

## Article

# Theoretical Basis of Working on Course Tasks in Higher Philological Education

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**Abstract:** In philology, we understand useful knowledge as knowledge that serves to form students' skills in literate writing, creative thinking, and correct and fluent expression in oral and written forms in accordance with the conditions of speech, and that ensures their upbringing and development in the spirit of high human virtues. In this regard, learning tasks are considered an important factor in revealing the content of the lesson. The most important indicator of the quality of education and the means involved in the formative and testing process are the system of exercises, as well as questions and assignments. They form the content of language learning and the basis of teaching methodology.

**Keywords:** Task, Exercise, Question, Language Learning, Indicator, Uzbek Literary Language, Thought, Learning Tasks.

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## 1. Introduction

In higher philological education, these concepts can be defined as follows:

**The task** - is a purposeful learning task aimed at applying students' theoretical knowledge of language and literature in practical activities, analyzing and interpreting texts, and developing their speech and professional competencies [1].

**An exercise** - is a repetitive and purposeful learning activity that serves to strengthen students' theoretical knowledge of language and literature, apply them in practical activities, and develop their speech and professional skills [2].

**The question** - is a learning tool aimed at determining students' knowledge of language and literature, and developing their thinking, analysis, and conclusion-making skills [3].

It is appropriate to present the learning tasks performed in current Uzbek literary language lessons as a series of tasks based on the principle of gradual progression.

For example, after studying the topic of "simple conversation", the exercise given to students may consist of the following tasks:

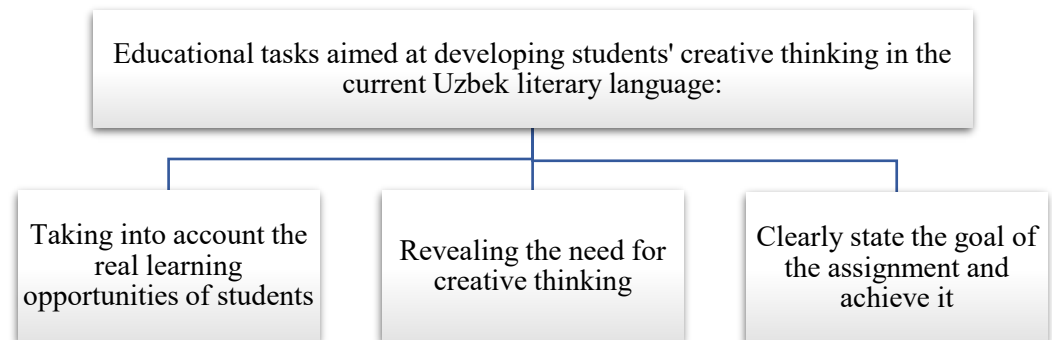
1. Form simple compound sentences from the given compound sentences (they will do, we will go, they will come, they will write);
2. Identify the subject and object in constructed sentences;
3. Asking questions about simple sentences and expanding them with complements and determiners;
4. Separate the words in the resulting sentences into compounds and write them separately [4].

The most important issue today is to bring education closer to life and enhance its practical significance. Language education shapes the linguistic landscape of the world and national cultures in the student's mind. If the modern Uzbek literary language is taught not as a simple subject, but as a value, students will spontaneously develop deep thinking and national pride. This arouses great interest among students in studying the modern Uzbek literary language. Through language, students should learn about the national mentality, life, and cultural heritage of the people [5].

## 2. Materials and Methods

**Tasks that develop thinking are characterized by the following:**

- The task condition encourages the student to search, search, and discover the unknown;
- The exercises are structured on the basis of multitasking and after completing one task, move on to the next;
- Tasks are aimed at forming judgments, conclusions, and generalizations;
- When completing tasks that develop thinking, the student understands that his existing knowledge is insufficient and feels the figure 1. Need to acquire new knowledge [6].



**Figure 1.** Types of tasks for developing students' creative thinking.

In the modern philological education system, improving learning tasks is inextricably linked to pedagogical and psychological factors and is of great importance in activating students' cognitive activity, developing independent thinking, and forming professional competencies [7]. Improving pedagogically-based learning tasks requires designing them in line with the goals and outcomes of education. In teaching philological subjects, tasks should be aimed not at reproducing knowledge, but at analyzing, comparing, generalizing, and applying it to practice. From a psychological point of view, it is important that the content of educational tasks corresponds to the age and individual characteristics of students, as well as the level of development of cognitive processes. Tasks should stimulate perception, memory, thinking, and speech, and should enhance the student's internal motivation [8].

