

SOME THOUGHTS RELATED TO NOTIONS OF “EXERCISE” AND “TASK”

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ABSTRACT

In this article there analyzed specifications, such as differences, usage, division, types, and confusions concerning the notions of task and exercises in educational context. As well as their outlined the benefits and advantages of using different modes of tasks and exercises in educating primary class pupils focusing on developing their academic skills and personalities.

Keywords: Task, activity, exercise, educational context, technique, method, reproductive exercise, creative task, motive, notion, primary class learners, mother tongue, case study.

INTRODUCTION

Every generation is responsible for obtaining knowledge, acquiring and developing which was made by humankind. It is impossible to imagine the progress of life and the development of society without it. The best way to implement this task is that by enhancing education system spontaneously leads young generation to be knowledgeable. Researching in a particular subject broadens person's horizon and faith; it leads to gain moral and ethics skills.

Pupils at primary school have lack of opportunities to learn mother tongue. They cannot use methods of mental activities efficiently for learning events of language such as analyzing, observing, comparing, grouping, uniting, generalizing. One of the special features of elementary school pupils, they don't spend time to think about a possibility or make a decision, and understand obvious items quickly. But for mental activities, it is impossible to acquire events of language. By the help of observing pupils analyze events of language by using mental activity, they think about it, define integration is produced by in base.

It is obviously seen that the main purpose of current education is that preparing pupils to find his/ her role in the society. It is not secret that subject specialists and also school teachers have some confusions to differentiate between “exercise” and “task”, “reproductive exercise” and “creative exercise”, “creative exercise” and “algorithmic exercise”. The features of exercises which were given to students aren't used efficiently. People are surprised that exercises which are done pupils belong to reproductive tasks. One of the best ways to overcome this complicated problem is that being aware of characteristics of “exercise”, showing its importance in students' career classifying. One of the debatable issues is that distinguishing between creative exercise and algorithmic exercise. Without differentiating both of exercises, it is inappropriate to think about doing algorithmic exercise. It causes to analyze pupils' intellect and knowledge awareness. Does activity of awareness belong to intellect or in the process of acquiring knowledge does the memory have importance?

As it can be seen, working on algorithmic exercise in mother tongue of elementary education is considered as complicated method. It is obviously known that in mother tongue lesson of elementary class algorithm exercises weren't appeared by chance. There are many algorithm

exercises in mother tongue textbook of primary classes; ways of doing them is different from each other. Mental activity of people, thinking, learning knowledge, developing it depend on the exercises and the tasks given by us during the lesson. The task is connected to all of the person's fields – manufacturing, science, fundamentals of science – learning studying items, exercises and tasks are related to every speciality of pupils' activity – reminding and creating, learning knowledge, presenting it to variety of studying situation, generalizing knowledge and evaluating himself or herself. There are some terms in the theory of tasks such as "task", "academic task", "Notice activity" and "creative activity", "practical exercise", "intellectual task", "problem", as well as "exercise" and "independent work" are also used. Understanding meaning of "academic task", before defining it didactic, methodologically we will outline the classification of definitions relating to notion of academic task, after that we will clarify all of the notions above mentioned.

Materials and methods

The issue of study task is one of main problem in C.L.Rubinshteyn researches. The opinions about the educational tasks are discussed in relation to conditions that are obeyed by the students in his book. Analyzing the concept of task, S. L Rubinshteyn, he discusses the concepts of stimulus, aim, attitude and state: stimulus – reveals the attitude of a student towards the task, leading him to the aim and makes a student take an action. [1, 184] Continuing his point of view, he wrote: 'The conscious action of a person is fulfilling tasks. The task is first accepted, then fulfilled with regard to the attitude, aim, condition provided in the task.' [1,187]. Attitude, aim and condition which is abided makes up the interior meaning of the task. 'Thus', - continues S. L. Rubinshteyn – 'each element of education process should be directed based on the task, and needs to be organized according to the features of some motive' [1,188].

A. N. Leontyev defines the concept of the task in the following way: 'a task is a target that is given on some condition'[2, 232]. While stating the aspects of a task, he applies the concepts of 'need', 'motive', 'process'. Need, according to A. N. Leonyev's claims, activates the process while stimulus drives a person to the process. In the process carried out by a human, an action and methods of process are distinguished. First of them is that action is directed the aim to be achieved, second – methods of process to the condition of getting to the goal. Then, in the process of developing the idea of educational tasks A.N. Leontyev discovered a new tendency – the theory that actions in the human activities should be differentiated.

