

## EDUCATIONAL AND PRACTICAL TASKS IN ENGLISH

*Abdukhafizov Firdavs*

*Student of the faculty of English philology and translation studies Samarkand State Institute of Foreign Languages*

**Annotation:** *The work examines one of the modern forms in teaching a foreign language - the use of educational, practical and educational-cognitive tasks in lessons. All educational and practical tasks in a foreign language course are associated with the use of language as a means of carrying out all types of speech activity. Students' activities in solving educational and cognitive tasks proposed by the authors are aimed at the formation and assessment of skills and abilities that contribute to the development of systematic knowledge in the subject "Foreign language (English)".*

**Keywords:** *English language, educational and practical tasks.*

At the present stage of education, the emphasis on learning foreign languages is transferred from the assimilation of knowledge to the formation of competence, to the development of the child's personality, his creative abilities, and to the formation of learning skills. As an integrative goal, the Model Programs in Foreign Languages put forward the formation and development of communicative competence, the ability and readiness of students to communicate in a foreign language and achieve mutual understanding using a foreign language. This competence is multicomponent and includes several components:

- linguistic: associated with mastering such aspects of language as vocabulary, phonetics, grammar;
- sociolinguistic: the ability to select linguistic forms, use them and transform them in accordance with the context;
- sociocultural: which presupposes not just dialogue at the level of individuals, but the readiness and ability to conduct a dialogue of cultures;
- strategic and discursive: which involve the formation of certain skills and abilities to organize speech, the ability to build it logically, consistently and convincingly, to set tasks and achieve the goal;
- social: which involves the readiness and desire to interact with others, self-confidence, as well as the ability to put oneself in the place of another and the ability to cope with the current situation.

We used the relevant literature.

But not all students have only the ability to communicate in a foreign language as their predominant skill. Some people want to deepen the scope of their cognitive activity, while others are attracted by love and interest in the culture of another country. Thus, the teacher needs to structure his lesson so that it meets not only modern requirements, but also the interests and needs of students. And this is possible provided that each student is active, which largely depends on how motivated the learning activity is. The teacher solves very complex problems of rethinking his teaching experience, since the problem of increasing effective teaching of a foreign language in the conditions of the Federal State Educational Standard requires the teacher to use such organizational forms and methodological techniques that contribute to the development of students to work independently, shifting the emphasis from the active activity of the teacher to the active activity of the students.

In our work, we drew attention to one of the modern forms in teaching a foreign language - the use of educational-practical and educational-cognitive tasks in lessons.

Educational and practical tasks describe real life problems, for the solution of which it is necessary to apply certain subject knowledge. In a generalized form, all educational and practical tasks in a foreign language course are associated with the use of language as a means of performing all types of speech activities (listening, reading, writing and speaking) in situations of “formal and informal interpersonal and intercultural communication.”

In turn, educational and cognitive tasks are aimed at developing and assessing the skill of independent acquisition, transfer and integration of knowledge; require students to gain a deeper understanding of what they have learned and/or put forward ideas that are new to them, a different point of view, create or research new information, transform known information, present it in a new form, transfer it to a different context, etc.

Based on work experience and modern requirements for teaching foreign languages, our team has developed collections of “Educational and practical tasks” for students in grades 2–7, the use of which is aimed at developing and assessing the skills of detailed communication in English. The ultimate goal of the educational and practical tasks of each section involves the creation of a written or oral text/statement with given parameters: communicative task, topic, volume, reasoned opinion, which develops one of the key educational competencies - communicative.

Various types of educational and cognitive tasks in this series of collections are focused on the following actions of students:

- recognition - show, identify, differentiate, formulate a ready-made answer in a given form (answers to questions; make sentences with words on the topic; true/false tasks)
- memorization - give and supplement definitions, accurately reproduce text information, know the signs and properties of the lexical topics being studied (lexical dictations; brief retelling)
- understanding - correlate, explain, use an algorithm (fill in the table; solve a crossword puzzle; insert the missing words)
- intra-topic generalization - explain, compare, characterize, draw a simple conclusion based on existing knowledge (written / oral statement according to plan)
- cross-topic generalization - implementation of knowledge and skills in a non-standard situation based on the material of two or three studied topics (creative tasks)
- interdisciplinary generalization to search for information based on material from several subjects (creative tasks; oral/written statements).

It should be noted that the activities of students in solving the educational and cognitive tasks proposed by the authors, on the one hand, meet the requirements of the system-activity approach, which constitutes the methodological basis of the requirements of the standard. On the other hand, solving these problems is aimed at developing and assessing skills that contribute to the development of systematic knowledge in the subject “Foreign language (English)”.

#### REFERENCES:

1. Variants of modern English. Electronic resource – Access mode: <https://nsportal.ru>
2. Modern English. Electronic resource – Access mode: <https://www.native-english.ru>
3. Modern English. Electronic resource – Access mode: [www.melene.ru](http://www.melene.ru)
4. Modern English: new rules. Electronic resource – Access mode: <https://tryeng.ru>
5. Modern English, what is the difference? Electronic resource – Access mode: <https://english-films.com>

6. Sulaymanova, N. J. (2016). Locative syntaxemes and disaccordance of their antecedent means. In *Humanities and Social Sciences in Europe: Achievements and Perspectives* (pp. 249-252).
7. Saidov, A., & Abdulxairov, F. (2022). ОИЛАДА ЁШЛАРНИНГ СОҒЛОМ ТУРМУШ ТАРЗИ ТЎҒРИСИДАГИ ТАСАВВУРЛАРИНИ ШАКЛЛАНТИРИШ МУАММОСИНИНГ ИЖТИМОЙ-ПСИХОЛОГИК ОМИЛЛАРИ. *Science and innovation*, 1(B8), 1621-1625.
8. Abduxakimovich, S. A., & Akmaljon o'g'li, H. S. (2022). INGLIZ VA O'ZBEK GAZETA MATINLARIDA DEYKTIK BIRLIKLAR VA ULARNING MOHIYATI. *INNOVATION IN THE MODERN EDUCATION SYSTEM*, 2(24), 419-422.
9. Abduxakimovich, S. A., & Akmaljon o'g'li, H. S. (2022). LINGVISTIKADA MATN TUSHUNCHASIGA OID QARASHLAR. *Scientific Impulse*, 1(3), 978-983.
10. Abdulkhakimovich, S. A. (2023). Some comments on advertising discourse. *INTERNATIONAL JOURNAL OF LANGUAGE LEARNING AND APPLIED LINGUISTICS*, 2(6), 92-95.

