

**RESEARCH AND APPLICATION OF TEXTBOOKS IN TUTORIALS
AND MANUALS OF HIGHER EDUCATION**

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ABSTRACT

The article examines the current state of the use of textbooks in the higher education system, types of tasks, differences in the tasks of questions and tasks, the role of exercises in the methods of teaching the native language, the chosen topic of structured textbooks, as well as the compatibility of educational goals, the development of a system of skills and abilities.

KEYWORDS: *Higher Education, Study Assignment, Exercise, Question, Work on Text, Skills and Qualifications, Types of Exercises, Importance of Study Assignments.*

1. INTRODUCTION

In the system of higher education, traditional classes are designed to educate students, especially future professionals, to memorize information through homework, and to provide linguistic analysis of sentences from various sources. And this does not meet today's requirements. Life poses various problems to humanity, and everyone should be able to solve them independently. In this sense, the problem-based learning technology was introduced in pedagogy. In problem-based learning, questions and assignments play an important role, in addition to learning tasks. The essence of problem-based learning is that the teacher does not present knowledge in a ready form, but the teacher sets problem-solving tasks in the form of questions or assignments, encourages the organizers to look for ways and means to solve them. This, of course, is done through questions and assignments. Exercise, on the other hand, is the repetition of mental or practical action in order to master it or to improve its quality. Exercises are also involved in this process. The use of homework in higher education textbooks and manuals is not considered regular, and in recent years textbooks and manuals have been developed on the basis of homework assignments. For example, in the textbook of modern Uzbek literary language, published by H. Jamolkhonov [1, p. 96], questions and assignments are given at the end of the topics.

2. THE MAIN FINDINGS AND RESULTS

There are almost no reading assignments in the textbooks created for higher philological education, created before 2000. For example, the textbook of modern Uzbek literary language, published in 1992 by U. Tursunov, A. Mukhtorov, Sh. Rakhmatullaev, does not contain any assignments [2, p. 400]. At the same time, attention is paid to the degree of independence of students in the performance of educational tasks: - Special tasks are given to increase knowledge; - Exercises and assignments that teach students to apply knowledge in different speaking situations are equally applicable.

There is a need to improve the homework in the mother tongue, if the following linguodidactical requirements are met, the homework will be relevant and effective:

- Have the opportunity to develop several speaking skills while completing an assignment;
- Students' conscious approach to the implementation of learning tasks, adherence to the didactic sequence in the implementation;
- Be able to communicate with artificial intelligence to find learning tasks from modern sources of information;- be able to effectively use educational dictionaries on the topic. Improved learning tasks should correspond to the main psychological and pedagogical objectives of problem-based learning:
- To develop students' thinking and creative abilities, to develop their creative abilities;
- Students' acquisition of knowledge and skills acquired in the process of active research and independent problem-solving, as a result of which this knowledge and skills become stronger than in traditional activities;
- To be able to cultivate an active creative personality of the student who can see, set and solve non-standard problems.

Problem-based learning technology plays an important role in the development of skills in working with text, which is beginning to be actively used in the teaching of the mother tongue. Any text analysis can be turned into a problem-solving process through reading assignments. It is enough to ask a question or an assignment correctly. It is important to solve the problem, to check the results, to compare them with the original hypothesis, to systematize and generalize the acquired knowledge and skills. In the context of a successful study of the problem, the participation of learning tasks is unique:

- Ensuring motivation through enough questions or preparatory tasks to arouse interest in the content of the problem;
- Ensuring the appropriateness of working with the problems that arise at each stage;
- The importance of the task and the question in solving the problem;
- Establishment of a dialogic friendly dialogue between the teacher and the student, taking into account all the ideas and assumptions expressed by students.

It all depends on the content of the assignments, and the basis of the assignments is the type of activity. In this regard, I. Ya. Lerner, H. M. The Skatkins' approach is well known. The type of cognitive activity is the degree of independence of the cognitive activity that students achieve by working according to the curriculum proposed by the teacher. It differs in the following classification methods: explanatory-illustrative (information-receptive); reproductive; presentation problem; partial-search (huaristic); research. The essence of the information-receptive method is expressed in the following features: knowledge is offered to students in a "ready" form; the teacher organizes the perception of this knowledge in different ways; students practice the perception of knowledge and correct it in their memory. All sources of information (speech, exhibition, etc.) are used in the reception, and the logic of the presentation can be developed in an inductive and deductive way. The teacher's managerial activity is limited to the organization of knowledge perception. Learning tasks are a tool for teachers to encourage their students to learn and think, and a measure to monitor their activities and mastery.

