

Essence and Structure of a Cognitive Linguistic Task

Makhmudjonova Mohinbonu Tokhirjanovna

Doctoral student of the first year of Namangan State University

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Abstract. *The article deals with the issues related to the use of linguistic tasks in the practice of teaching Russian language as an effective means for mastering the linguistic material. They contribute to the development of logical thinking, linguistic analysis and creative abilities of pupils. The definition of the concept “linguistic task” is presented, linguistic and linguodidactic classification is given, the methodology of using linguistic tasks at different stages of the Russian language lesson in high schools of Uzbekistan with Uzbek language of instruction is outlined, the role of linguistic tasks in the development of logical thinking, linguistic analysis skills and creative abilities of pupils is noted.*

Key words: *linguistic task, problem teaching, linguistic analysis, linguistic experiment, creative thinking, teaching methodology, language Olympiads, learning process, pedagogy, independent research, linguodidactic classification, logical thinking, lesson stages, senior classes.*

In pedagogical practice, it is often necessary to facilitate the learning of language material by students, to make the presentation of educational material more entertaining, as well as to bring elements of entertainment into the lesson. In addition, it is important to activate students' thinking, stimulate the development of their cognitive and creative abilities. To achieve these goals, various linguistic tasks can be effectively used. Interest in them is also due to the fact that in many educational institutions there are strong traditions of schoolchildren's participation in language olympiads, competitions and festivals.

The linguistic task is based on the principle of problem-based learning, creating simplified conditions for the formation of elements of creative activity of students. It contributes to the development of pupils' skills in linguistic analysis and logical thinking.

Many children gladly accept this form of work, because the knowledge acquired in the process of even a small but independent research, are assimilated much better than those that were given by the teacher in a ready-made form.

A linguistic task is an information system, the key elements of which are: an object (a linguistic fact), a condition (a problem reflected in this linguistic fact) and a requirement - to solve a linguistic problem by transforming the information system by performing two or more actions.

A linguistic task is an information system where the elements are the subject (a linguistic fact), the condition (a problem embodied in a linguistic fact) and the requirement to solve the linguistic problem by transforming the information system into two or more actions [6].

A linguistic task has a certain structure. The approximate structure of a linguistic task includes the following components:

1. Problem condition - this section describes the situation, provides data and indicates the unknown to be found or explained. This is the basis on which the task is built.
2. Examples or tasks of reproductive nature - includes examples that help to understand the essence of the task, or tasks that require reproduction of knowledge on the basis of the presented data.
3. Guidance - additional information that helps the participant of the task to orient himself or to make the first step to the solution, sometimes directs him in the right direction.
4. Problem question of the task or problem task is a central element that is oriented to the investigation of the given linguistic facts and implies the use of logical operations to find the answer.

LITERATURE ANALYSIS

Probably, most people associate the concept of “task” primarily with exact sciences: mathematics, physics. However, in the beginning of the 20th century Russian linguist I.A. Baudouin de Courtenay applied this concept in linguistics. In 1912, the scientist protested against the mechanistic approach in teaching. This approach, in his opinion, is based only on memorizing various details and retelling in one's own words the content of books and textbooks read. Baudouin le Courtenay presented his own “Collection of Tasks for an Introduction to Linguistics” as an alternative to such teaching. The tasks invented by the linguist contained a scientific problem that the reader should solve on his own. A.A.Zaliznyak was seriously studying and composing linguistic tasks in the 1960s. The works of A.N. Zhurinsky and B.Y. Norman are popular among word teachers.

The questions connected with grammatical-structural features of linguistic tasks are most fully explored in the research of N.A. Kiseleva [1]

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Linguistic tasks teach:

- “discover” the laws and rules of the Russian language;
- independently draw conclusions on the studied linguistic fact or phenomenon;
- formulate a new linguistic topic;

apply knowledge and skills acquired in other subjects

METHODOLOGY

In order to determine the sequence of using linguistic tasks, it is important to establish the classification and sequence of their use at different stages of the lesson. Speaking about the classification of types of linguistic tasks, it should be noted that this problem has a sufficient solution in linguistics. In particular, Kiseleva N.A [1] offers the following criteria for classifying linguistic tasks and distinguishes several types of such tasks:

1. According to the amount of knowledge self-sufficient non-self-sufficient
2. By the number of linguistic phenomena mono-level complex
3. According to the problem-content principle (on definition)[6].