A. N. Leontyev's view concerning educational tasks was improved in the works of Y. A. Ponomarev, N. F. Talizina. Y. A. Ponomarev relied on the category of 'a condition with a task' so as to explain the concept of 'task'. He examined the subject – an intellect who conducts the task in the context of a condition with a task. On a condition with a task the subject (the performer of the action) and the object (the task) meets the need by interacting to one another in their full potential. This event takes place only at the time of a condition with a task. The condition determines all the actions of a subject, thus, the subject attempts to meet his own needs by reorganizing the given condition. 'So, – concludes Y. A. Ponomarev – the condition with a task is originated due to presence of the subject and the object. In addition, the subject enriches, develops and improves his knowledge as the task is quite complicated' [3, 70]. In conclusion, Y. A. Ponomarev, in different ways, set out the theory of tasks in terms of myriad categories, such facts that the correlation of the subject and the object makes the educational state, the subject attends in the educational state actively, active procedure is intended for obtaining and developing knowledge.

In the educational-pedagogic research carried out by O. Rozikov educational task is analyzed in tandem with educational material. As he writes, educational task is an educational material form modified to the urgency of teaching and learning [4, 20]. In this description several details of educational tasks are noted. According to the need of 1) possibility of building 2) building and opportunity of rebuilding 3) it is a form of educational material 4) process of educational acts, suitability of stage 5) possibility of using other task instead of one task 6) transparent system 7) support each other 8) learning the methods of career and knowledge and suitability of demands of development 9) it is classified that supporting needs of reading and learning in the educational situation [4,13-17]. “Experiments which were collected by people were mentioned in the tasks; in addition, they are also means of renewing material and moral treasure and developing again. They are used by all of the professions” [5, 21]. It is found out that dividing task into three groups in this source: a) social-production tasks. All of the professions take this task and solve it. By the help of using social-production tasks environment surrounded by atrophism society will be developed; b) tasks relating to scientific awareness. These are called scientific problems. The problem is type of question which does have solution in gained knowledge of subject. Solving tasks which belongs the world consists of finding problems and solving them from solving the basic problems in subject. The main task of scientific problem is that after learning nature, society, features of consciousness discover methods of career; v) knowledge-awareness task. These kinds of tasks are used in education. By the help of it pupils developed personally. Having analyzed, the notion “task” are used different sources: C.L.Rubinshteyn outlined the notion “activity” on the basis of “motive”, “intention”, “situation”, “subject (person who do task) and object”(home task which should be done and solved). He said that pupils’ career is monitored by using task. He analyzed term “task” as “means” meaning. A.N.Leontev followed category of “needs”, “motive”, “career”, defined term task. He analyzed notions “task” and “intention” together, he explained that task can be given with a certain purpose. Ya.A.Ponomarev analyzed term “task” in the “subject and object” system. He figured out that as a result of existing of “subject and object” system leads to appear case study. He used the term which leads to improve knowledge, promote knowledge, clarify knowledge, he changed notion “task” to context “case study”; L.M.Fridman analyzed didactic features of educational task, he thinks that they are utilized to overcome “obstacle” in the process of doing mental and practical exercises and analyzes it as model given in the means of speech which appeared as a problematic situation in mind; O.R.Roziqov learned the notion “task” in the system of “education materials and task”, he defined it as “a means of need” appeared in the process of education. Task is, according to teaching (teacher’s career) and learning (pupil’s career) needs, applied to education. Such approach gives a chance to teaching task as “changed form” of studying material.

As it is mentioned above, “task” is very wide, meaningful process and it at least has six meanings: task is

- Means (C.L.Rubenshteyn)
- Purpose (A.N. Lontiv)
- Case study (Ya.A.Panamariyov)
- Educational tools(N.F.Talizina)
- form of education materials (O.R.Roziqov)

None of these meanings of notion “task” is rejected. Each of authors defined particular side of notion “task”: C.L.Rubenshteyn determined this notion according to social experience while A.N. Lontiv explained it on the basis of achieving the aims of humanity.

