

# DEVELOPMENT OF PRAGMATIC APPROACH TO THE DEVELOPMENT OF STUDY TASKS IN HISTORY AND THE SKILLS OF ASKING QUESTIONS

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## Abstract

The article describes the development of pragmatic educational tasks for history lessons, the development of skills in formulating targeted questions and tasks, the creation of educational tasks that form students who think independently, can work independently with information, compare information, and extract the necessary ideas from it, the development of skills in formulating useful educational tasks of pragmatic content that can identify the most important, necessary information and topics for the student in the subject of history.

**Keywords:** Pragmatic approach, questions and tasks, history, teacher, learning tasks, lesson, learning process, independent work, information search, ability to ask logical questions, easy-to-assess tasks, independent learning.

## Introduction

In pedagogical research, O.R.Rozikov, B.R.Adizov, I.E.Davronov<sup>1</sup> also studied problems related to the development of the student's educational and cognitive activity, the use of educational tasks in this process.

In particular, A.N. Leontiev, J.A. Ponomarev, S.L. Rubenstein<sup>2</sup> conducted observations on educational tasks and their role and tasks in didactics. In particular, Leontiev characterizes the concept of "task" as follows: "A task is a goal set based on certain conditions"<sup>3</sup>.

In the field of international pedagogy, in particular, linguodidactics, the methodological, psychological-pedagogical study of educational tasks was specifically studied by the Australian scientist Jacques Richards<sup>4</sup>. It should be noted that in its time, Western pedagogy

<sup>1</sup> Аллаёров И.А. Дидактические основы активного обучения. Автореф. дисс. ... докт. пед. наук. –Т.: 1994. -44 с.; ; Розыков О. Основы оптимального применения системы учебных задач в обучении. –М.: Ўқитувчи, 1981. -103 с.; Ибрагимов Р. Бошланғич синф ўқувчилари билиш фаолиятини шакллантиришнинг дидактик асослари: Пед. фанл. докт. илмий даражасини олиш учун ёзилган диссертация. –Тошкент: Қори Ниёзий номи ЎзПФТИ, 2002. – 265 б.; Адизов Б.Р. Бошланғич таълимни ижодий ташкил этишнинг назарий асослари. Пед. фанл. докт. илм. дараж. олиш учун ёзилган дисс. –Т.: 2003. -280 б.; Маҳмудов М.Х. Таълимни дидактик лойиҳалашнинг назарий асослари. Пед. фанл. докт. илм. дараж. олиш учун ёзилган дисс. автореферати. –Т.: 2004. -42 б.

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focused on practicality. The first pragmatic ideas were developed by the American philosopher and educator D. Dewey<sup>5</sup>.

Since modern teaching methodology requires the formation of 21st-century skills in students, it means that educational tasks must immediately adapt to this requirement. In teaching history, questions and assignments developed according to the example of educational tasks are used. In fact, each question, each assignment should be developed on the basis of well-thought-out, defined criteria. The most inconvenient aspect of the existing educational tasks is their incompatibility with the modern assessment system. Each lesson is presented to develop a specific skill or ability.

In the case of using questions, the results are also not positive, since it is necessary to consider what tasks the questions can perform. In the process of training, it is effective to use a question, first of all, to understand the scope, quality, or attitude to the acquired knowledge, the way of thinking. In modern education, focusing educational resources on a single task is tantamount to wasting time. Today, the learning task, in particular, the questions and tasks, should be able to develop several skills or abilities simultaneously.

If educational tasks are used correctly in the classroom, if students are correctly guided to work with information through assignments, then in the age of information technologies, the source will not be a problem. Now it's too late to train knowledgeable students. The demand of today's era is to educate knowledgeable, learning students.

H.Mustafayeva cites the following opinion of B.A.Lapidus: "According to him (B.A.Lapidus), if educational tasks are characterized by the fact that they directly cover the features of speech activity, then language exercises serve to ensure the development of speech communication skills"<sup>6</sup>.

If the teacher asks the student a correct and purposeful question, teaches them to perform tasks useful for life, and develops the necessary speech skills through practice, then conditions have been created for the development of creative thinkers.

Kh. Mukhitdinova says the following about the importance of educational tasks, including exercises: "Currently, along with the principles of teaching, the order and distribution of educational materials presented in them, one of the most important tasks facing specialists is to improve the composition and types of tasks aimed at teaching during the lesson, to find ways to adapt them to modern educational activities"<sup>7</sup>.