### 3. Results and Discussion

**Table 1.** Description and characteristics of learning tasks.

<b>Pedagogical and psychological basis</b>	<b>Content</b>	<b>Practical application in learning tasks</b>
<b>Taking into account the individual characteristics of the student</b>	Adapting to the student's abilities, learning motivation, and psychological characteristics	Individualized assignments, independent research, interest-based exercises
<b>The gradual formation of knowledge</b>	Gradually and consistently mastering knowledge and skills	Step-by-step application of informative, strengthening, and developmental exercises
<b>Motivation and encouragement of activity</b>	Arousing the student's inner curiosity and increasing activity	Problematic and creative tasks, self-assessment, and reflection elements
<b>Independent and collaborative work</b>	Developing skills through independent research and teamwork	Group discussion, project-based work, role-playing, case studies
<b>Development of thinking and creative activity</b>	Developing analytical, critical and creative thinking	Analysis of literary texts, solving stylistic and pragmatic situations, research-based study of linguistic phenomena
<b>Evaluation and reflection mechanisms</b>	Identify and reinforce the student's developmental process	Formative assessment, self- and peer assessment, group reflection

Improved learning tasks should be consistent with the following main psychological and pedagogical goals of problem-based learning:

- To develop students' thinking skills and creative abilities [9];
- Students' assimilation of the knowledge and skills acquired in the process of active research and independent problem-solving, as a result of which these knowledge and skills become stronger than in traditional training [10];
- It is necessary to develop tasks that are suitable for the upbringing of an active creative personality of the student who can see, pose and solve non-standard problems. In this case, the general requirements that the lesson in the modern Uzbek literary language must meet are as follows:
  1. To organize the philological educational process on a question-and-answer basis, using the latest scientific achievements and best pedagogical practices [11].

2. Implement the lesson with appropriate and purposeful use of learning tasks.
3. Creating all appropriate conditions for students' cognitive activity, developing learning tasks related to the text or topic, taking into account their interests, inclinations, and needs.
5. Take into account interdisciplinary connections when formulating questions and assignments.
6. Connecting with previously acquired knowledge and skills, providing improvement exercises and assignments based on the students' achieved knowledge levels.
7. To develop, promote, and activate all professional skills of a person necessary for all types of communication.
8. Taking into account the criteria of logic at all stages of speech through all types of educational tasks that develop thinking [12].
9. Effective use of educational resources when working with learning tasks that develop thinking.
10. Relate learning tasks that develop thinking to students' lives, activities, and personal experiences.
11. When working with learning tasks that develop thinking, consider the formation of knowledge, skills, and competencies necessary for creative thinking and practice.

Philological education is a set of systematic knowledge formed on the basis of linguistic and literary sciences, which serves to develop language and literary thinking in students. The learning tasks used in the educational process are an important tool in developing students' independent thinking skills, analytical and creative approaches [13].

Based on the training needs, the following features are emphasized:

- 1) the possibility of construction (structuring); 2) structure construction and review;
- 3) availability of educational materials; 4) proportionality of the stages of the educational process; 5) the possibility of replacing one task with another; 6) open system; 7) complement each other; 8) suitability of methods of learning and improving knowledge to the requirements; 9) creating conditions to meet teaching and learning needs.

In the system of higher philological education, learning tasks are an important didactic tool for deepening students' linguistic knowledge, developing their speech and analytical competencies, and ensuring the professional training of future specialists. Therefore, improving the methodology of working on learning tasks is considered one of the priority areas for increasing the effectiveness of language education. Improving the methodology for working with learning tasks requires, first of all, designing them in line with the goals and outcomes of education [14].

Assignments should not be aimed at reproducing theoretical knowledge, but rather at enabling students to think independently, analyze problem situations, and draw scientific conclusions. In this process, competency-based and person-centered approaches appear as an important methodological basis [15].

#### 4. Conclusion

In improving the methodology, it is of particular importance to select the types of learning tasks appropriately and apply them gradually. In the initial stage, theoretical knowledge is formed through informative and explanatory tasks, while in the later stages, knowledge is deepened through analytical, problem-based, and creative tasks. This consistency is consistent with the natural development of students' cognitive activity.

The factors and conceptual rules that form the basis for organizing pedagogical conditions for the effectiveness of the process of improving the methodology for developing students' skills in working on educational tasks in philological subjects allow for the implementation and achievement of effective results.

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