Reproductive teaching methods are also used in traditional mother tongue teaching. It has the following characteristics: knowledge is offered to students in a "ready" form; the teacher not only meets the knowledge, but also expresses it; students consciously acquire knowledge, understand it

and remember it. The criterion of assimilation is the correct increase of knowledge; the necessary power of mastery is provided by the repetition of knowledge. For example: Exercise 1.6. In class, memorize the words you wrote in the dictionary with their meanings. In this sense, questions and assignments specialize in memorization and repetition [3, p. 6].

Problem-based learning technology, on the other hand, ensures the transition from executive to creative activity. Today, New Uzbekistan needs creative thinkers, not performers. At a certain stage of problem-based learning, students are still unable to solve problems on their own, and therefore the teacher shows the way to study the problem and determine its solution from beginning to end. In this way, students learn to solve learning problems, even if they are not participants but observers.

In the teaching of the mother tongue, partial exploration is also used in the method of teaching, the essence of which is expressed in the following features:

- Education is not offered to students in a "ready" form, they must be produced independently;
- The teacher does not organize the presentation or presentation of knowledge, but seeks new knowledge through various means;
- Under the guidance of the teacher, students think independently, solve emerging cognitive problems, create and solve problem situations, analyze, draw conclusions and, as a result, gain a solid knowledge.

Homework should be a major part of higher education textbooks and manuals. Separate disciplines should be organized in higher philological education on the creation and use of study tasks. Based on the themes and directions of the existing subjects, the content of higher education assignments can be divided into 3:

- Current assignments in the field of modern Uzbek literary language.
- Assignments on the Uzbek language.
- Uzbek language teaching methods.

In this case, it is planned to teach the basics of linguistics, the content of "Modern Uzbek Literary Language" and other specialties, which teach philology and languages. In this sense, the learning tasks should be designed to encourage students to think, to compare one idea with another, and to develop speaking skills that can lead to a final conclusion. The assignments in the existing textbooks are designed to memorize the information and then repeat it:

For example, A. Jamolkhonov's textbook "Modern Uzbek Literary Language" used the following assignments:

What does lexicology study?

What is vocabulary?

Give information about the purpose and tasks of lexicology.

What types of lexicology are there?

Lexicology is connected with which branches of linguistics? The reasons? [1, p. 96]

It does not teach students to be creative through the above learning activities.

Professor B. Mengliev's textbooks for secondary schools are based on a partially exploratory and mainly research-based approach to teaching, the essence of which is as follows [3, p. 6]: Searching has the following characteristics:

- The teacher together with students forms a problem, the solution of which is determined in

the classroom in the middle of the lesson;

- Education is not shared with students. Students will be able to solve the problem independently in the process of learning, comparing different versions of the answers received.

The means to achieve results are also determined by the students;

- Operational management of the problem-solving process of the teacher's activity;
- The educational process is characterized by high intensity, interest in teaching and the acquired knowledge is very different.

While homework is a major part of higher education textbooks, it is important to focus on the textbook as well. The content of education is described in detail in the textbooks (textbooks, reference books, additional reading books, atlases, maps, sets of homework and exercises, printed notebooks, etc.). The main type of textbooks is the textbook - an important source of knowledge for future professionals, one of the main tools for learning. It reflects the theory and methodology of teaching, the scope of knowledge, skills, general culture and experience of human activity, ensuring the formation of the spiritual essence of the student.

Modern higher education textbooks need to be sustainable and mobile. The textbook must have a solid foundation in accordance with the requirements of sustainability. Mobility allows you to quickly introduce new knowledge and skills without breaking the basic design. The structure of the textbook includes the text (texts-descriptions, texts-stories and texts-arguments on different speech styles) the main component and extra-auxiliary components (structure of the organization and assimilation). In this case, the learning tasks play an important role as a learning structure.

The textbook should ensure the conscious and active participation of students in the learning process, the full basis of the study material. The modern textbook performs the following didactic tasks:

- Encourages students to study topics, stimulates enthusiasm;
- Allows students to expand their knowledge through existing methods of providing information, search;
- Checking the progress and results of training, self-assessment and correction, as well as the ability to perform learning tasks to develop the necessary skills.

In short, a modern textbook, as a locomotive, must combine, draw and manage many sources of information. In this process, the main tools in the use of the train are the ability to connect the train to the wagons loaded with textbooks, audio, video materials, a set of exercises and tasks, tests, visual aids, electronic resources.