In scientific and scientific-methodological sources, the concept of educational content is interpreted differently. In particular, Russian pedagogical scientists I.Ya. Lerner<sup>8</sup> and M.N. Skatkin consider the content of education as part of a methodologically developed rich social experience, selected for study and intended for the assimilation of students.

<sup>5</sup> Джон Дьюи. Общество и его проблемы John Dewey. The Public and its Problems. Denver, 1927. / Дж. Дьюи. Общество и его проблемы. — Перевод с английского: И. И. Мюрберг, А. Б. Толстов, Е. Н. Косилова. — М., 2002.

<sup>6</sup> Мустафоева Х. Т. Инглиз тили грамматикасини ижтимоий-гуманитар талабаларга ўргатишнинг лингвометодик хусусиятлари: Пед. фан. ном. ... дис. — Самарқанд, 2003. — 139 б.

<sup>7</sup> Муҳиддинова Х. Таълим босқичларида ўзбек тили ўқитилиши узлуксизлигини таъминлашнинг илмий-методик асосларини такомиллаштириш пед. фан. ном-ди дисс. ТДПИ —Тошкент, 2011. -270 б

<sup>8</sup> Муҳиддинова Х. Таълим босқичларида ўзбек тили ўқитилиши узлуксизлигини таъминлашнинг илмий-методик асосларини такомиллаштириш пед. фан. ном-ди дисс. ТДПИ —Тошкент, 2011. -270 б

The emphasis that school textbooks should reflect the most advanced examples of national thought and ideology<sup>9</sup>, in our opinion, also applies to teaching history and textbooks.

For example, in the 11th grade History textbook, the following questions and tasks are used:

### Questions and tasks:

1. The education system of 1992-1997 differs from that of subsequent years

List the aspects.

2. What are the factors for the development of continuous education?
3. What is the essence of the issues of training pedagogical personnel in Uzbekistan?
4. Approve the Law of the Republic of Uzbekistan "On Education" and its

What is its essence?<sup>10</sup>

When compiling questions and assignments in history textbooks, pragmatic possibilities should also be taken into account. The content of the State Educational Standards also includes the task of training creative thinkers, teaching students to think independently and creatively. In this sense, the main issues are how a modern lesson should be organized, how a teacher communicates with their students, and what tasks and questions to ask.

The general requirements that such a modern lesson should meet are as follows: organizing the educational process based on questions and answers using the latest scientific achievements and best pedagogical practice; organizing the lesson using educational tasks appropriately and purposefully; creating all conditions for students' cognitive activity, developing educational tasks for the text or topic, taking into account their interests, inclinations, and needs; considering interdisciplinary connections when formulating questions and tasks; connecting with previously acquired knowledge and skills, giving improving exercises and tasks based on the level of knowledge achieved by students; developing all speech skills necessary for all communication of the individual, encouraging and activating them based on results; taking into account the criteria of logic and emotionality at all stages of speech through all types of educational tasks; effective use of educational resources when working with educational tasks; connecting educational tasks with students' lives, activities, personal experience; providing for the formation of knowledge, skills, and abilities necessary for creative thinking and practice when working with educational tasks; In addition to acquiring knowledge, thinking, and speaking skills, learning tasks should also include the task of analyzing, diagnosing, designing, and planning what has been learned.

It is known that each lesson is aimed at achieving three goals: teaching, upbringing, and development. In the article by E. Davronov, the essence of the concept of "task" is revealed from the point of view of well-known psychologists and didactics<sup>11</sup>. E. Davronov considers assignments as both a goal and a means. In didactic theory, the terms "task," "educational task," "intellectual," "problem" are used together with the terms "exercise," "independent work." Leontiev understands the concept of an assignment as follows: "An assignment is a goal based on certain conditions." He uses the terms "need," "motive," and "activity" to describe the

<sup>9</sup> Баркамол авлод – Ўзбекистон тараққиётининг пойдевори. –Тошкент: Ўзбекистон, 1998.– 4–19 б.

<sup>10</sup> Баркамол авлод – Ўзбекистон тараққиётининг пойдевори. –Тошкент: Ўзбекистон, 1998.– 4–19 б.