Without pretending to a full and comprehensive presentation of the purely linguistic side of the problem under study, we note that the facts known in linguistics and linguodidactics and already recognized facts, we borrowed and used in order to ensure the effectiveness of Russian language teaching in high schools with the Uzbek language of instruction. Accordingly, we have taken as a basis the following criteria for classifying the types of linguistic tasks

Depending on the nature of the task to be performed, it is accepted to distinguish the following types of linguistic tasks:

1. Phonetic-phonological - tasks related to the study of the sound system of the language.
2. orthoepic - tasks aimed at the correct pronunciation of words.
3. Lexical - tasks related to the meaning and use of words in the language.
4. Morphological - tasks related to the study of parts of speech and their forms.
5. Syntactic - tasks aimed at studying the structure of sentences and the relationship between words.
6. Orthographic - tasks related to the correctness of spelling words in accordance with the rules of orthography.

In linguodidactics, tasks can be classified according to the stage of use, including the stage of learning new material. Depending on the purpose and method of fulfillment, the following types of linguistic tasks are distinguished:

1. Thinking tasks - the emphasis is not on the final conclusion, but on the process of creative activity with linguistic material. These tasks stimulate deep reflection and analysis of language.
2. Practical tasks - require practical creative fulfillment of instructions with the subsequent conclusion on a linguistic fact or phenomenon. Such tasks are aimed at consolidating knowledge through practical work.
3. Prediction tasks are aimed at developing the ability to establish cause-and-effect relationships, to predict the development of linguistic phenomena or situations.
4. Analogy tasks - require transferring linguistic knowledge to a new situation, which contributes to the development of flexible thinking and the ability to apply knowledge in different contexts.
5. Relation tasks - are oriented to the performance of tasks related to comparison, classification and other operations with linguistic material. Such tasks help to organize and systematize information about language.

In order to create a positive motivation to learn Russian, to learn the studied grammatical material, the following linguistic tasks can be used, distinguished by the nature of the tasks performed.

Phonetic-phonological

1. solve the following “volume relations”. Here letters are used to denote sounds, i.e. for their transcription, which is indicated by square brackets. Find an unknown sound and make a word or phrase that has the ratio of any number containing this sound. For each ratio, explain (briefly) the difference between the sounds in the pair.

- 1) written [b]: when pronounced at the end of the word [X] X = ?
- 2) written with two letters: pronounced with 1 sound = X.
- 3) find the unknown sounds.

Lexical

One of the words - door, handful, shadow, horse, bed, bed - has changed in the course of history its gender, but some traces of the fact that it was previously a different kind, in the Russian language are preserved).

Task. Find this word. Justify your answer.

Solution. Each of the three grammatical genera has a certain set of properties. The word can be found in meaning, in declension, in combination with an adjective?

Answer: diminutive nouns are formed from words of different genera in different ways, while retaining the gender of the original word, for example: fist - fist, yxo - ear, leg - foot, spiral - spiral.

Let's check our words: door - door, handful - handful, horse - horse, etc., but shade - shadow (not shade). So, the word we're looking for is shadow

Who is Caesar in the proverb God is God's and Caesar is Caesar's?

Answer. Caesar is from Latin caesar - commander, military leader, emperor. The closest relative of this word is Caesar. The general meaning of the proverb: "everyone is rewarded according to his merits and according to his position in society".

Morphological

The adjective brainless and dank are of the same root?

Answer. The word brainless means "stupid, forgetful", lit. "without a brain". A dank goes back to the old Russian word *mzga co* meaning "bad weather, rottenness, phlegm, phlegm, cadaverousness" (Dahl's dictionary). It turns out that in both brainless and dank - the root brain, but these are different (homonymic) roots.

3. Find the main members of the sentence in the following phrase: He has this good - above the roof.

Answer. According to the definitions of traditional grammar, there is no subject in the sentence, and the predicate is expressed by the stable combination above the roof.

4. Riddles - jokes

1) How can a rat become a fast-footed horse?

2) On what letter should the state be put to make a flower?

3) How to write the word eye with three letters?

4) From the names of which two letters can you make an era?

5) What word is made up of three identical letters?

6) From which letter must A be dropped to make the name of a dwelling?

7) What letter must be hidden behind a pronoun to make the name of an animal?

8) Which words have three identical vowel letters next to each other?

9) What phrase can be found in the alphabet?

10) How do you spell mousetrap with five letters?

11) In the name of which bird do you have to change the first letter to make a doctor? 12) What two notes grow in a vegetable garden?

Syntactic

1. The phrase "A mother loves her daughter" is commonly understood as: "(who?) the mother loves (who?) the daughter". But in some cases (for example, in a special intonation or in the context of not the father, but the mother loves the daughter) it can be understood differently: "(who?) the mother loves (who?) the daughter". Such tasks provide a propaedeutic preparation for mastering the actual membership of speech in senior grades.

2.Task. Think of five such phrases of the form "subject + predicate + complement", in which the subject can also be mixed with the complement.

