

**LINGUISTIC AND METHODOLOGICAL CHARACTERISTICS OF EDUCATIONAL TASKS IN DEVELOPING STUDENTS' COGNITIVE-PRAGMATIC COMPETENCIES IN NATIVE LANGUAGE LESSONS***Ashirboyeva Nafisa Aminboyevna**Independent researcher of Tashkent state pedagogical university named after Nizami*

**Abstract:** This article analyzes the linguistic and methodological characteristics of educational tasks in developing students' cognitive-pragmatic competencies in native language lessons. It examines the uniqueness of textbooks, the formation of communication skills, and the views of linguists, methodologists, pedagogical scientists, and psychologists on this issue. Additionally, the author provides a personal perspective on the topic.

**Key words:** native language lessons, educational material, educational tasks, exercises, norms of the Uzbek literary language, information, textbooks, speech, linguistic, cognitive-pragmatic, competencies, lexical meaning, text analysis.

In recent native language education, special attention is given to developing students' logical and sequential thinking, reasoning, expressing thoughts, free expression of opinions, and cognitive-pragmatic competence at a high level. From this perspective, it is essential to define the lexical and conceptual meaning of the terms "task" and "exercise." According to the "Explanatory Dictionary of the Uzbek Language," the lexical meaning of the term "task" is defined as follows: "Task 1. A duty or responsibility assigned to someone. Government assignment. To give a task." The term "exercise" is described as "a means of developing skills or abilities." A task functions like a special mechanism that embeds information into a person's memory. It has a guiding nature, encouraging students to think, work independently, and enhance their consciousness and intellect.

Today, exercises and tasks are an essential and integral part of "Native Language" textbooks. Theoretical information, such as grammatical rules, helps students gain knowledge and understanding of a particular topic. The educational content primarily aims to develop the skills and competencies that students are expected to acquire, mainly through exercises. In this context, tasks serve to enrich students' knowledge.

Professor D.N. Yuldasheva's textbook "Methodology of Teaching the Uzbek Language (Based on a Cognitive-Pragmatic Approach)" includes engaging, non-standard tasks, game-based tasks, educational tasks, creative and creative-practical tasks that have been implemented in practice. The cognitive-pragmatic teaching method, aimed at shaping creative thinkers, requires teachers to go beyond the textbook as much as possible and utilize a system of related topics and educational tasks in line with the planned curriculum.

According to S.V. Zayeskova, educational tasks and exercises form the "extra-textual component" of a textbook's structure. Working on educational tasks is one of the contextual learning processes. "Current curricula and textbooks should encourage students to conduct independent research in accordance with the objectives of native language education. In this context, the most crucial part of a textbook should not be the theoretical knowledge base but rather educational tasks that teach students how to effectively and appropriately use the limitless possibilities of their native language. The goal of native language education in schools is not to train linguists but to develop individuals with creative thinking who can effectively utilize the

language. Therefore, educational tasks can only be considered effective if they successfully encourage students to engage in independent inquiry."

In recent years, textbooks designed according to international standards and modernized in terms of content have been introduced into educational practice. The newly developed 6th-grade Native Language textbook aligns with cognitive development, consistent speech skills, and the continuous growth of thinking abilities. It is structured considering the psychological and physiological characteristics of 6th-grade students. The textbook meets didactic-methodological requirements based on its logical and structural components, maintains the unity of theory-text-thinking-idea in educational materials, integrates interdisciplinary connections, and reflects contemporary achievements in science, technology, and innovation.

Additionally, this textbook incorporates various texts and images, serving as essential educational tools in developing students' speech and pragmatic skills. The 6th-grade Native Language textbook, authored by I. Azimova, K. Mavlonova, S. Quronov, Sh. Tursun, N. Hakimova, and M. Siddiqov, begins with the topic "Language as a Means of Communication." The textbook emphasizes the development of students' oral and written literacy, linguistic competencies, and information-processing skills. It also focuses on structuring official documents in the state language, enhancing cognitive abilities through pictures and texts, engaging in discussions based on question-based tasks, and improving communication skills.

Under the section titled "Hospital," students are prompted to observe images and answer the following questions:

1. What comes to mind when you think of a hospital?
2. Which doctor's consultation have you visited?
3. What are the names of the rooms where patients are received in a hospital? What words and phrases are most commonly used during a doctor's consultation.

The next task involves defining medical terms based on images:

Pediatrician – a children's doctor

Ophthalmologist – an eye specialist

Neurologist – a specialist in central and peripheral nervous system diseases

Dentist – a specialist in dental health

Surgeon – a doctor performing surgical procedures

Dermatologist – a skin disease specialist

Endocrinologist – a specialist in thyroid disorders

ENT (Otolaryngologist) – a specialist in ear, nose, and throat diseases

This task helps students correctly place stress in medical terms, pronounce them accurately, and expand their knowledge of different medical professions. Since most 6th-grade students may not be familiar with these terms, assigning this task as homework is recommended. Meanwhile, in class, pronunciation-based exercises related to these words would be valuable.

A key part of this lesson involves discussing the communication between doctors and patients. What phrases are commonly used in doctor-patient conversations?

What is bothering you?

Where does it hurt?

Have you had this pain before?

What medications have you taken?

Have you undergone any diagnostic tests?

Such questions help diagnose illnesses more accurately. Communication plays a crucial role in the doctor-patient relationship. For patients, having strong communication skills is essential for

addressing health concerns. This includes conversing with doctors, expressing concerns, and understanding the psychological aspects of the consultation.

Medical professionals must possess the ability to overcome various challenges they encounter daily. The psychology of doctor-patient communication is based on establishing trust and ensuring effective treatment. A positive doctor-patient relationship improves treatment outcomes while reducing side effects and complications. Therefore, proper communication in medical practice is vital for successful patient care.

A doctor gains the moral right to communicate with a patient only after studying the patient's probable diagnosis, personality, profession, social conditions, intellectual level, worldview, knowledge level, and external psychological characteristics, as well as mentally preparing for the conversation.

According to V.N. Komissarov, three types of pragmatic relations are involved in speech communication. The first type concerns the source of information (the speaker or writer) and includes the speaker's intention, personal attitude towards the conveyed information, and the intended effect on the recipient.

The second type of pragmatic relation is expressed within the text itself (ideas or sentences) and encompasses the pragmatic meaning conveyed by linguistic units.

The third type refers to the pragmatic relationship of the recipient (listener or reader) to the information they perceive through the text. This relationship manifests in the process of understanding the information and in the recipient's attitude toward both the message and its sender.

The interaction between the speaker and the interlocutor is based on cognitive processes that involve analyzing information and clarifying abstract aspects. In the communication process, alongside analytical functions, there is also a synthesis of worldly and cultural knowledge, as well as the expression of opinions and attitudes.

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