<sup>11</sup> Баркамол авлод – Ўзбекистон тараққиётининг пойдевори. –Тошкент: Ўзбекистон, 1998.– 4–19 б.

specific characteristics of the task<sup>12</sup>. Y.A.Ponomarev created a number of categories in the theory of tasks, in particular, the interaction of the subject and object in the learning situation, the activity of the subject in the assimilation of knowledge, their improvement. O. Rozikov analyzed educational tasks from the point of view of their connection with educational material in scientific and pedagogical research. In his opinion, "a learning task is a modified form of educational material, depending on the learning objectives"<sup>13</sup>. Based on the needs of learning, the following features are emphasized: the possibility of construction (structuring); construction and revision of the structure; the presence of a form of educational material; proportionality of the stages of the educational process; the possibility of replacing one task with others; an open system; complementarity; compliance of methods of learning and improving knowledge with the requirements; creating conditions for satisfying the needs of teaching and learning. "Assignments reflect the experience accumulated by humanity and at the same time become a means of updating and further enriching material and spiritual values"<sup>14</sup>. Any text analysis can be transformed into a problematic process through educational tasks. In this case, it is sufficient to correctly formulate the question or task. Here, the stages of solving the problem, verifying the obtained results, comparing them with the original hypothesis, systematizing and generalizing the acquired knowledge and skills are important. In the conditions of successful study of the problem, the participation of educational tasks will be specific:

- ensuring motivation through sufficient questions or preparatory tasks to arouse interest in the content of the problem;
- ensuring the expediency of working with problems arising at each stage;
- the importance of the task and question in solving the problem;
- the establishment of dialogic friendly communication between teacher and student when all opinions and hypotheses expressed by students are treated with attention and encouragement.

All this depends on the content of educational tasks, and the basis of educational tasks is the type of cognitive activity. In this regard, the approach of I. Ya. Lerner and N. M. Skatkin is well-known. The type of cognitive activity is the independent level of cognitive activity that students achieve by working according to the educational scheme proposed by the teacher. This is distinguished by the following classification methods: explanatory-illustrative (informational-receptive); reproductive; problem presentation; partial-search (heuristic); research. The essence of the information-receptive method is expressed in the following features: knowledge is offered to students in a "ready-made" form; the teacher organizes the perception of this knowledge in various ways; students perceive (receive) and understand knowledge, correct it in memory. All information sources (speech, visual, etc.) are used in reception, and the logic of the presentation can be developed inductively and deductively. The teacher's managerial activity is limited to organizing the perception of knowledge<sup>15</sup>.

<sup>12</sup> Баркамол авлод – Ўзбекистон тараққиётининг пойдевори. – Тошкент: Ўзбекистон, 1998. – 4–19 б.

<sup>13</sup> Баркамол авлод – Ўзбекистон тараққиётининг пойдевори. – Тошкент: Ўзбекистон, 1998. – 4–19 б.

<sup>14</sup> Розиков О.Р. ва бошқалар. Дидактика. – Т.: Фан, 1997. – 256 б.

<sup>15</sup> Лернер И. Я. Дидактические основы методов обучения Текст. / И. Я. Лернер. – М.: Педагогика, 1981. 186 с.

The issue of assessing students' knowledge is also a key part of education. Current assessments are conducted at the end of the lesson or in the form of homework, but summative assessment should take into account certain requirements. For example, the content of the questions compiled by the Republican Education Center for final control is as follows:

Proposed for final attestation exams in history

these tasks are based on the state educational standards of general secondary education.

prepared. These tasks are reflected in the tickets, with three on each ticket.

Based on the topic in the direction, three questions will be asked. The tasks are as follows of the following content:

1. It is associated with the name of a place that existed in the history of Uzbekistan or world history.

2. In the science of Uzbekistan or World History, one of the rulers covered in the activities of state administration is given.

3. Explain the terms in the topics studied in the subject of Uzbekistan and World History<sup>16</sup>.

A tool of teachers to encourage their students to acquire knowledge and think, a measure in monitoring their activity and assimilation - these are learning tasks. Every teacher should be able to create a system of questions and tasks that are convenient for thorough, useful assessment.

In conclusion, it can be said that when teaching history, the teacher should conduct classes with their students based on pragmatic learning tasks. After all, such questions and tasks prepare the student for independent life, acquire the ability to apply the acquired knowledge and skills in practice.

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<sup>16</sup> 2022–2023-o'quv yilida umumiy o'rta ta'lim maktablarining 9-sinf o'quvchilari uchun tarix fanidan yakuniy davlat attestatsiyasini o'tkazish bo'yicha metodik tavsiya va materiallar –Toshkent. RTM. 2023. 8 b.



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