3. DISCUSSIONS

Assignments need to be improved to make higher education more relevant to modern lessons and textbooks. This is because the textbooks “Modern Uzbek Literary Language” and “Uzbek Language” of the higher education system do not pay attention to the quality of questions, exercises and assignments, and to what extent they correspond to the requirements of the time. This is one of the reasons why the Uzbek language is not sufficiently mastered by students - future professionals. Observations show that skill-based, repetitive exercises, test assignments, and thought-provoking questions are still used in textbooks published in the early years of the Uzbek language as a science (1930-1940). Under the general term of the exercise there are recommendations of a simple task. In the system of higher education, there is no difference between exercises and homework. Students do not practice on their speech problems. The assignments specialize in memorizing in the traditional way [4, p. 149]. Questions do not make

you think.

In this regard, it is necessary to distinguish the essence of G. Khamroev's terms “exercise”, “task” and “question”, to pay attention to their role in linguodidactics and their significance. The methodologist-scientist first divides M.Saidov [5, p. 25] into three types of learning tasks in the teaching materials and distinguishes them from each other. Exercise is both a form of learning and a way of teaching,” he said. In contrast to the scientific conclusions drawn from the scientific analysis of the assignments, the assignment is not part of the exercise, but rather a larger, broader understanding of the inclusion of the exercises in the assignment, rather than a question and exercise task.

In our opinion, homework includes exercises, homework directs the student, tests; repetition-based exercises serve to develop skills and competencies. Due to the fact that the sections “Spelling” and “Orthoepy” in the teaching of “Modern Uzbek literary language” and “Uzbek language” in the system of higher education are directly related to speaking skills, their teaching aids are closely interrelated. As G. Khamroev [6, p. 9] rightly points out, it is necessary to take a different approach to the terms of training and assignments. Although the terms “exercise” and “homework”, which are common in textbooks and manuals, are mutually exclusive, there is no synonymous relationship between them. However, based on our observations, we can say that a number of textbooks and manuals that have been in use for many years show confusion in the presentation of these two concepts, as well as the use of another instead of one: “Exercise 333. Divide the words in the given verse into tens and consonants. Evil is never seen by a good man, whoever commits evil is punished. “Assignment 2. Divide the sentence into definite, complementary, and definite conjunctions”.

It is also clear from the examples given that the content of exercises and assignments in textbooks does not differ from each other. In both cases there is a complete separation. The textbook “Uzbek language”, created in a new context, has a new approach to homework. It gave students more assignments. Another important aspect of this is that the student is given a clear task to perform independently. Most current textbooks use questions as an independent activity. It may be completed by the student in a short period of time and may not have any practical significance.

Task 1:

- a) Read the text, fully understand the content of the text;
- b) Highlight the key words and phrases in the text;
- c) Express the main idea of the text in writing.

Assignment 2. Remember the following key words: Administrative [related to management, administration] - about administration. To be done through administration. Administrative area. A province is a large administrative-territorial unit that includes one or more cities in the country. 12 regions of Uzbekistan.

Territory - land with a definite boundary, surrounded by a boundary; land, area belonging to a particular state, province. The territory of Uzbekistan. Industry | production] - processing of raw materials of the national economy, extraction of mineral resources, creation of means of production and consumer goods. Light industry. Food industry. The field is every branch of human activity, science, culture and so on. Industries. Leading sectors of agriculture [6, p. 9].

A product is something that is produced. Gross product. Intellectual production is the result of research in the field of spirituality, science, technology, a set of works of literature and art. Export - [ingl. export <lot. Export are - to export goods or capital abroad for sale or other purposes. Uzbekistan has the potential to export many products [7, p. 528].

The advantage of the textbook is that the study assignments, the teaching material are adapted to

the specialization of students. Exercise examples are not provided in this section of the textbook. In general, there should definitely be a topic-related exercise in each session.

Now let's talk about the content of the textbook "Methods of teaching the Uzbek language". In it we will consider how to use educational tasks, their content, form, structure. The following educational tasks were used in the textbook of methods of teaching the native language for primary education of higher education institutions: Questions and assignments

- 1) What is the subject of the methodology of teaching the native language?
- 2) What issues does the science of methodology study?
- 3) Describe the main tasks of the methodology of teaching the native language.
- 4) Describe the main sections of the subject of methods of teaching the native language in primary school.
- 5) Explain the methodological basis of the subject of teaching methods of mother tongue.
- 6) Explain that the methodology of teaching the mother tongue is related to other disciplines.
- 7) What are the specific principles of the methodology of teaching the native language? Describe them.
- 8) What is the theoretical method and in what cases is it applied?
- 9) Explain the empirical method.
- 10) In what cases is the experiment carried out according to the task?
- 11) Describe the history of mother tongue teaching.
- 12) Comment on the type and content of mother tongue lessons in primary school.
- 13) Write a review of the state standard and curriculum of primary school mother tongue.
- 14) Prepare a report on "Mother tongue - a subject in primary school" [8, p. 18].

