lesson, which nurtures creative thinking, are the learning tasks that focus on thinking. The general requirements that such a modern course must meet are: [9] 1. To organize the educational process on the basis of questions and answers, using the latest scientific achievements, the best pedagogical practices. 2. Organize the lesson with appropriate and purposeful use of learning tasks. 3. Create all the necessary conditions for students' learning activities, develop assignments on the text or topic, taking into account their

interests, inclinations and needs. 4. Consider interdisciplinary connections when creating questions and assignments. Grammar is not a rule, it is 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 words in the text, what the author actually means, the love of literature sees the height of the mother tongue. Grammar theories are stereotypes that the mother tongue does not fit. We need to show the speech potential of a language, which is not measured by grammar. This means that each lesson aims to achieve three goals: teaching, educating, and developing. Mother tongue education is mainly concerned with the development of grammatical knowledge. We have turned language learning into a complex process, such as skills are a separate issue, why the knowledge of mother tongue teachers is underestimated because we are measuring incorrectly. [10] A university teacher is not required to have the knowledge and skills of a linguist in science, in fact, scientists know only a small area of linguistics. Requires the teacher to know the methodological field of linguistics.

REFERENCES

1. Usmonov BSh, Habibullaev RA. The educational process in higher education organization in the credit-module system. Study guide. Tashkent. "Tafakkur" publishing house; 2020. p. 120.
2. Usmonov S. General Linguistics. Tashkent. 1972. p. 144.
3. Dyui J. Society and its problems John Dewey. The Public and its Problems. Denver, Translation from English. In: Myurberg II, Tolstov AB, Kosilova YeN (Eds). Moscow; 2002.
4. Raupova L. Discursive interpretation of dialogic speech. Monograph. Academy of Sciences of Uzbekistan "Science". 2011.
5. Raupova L. Expression of national mental factors through cultural discourse in works of art and works of art. Monograph. Tashkent. "Innovation-enlightenment". 2019.
6. Raupova L. Innovative activity in higher education institutions. Monograph. Tashkent: "Innovation-enlightenment". 2019.
7. Khursanov NI, Gulyamova ShB. Linguistic classifications related to discourse and its classifications. ISJ Theoretical & Applied Science, 2021;10(102):825-829.
8. Raupova LR, Safarova GQ. Euphemism—As a Linguistic Unit Expressing National-Mental Identity. Current Research Journal of Philological Sciences. 2021;2(10):125-133.
9. Iskandrovich KN. On the theoretical and practical foundations of language corpora. Asian Journal of Multidimensional Research. 2021;10(9):311-318.
10. Raupova LR, Sultonova Sh. Scientific Basis of Compiling a Dictionary of Grammatical Terms. Current Research Journal of Philological Sciences, 2021;2(10):116-124.