SYSTEM OF TASKS FOR USING NATIONAL-CULTURAL MATERIALS

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Annotation. In the process of studying each type of speech activity, the acquisition of language material through exercises strengthens the knowledge of language learners. Working on a system of exercises places a great responsibility on Uzbek language teachers. Organizing exercises within a specific system is a crucial condition for their effective and proper use. The more effective the exercises performed in the process of learning the Uzbek language through national-cultural materials, the more they lead to achieving specific results, which is very beneficial in language learning. Therefore, this work recommends a group of tasks for developing a system of exercises.

Keywords: Uzbek language, national-cultural materials, exercises, tasks, system, communication, monologic speech, dialogic speech, written speech, context.

Annotatsiya. Nutqiy faoliyat turlarining har bir ko‘rinishini o‘rganish jarayonida mashqlar yordamida til materialini o‘zlashtirish til o‘rganuvchi o‘quvchilarning bilimlarini yanada mustahkamlaydi. Mashqlar tizimi ustida ishlash esa o’zbek tili o‘qituvchilari zimmasiga katta mas’uliyat yuklaydi. Mashqlarning ma’lum bir tizim asosida bo‘lishi ulardan unumli va to‘g‘ri foydalanishning muhim shartidir. O’zbek tilini milli-madaniy materiallar orqali o‘rganish jarayonida bajariladigan mashqlar qancha samarali bo‘lsa, ma’lum bir natijalarga erishishga olib keladi va bu til o‘rganishda juda foydali bo‘ladi. Shuning uchun ham ushbu ishda mashqlar tizimini ishlab chiqishda bir qator vazifalar guruhi tavsiya etiladi.

Kalit so’z: O’zbek tili, milliy-madaniy materiallar, mashqlar, topshiriqlar, tizim, muloqot, monologik nutq, diologik nutq, yozma nutq, kontekst.

Аннотация. В процессе изучения каждого вида речевой деятельности усвоение языкового материала с помощью упражнений укрепляет знания учащихся, изучающих язык. Работа над системой упражнений возлагает большую ответственность на преподавателей узбекского языка. Наличие определенной системы упражнений является важным условием их эффективного и правильного использования. Чем эффективнее упражнения, выполняемые в процессе изучения узбекского языка через национально-культурные материалы, тем выше вероятность достижения конкретных результатов, что очень полезно при изучении языка. Поэтому в данной работе рекомендуется группа задач по разработке системы упражнений.

Ключевые слова: узбекский язык, национально-культурные материалы, упражнения, задания, система, общение, монологическая речь, диалогическая речь, письменная речь, контекст.

In the process of learning the Uzbek language as a second language, a system of tasks holds a special place. Working on exercises serves as a tool that reinforces the knowledge gained during each language learning process. The types and forms of tasks constitute a specific system. In learning foreign languages, a system of exercises plays an important role. In the process of studying each of the types of speech activity, the acquisition of language material through exercises further strengthens the knowledge of language learners. Working on a system of exercises places a great responsibility on language teachers. The presence of exercises based on a specific system is an important condition for their effective and proper use. The more effective the exercises performed in the process of learning

the Uzbek language, the more they lead to achieving specific results, and this is very useful in language learning. Therefore, developing a system of exercises is considered one of the most pressing issues. In the current period, many exercise systems have been developed in language teaching methodology, and each of them helps to improve the system of exercises in learning foreign languages.

Many researchers, scholars, and methodologists have conducted numerous studies on the development of exercise systems. In our ongoing research, it can be said that utilizing the exercise system proposed by E.I. Passov is highly effective in the process of learning the Uzbek language as a second language. This is because this exercise system recommends a methodology aimed at engaging students in communication.

In the process of teaching the Uzbek language as a second language, the use of national-cultural materials is an important methodological tool for forming students' speech competence. Especially, developing a system of tasks based on national values, customs, traditions, and examples of folklore, while taking into account the age, psychological, and communicative characteristics of students in grades 5–8, not only develops their speech but also shapes their cultural consciousness. This system of tasks is aimed at developing all types of speech activity within a national-cultural context.

1. National-Motivational Task Group. This group of tasks serves to awaken students' interest in the Uzbek language and culture, and to create motivation for engaging in speech activities within a national environment. This group includes the following tasks:

- Organizing conversations based on national holidays (Navro‘z, Mustaqillik kuni);
- Engaging in communication based on the description of national clothing, food, and customs;
- Initiating conversations using examples of folklore;
- Conducting Q&A sessions based on national images and videos.

These tasks activate students' dialogic speech and encourage them to express their thoughts freely. For example:

Exercise 1. Titled “Make the picture speak”, he purpose of this exercise is to activate dialogic speech in students.

Task: The teacher shows a picture related to the Navruz holiday. Students answer the following questions:

- What is depicted in the picture?
- When is this holiday celebrated?
- What do you like about this holiday?

Exercise 2. Titled “Who says it faster?” this exercise is used to develop oral speech in students.

Task: The teacher says the names of national items (do‘ppi, sumalak, atlas). Students form sentences using these words.

2. National-Cultural Lexicon Development Task Group. Tasks related to national-cultural vocabulary serve to enrich students' vocabulary through units characteristic of the cultural life of the Uzbek people.

