

Pedagogical-Psychological, Pragmatic Features of Improving the Tasks that Develop Verbal Competence

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Annotation: The article presents a scientific approach to topics including mother tongue instruction, children's speech development, new methods of speech development, incentive to enhance speaking abilities, pragmatism - bringing education closer to life, and many scholars' scientific perspectives.

Keywords: competence, pragmatism, eloquence, professional value, to convey an idea, communication.

In terms of each child's socialization, that is, the development of communication skills with peers and adults, as well as the state of his overall development, it is fair to consider the communicative growth of the mother tongue on the basis of a competency-based approach. The success of a student's speaking skills is determined by motivational variables as well as the level of development of his or her general learning skills.

Speech is produced when the speech organs move. When the means of expression of language, which is a spiritual phenomenon, is transferred to the will of speaking, it becomes a reality. As a result, speech is a product of speech activity, and it takes on a specific shape¹. "...you must employ the science of grammar, dream, and logic to give a good speech. Ignoring one of them is a violation of one of their rules, and it is impossible to avoid having an impact on the other two."²

According to M.B. Elkonin's theory, mastering the motivating aspect of the activity comes first, followed

by mastering the technical procedure in the process of child development. Scientists, on the other hand, emphasize the following factors:

- socio-political (language specific to the state, 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.

Linguistic competence is one of the most important psychological factors that influences the language carrier's level of formation. As a result, the creation of the language carrier does not end with schooling, but continues throughout a person's conscious life. In the construction of the concept of "language carrier," most modern scholars include the following:

- language competence;
- speech competence;
- science competence;
- pragmatic competence;
- communicative competence;

¹ S. Usmonov. General linguistics. Tashkent, 1972, p.144.

² Beruniy. Selected Works, Volume N1, p.64. Subsequent excerpts are taken from page 64 of the same work.

- 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 acquire the grammar of his native language at the age of 2-3 years because he understands other people's speech and accepts objective laws contained in word pairings and sentence structure by subconscious senses. Along with the development of speech in the human mind, the mind develops an internal plan of possible actions and models of actions that can be executed in a specific situation. [M.Nepp].

The analysis of psychological research by LS Vygotsky, I.Ya. Zimnyaya, A.A. Leontyev, 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. 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:

- dictionary size;
- level of mastery of speech rules;
- the ability to consciously and consistently express one's opinion, the ability to respond appropriately to the interlocutor's remarks, 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. [Zimnyaya, 44].

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, and if they answer incorrectly, they are given a vituperation. 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. 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.

In this regard, Western pedagogy is based on the principles of moderation, practicality and achievement. Pragmatism is a philosophical and pedagogical approach to bringing education closer to life and achieving educational goals in practice. The founders of pragmatic philosophy, Ch. Pierce and James, called for 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.

Pragmatics 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 basic idea of pragmatics was put forward by the American scientist Ch. Pierce; another American scholar, Ch. Morris, developed this idea and

introduced the term "pragmatics" as the name of one of the branches of semiotics.

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 interrelationships in communication, and many other issues related to the communication situation.

The aspects that help to improve mother tongue education, in particular, tasks, are as follows: For example, the explicit and implicit purposes of the statement (to convey any information or opinion, question, order, request, advice, promise, apology, 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.³

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).

The basis of the lesson, which nurtures creative thinking, is the development of thinking tasks. The general requirements that such a modern course must meet are:

1. Question-answer lesson on the educational process, using the latest scientific achievements, 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.
5. Link to previously acquired knowledge and skills, provide refresher exercises and assignments based on students' level of knowledge.
6. Develop, motivate and activate all of the person's speaking skills necessary for all communication.
7. Take into account the criteria of logic and emotion at all stages of speech through all types of learning tasks.
8. Effective use of educational resources in working with learning tasks.
9. Relate student assignments to students' lives, activities, and personal experiences.
10. Consider developing creative thinking and knowledge, skills and competencies needed to work with learning tasks.
11. In addition to the acquisition of knowledge, thinking, and speaking skills, learning tasks should include the task of analyzing, diagnosing, designing, and planning what has been learned.

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