Solution. In the required phrases both subjects and complements must be such nouns whose nominative case coincides (in the given number) with the accusative case. Examples of such coincidences for different genera and numbers: forest, steppe, sea; forest, steppe, sea. In addition, in each phrase, the subject and complement must be in the same number: otherwise the verb form will unambiguously indicate where the subject is (e.g., steppe displaces forests). For example: The seas surround the continents. The sea resembles the steppe. Metal displaces wood. Silver replaces gold. Haste increases fear.

3. How many different phrases can you get if you write down in different order the words: I, yesterday, came, home, evening?

Solution. Any arrangement of the given words gives a new sentence. The number of all sentences is equal to the number of permutations of the five elements.

4. Let's make sentences from the words: he, not, put the old man on the donkey.

Each word must be included in every sentence exactly once; each word may be used only in the form in which it is given in the condition; it is forbidden to use other words or any punctuation marks.

5. Determine how many sentences can be composed from the given words if the above requirements are met. Explain how you obtained your answer.

The following types of linguistic tasks can be recommended for study at different stages of the lesson:

Examples [of a linguistic task at the stage of learning new material

1. "How to explain the spelling of endings in the following words: in the village, on acacia, in the ending, o Marya, o Marya, in the magazine, at the conference, about the report (problem question)."[6]

2- Determine to which declension the nouns belong and in which case they are used (reproductive question).

3. Examine the proposed words: how the base of the word affects the spelling of noun endings in the considered case (hint-guide).

4. Based on the results of the research, formulate how to explain the spelling of endings in the proposed words (a problem task that necessarily duplicates the problem question at the beginning of the problem).

Types of tasks at the stage of consolidation and systematization of knowledge.

Problems-contradictions: new knowledge of the Russian language co old.

Tasks-alternatives: require a reasoned choice.

An example of a linguistic task at the stage of consolidation and systematization of knowledge.

"What forms of the name of the noun will fit the proposed schemes: _____ [e], _____ [i]. Prove your point of view."

Types of tasks at the stage of consolidation and repetition.

Tasks with an unformulated question: it is necessary to pose a question based on the linguistic data of the conditions and solve the resulting problem.

Tasks with changing content: it is necessary to build a reasoning about a linguistic phenomenon taking into account changing conditions.

Proof tasks: require a clear understanding of the given and the sought, the ability to select arguments and build backward reasoning.

Discussion tasks: they are oriented to independent development of a solution on the basis of several possible points of view.

An example of a linguistic task at the stage of consolidation and repetition.

"Formulate the rule of spelling endings for the words of the first column and for the words of the second column:

1 column

c lilac
to the bulb
in the theater
for the village
on a poplar tree
in a beret
on the bed

2 column

o lion cub
lash
on an acacia tree
herbarium
bilberry
by name
for the first name

Explain the spelling of endings for the words in each column separately” (in the second column, words of the 1st and 2nd declension ending in the initial form with -ii, -ii, -ii, and words with -mya were added).[6].

RESULTS.

In the term linguistic task, both words are essential. It is a task because, unlike various kinds of exercises and tasks, the answer does not lie on the surface, but is achieved as a result of certain logical operations. Linguistic means connected with linguistic phenomena. The difference between a task and exercises and its methodological advantage can be formulated in the following way:

1. At the heart of a linguistic task is a problem situation, the resolution of which requires the use of a number of logical operations. 2;
2. the answer does not lie on the surface, the problem requires a solution, finding the truth. 3. the solution is a step-by-step process;
3. The solution is a step-by-step performance of several actions (reasoning, analysis, comparison, selection of features...);
4. Non-standard formulation attracts attention, activates thinking and stimulates creativity;
5. A linguistic task contains an inner meaning associated with the experience of the solver, ideas about the world;
6. Linguistic task allows to make conclusions on the studied linguistic fact or phenomenon independently; to formulate a new linguistic topic; to apply knowledge and skills from other subject areas.
7. Problematic task question or problem task (which are aimed at investigating the given linguistic facts).

CONCLUSION

Linguistic tasks will greatly contribute to the formation of the following skills necessary for a lasting and conscious mastery of the Russian language as a means of communication, formulation and expression of thought:

to discover at the level of elementary research the laws and rules of the Russian language;

independently draw conclusions on the studied linguistic fact or phenomenon by means of critical thinking;

independently formulate a new linguistic topic;

apply knowledge and skills acquired in the study of other subjects.

Linguistic task embodies the principle of problem-based learning, modeling in simplified conditions many elements of creative activity of the schoolchild, is an effective means of developing skills of linguistic analysis, logical thinking.

Many students enthusiastically accept this form of work. After all, the knowledge obtained as a result of a very small, but their own research, as a rule, are assimilated much better than those presented in a ready-made form by the teacher.

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