This group includes the following tasks:

- Using words related to national dishes, crafts, and ceremonies in speech;
- Explaining the meaning of proverbs, sayings, and idioms and using them in speech;
- Forming sentences with word combinations related to national culture;
- Interpreting cultural concepts based on comparison.

These tasks develop students' expressive speech.

Exercise 1. Titled "Find the word," the main purpose is aimed at increasing students' vocabulary.

Task: Find the word that matches the following definitions:

Bahorda tayyorlanadigan milliy taom – …

Mehmonni hurmat bilan kutish – …

Exercise 2. Titled "Complete the proverb". Through this exercise, students learn to use national linguistic units in speech.

Task: Complete the given proverbs and explain their meanings:

Mehnat qilgan …

Yurt tinch – …

3. Grammatical-Speech Task Group in a National-Cultural Context. This group of tasks is aimed at applying grammatical knowledge in speech based on texts provided with national-cultural content.

This group includes the following:

- Forming sentences based on texts with national content;
- Identifying tenses and cases in texts related to ceremonies and customs;
- Grammatically correct construction of dialogues on cultural topics;
- Continuing a text based on a given cultural situation.

These tasks ensure the logic and grammatical accuracy of speech.

Exercise 1. Titled "Choose the correct suffix", it is aimed at applying grammatical skills in speech.

Task: Complete the sentence: Navro'z bayrami … (bahor/bahorda) nishonlanadi.

Exercise 2. Titled "Continue the sentence".

Purpose: Developing coherent speech.

Task: Agar men mehmon bo'lsam, …

Agar Navro'z kelsa, …

4. Task Group for Developing Monologic Speech on a National-Cultural Basis. These tasks, aimed at developing monologic speech, form students' skills for expressing coherent thoughts on national topics. This group includes the following:

- Creating a story about a national ceremony or holiday;
- Preparing an oral presentation about folk traditions;
- Expressing opinions about national heroes and historical figures;
- Constructing a monologue on a cultural topic based on an outline.

These tasks develop students' independent speech.

Exercise 1. "Story about the holiday"

Purpose: Developing monologic speech.

Task: Compose a story consisting of 5–6 sentences on the topic "Navro'z bayrami"

Exercise 2. "Speak according to the outline"

Purpose: Forming coherent speech.

Task: Give an oral presentation based on the outline:

- Name of the holiday
- How it is celebrated
- Your personal opinion

5. Task Group for Developing National-Cultural Dialogic Speech. Dialogic speech tasks are aimed at organizing interaction between students within the framework of national culture. This group includes the following:

- Organizing conversations related to national ceremonies;
- Dialogues on welcoming guests and the culture of behavior (etiquette);
- Debates and discussions about national values;
- Role-playing games in pairs and groups.

These tasks develop communicative competence.

Exercise 1. "Mehmon kutamiz"

Purpose: Developing dialogic speech.

Task: Two students take on the roles of a guest and a host. They act out the process of welcoming a guest in the form of a dialogue.

Exercise 2. "Question and Answer"

Purpose: Developing the culture of communication.

Task: - Siz qaysi milliy bayramni yaxshi ko'rasiz?

- Nima uchun?

6. Task Group for Written Speech Based on National-Cultural Content. Written speech tasks form students' skills for expressing thoughts in writing on national-cultural topics. This group includes the following:

- Writing a summary or essay about a national holiday;
- Composing an explanatory text based on proverbs and sayings;
- Creating short texts about national traditions;
- Retelling cultural texts.

These tasks increase the meaningfulness of written speech.

Exercise 1. "Bayramim"

Purpose: Developing written speech.

Task: Write a text consisting of 6–8 sentences on the topic "Men sevgan milliy bayram"

Exercise 2. "Complete the text"

Purpose: Reinforcing written speech.

Task: Fill in the blanks in the given text with appropriate words.

7. Comparative-Cultural Task Group. These tasks serve to enable students to conduct speech activities by comparing their own national culture with Uzbek culture. This group includes the following:

- Comparing ceremonies in two cultures;
- Identifying similarities and differences;
- Drawing conclusions based on cultural values;
- Constructing comparative monologues and dialogues.

These tasks develop students' critical and cultural thinking.

Exercise 1. "Similar and Different"

Purpose: Developing speech through comparison.

Task: Compare an Uzbek wedding with your national wedding.

Exercise 2. "Draw a conclusion"

Purpose: Generalizing thoughts.

Task: Why are national traditions important? Answer in 3–4 sentences.

The system of exercises consisting of seven groups, developed in this study, serves as an essential methodological tool for forming the speech competence of 5th–8th grade students learning Uzbek as a second language. Based on national-cultural materials (customs, values, folklore), this system aims not only at language acquisition but also at the comprehensive development of students' cultural consciousness and communicative abilities.

Key advantages of the system:

- **Increasing Motivation:** Tasks related to the national environment strengthen students' interest in the language.
- **Integration of Speech Skills:** Monologic and dialogic speech, writing, and grammatical knowledge are developed in mutual interconnection.
- **Comparative Thinking:** Comparing different cultures enriches students' critical thinking skills and their experience in intercultural communication.

In conclusion, this methodology serves to make the language learning process vivid, engaging, and effective.

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