If Y. A. Panamarev approached problematic situation, and N.F. Talizina approached the task through the means of education, L.M. Fridman considered the opportunity of speech (oral and written) to build the task, O.R.Roziqov considered the task to change education materials.

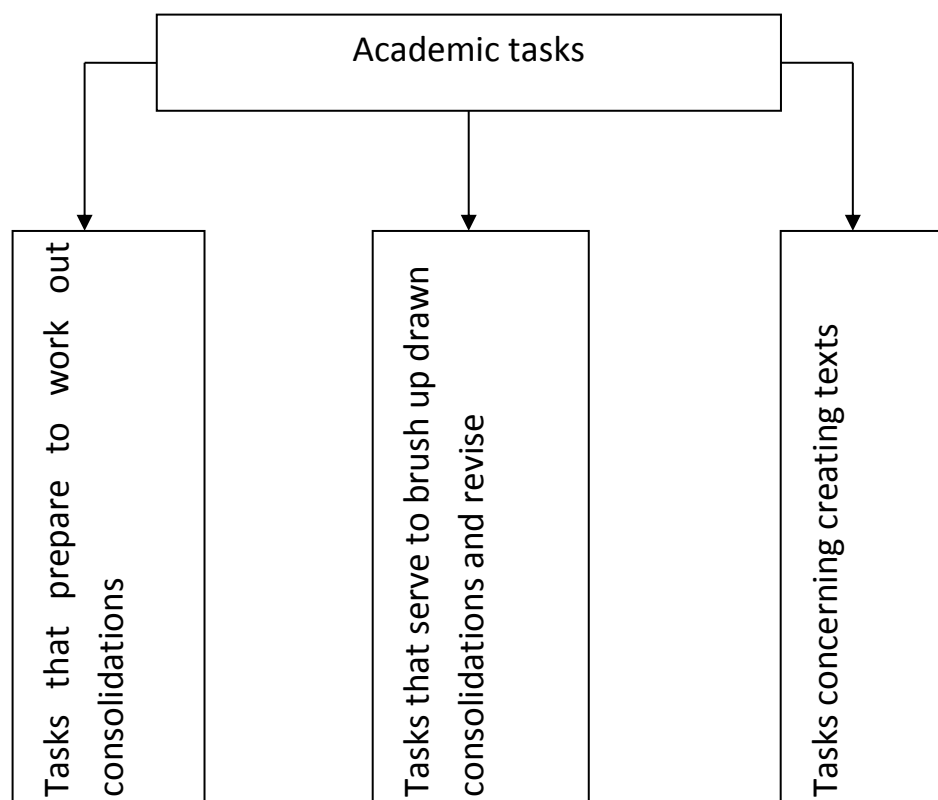
Relying on current views, one can prove the system of tasks specialized for elementary level pupils. In order to achieve the result, main terms, which are used in the task theories, should be clarified and bordered.

Result and discussion

While teaching mother tongue, a pupil learns necessary knowledge, experience, and skills through the tasks. Also, with the help of the tasks, language events are compared, similar and different sides are determined, and certain signs are categorized. In mother tongue studies, the conceptions, “exercise” and “task” are mixed. However, the notion “exercise” is widely used in those lessons. “Exercise-explained in encyclopedic dictionary-is studying any activity hard or repeating it a lot in order to improve its quality”. Exercises plays vital role in creating experience and skills in education. In order to get effective exercise, it should be done consciously, take current situation into consideration while being in that process, clarifying mistakes and drawbacks and find out the ways to solve them. There are two ways to mark the terms of exercise in method: the first one is the traditional way that was available for a long time: in this task, conditions of task are given fully. For instance, all elementary class mother tongue text-books include exercises that covered traditional tasks. In the second way, totally new- untraditional way: here the tasks are given inside the exercise step by step and one after another.

According to the aim of delivering educational tasks which are used in teaching mother tongue as a subject, they can be grouped as following.

1.1 draft



CONCLUSION

All in all, task requires from students to discover something unknown for themselves and to prove reliability of their personal conclusions. These kinds of tasks undouble get learners to

improve their high order thinking and critical thinking skills. A child initially gains reading, writing, calculating skills in primary class level. This level is the most crucial time for primary class learners to form and master the skills like independent thinking skills, interacting and finding their own way in the society.

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