Given that not all students in higher education are Methodist scholars, the content of the above questions and assignments may change slightly. The next task is a guiding one, which helps the student to acquire vocabulary and develop writing skills through independent work.

It should be borne in mind that one of the most important requirements for mother tongue education is to prepare students to express themselves through the activities of future professionals [9, p. 23].

The textbook, published in 2012, provides good recommendations for students and future professionals in the field of student assessment, as well as educational material that serves as a criterion for assessment. The following criteria should be used in the design of study assignments:

Although the content and duration of the preparatory classes are the same, it is recommended to determine the following in order to study your child's speech preparation during this period:

- 1) Determining reading skills. a) Reads the word aloud; b) reads in conjunction; d) reads aloud (incorrect reading); e) knows many letters but does not know how to read; f) recognizes some letters.
- 2) Writing skills. a) Knows how to write all the letters, writes the word (printed or written); b) knows how to write only some letters (printed or written); d) does not know how to write.
- 3) Readiness for sound analysis. a) the word is not in syllables; b) distinguishes the sound in a word or syllable; d) pronounces all sounds correctly; e) some sounds are mispronounced

(which sounds are taken into account); f) high or low speech, attention to diction.

- 4) Verbal related speech. Reading Shemi by heart. A) knows 3 or more poems, recites them with pleasure; b) knows 1-2 poems, is ashamed to recite; d) does not know how to recite any poem by heart.
- 5) Oral communication. Telling a fairy tale. a) knows and can tell one or more fairy tales; b) knows the tale and tries to tell it but cannot tell it; d) does not know how to read a fairy tale, does not even try to learn.
- 6) Oral communication speech. Explain ("Tell me what you see in the picture"). A) A story of more than 20 words, can make a few sentences; b) 10 to 20 words can make a few sentences; d) Can answer in the form of a speech of up to 10 words; e) can give a short answer of 3-4 words [9, p. 23].

In higher education, a textbook on a particular subject is usually the main means of teaching and learning about the subject, both after and after the lesson, by the student and the teacher. Therefore, the main focus should be on the composition, structure and, of course, the content of the textbooks, in particular, the assignments. [10]

The textbook should be supplemented with a variety of additional materials - anthologies, sets of exercises and assignments, dictionaries, reference books, extracurricular reading books, atlases, historical and geographical maps, etc. A distinctive feature of modern textbooks is that they provide a wide range of learning materials, supplemented by the latest information through reference assignments, information of a reference nature. In working with the textbook, students learn to analyze, critique, supplement, present, and modify the text with the help of additional literature.

4. CONCLUSION

- 1) Activation of work on introduction of innovative approaches to teaching the native language through educational tasks; development of a system of scientific, methodological, psychological and pedagogical assistance for mother tongue teaching; Use of the latest achievements of Uzbek ethno linguistics in mother tongue education.
- 2) Current curricula and textbooks should encourage students to search independently for the purpose of mother tongue education. In this context, the most important part of the textbook should be not the theoretical database, but the learning tasks that teach the student to use the countless possibilities of our native language effectively and appropriately. This is because the goal of the higher education system is not only to train linguists, but also to bring to society a creative thinker who can make full use of the possibilities of language. [11]
- 3) The development of students' speaking skills, the inculcation of the national language, national spirituality in the student's thinking on the basis of vocabulary and text, the preparation of students for different speech situations, the technology of educating creative thinkers is effective in teaching mother tongue. [12]
- 4) In higher education, as a rule, a textbook on a certain subject is the main means of teaching and learning about the subject and the student and the teacher, both after and after the lesson. Therefore, the main focus should be on the composition, structure and, of course, the content of the textbooks, in particular, the assignments. [13]
- 5) A key part of the new module system introduced in higher education is both assessment and independent study assignments. Modern electronic textbooks, like a locomotive, need to integrate, draw, and manage many sources of information. In this process, the main tools in the use of the train are the ability to connect the train to the wagons loaded with textbooks, audio, video materials, a set of exercises and tasks, tests, visual aids, electronic resources. [14]

- 6) It should be emphasized that education should teach how to solve life problems. In the teaching of the mother tongue, the questions, assignments and exercises asked through each lesson should be aimed at solving the problems of the student, the future specialist. In the system of higher education, it is effective to use pragmatic approaches in teaching the Uzbek language, the mother tongue, especially in the design of assignments.

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