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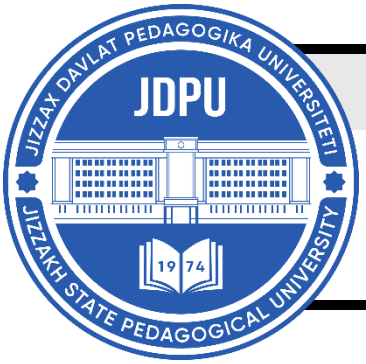

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THE METHOD OF DETERMINING THE SPEED OF THINKING DURING EXERCISES IN MOTHER TONGUE EDUCATION

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ABOUT ARTICLE

Key words: Mother tongue teaching, digital creativity in education, learner and teacher, language and thinking, children's creativity, teacher and learner perspectives, mother tongue textbook, mother tongue education, level of thinking speed, teaching process, coherence of topics, types of exercises, developing thinking exercise, speed of thinking, broad possibilities of mother tongue, reasoning, discussion.

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Abstract: When using didactic tools and methods that serve to form the speed of thinking of students in mother tongue classes, firstly, the effectiveness of the educational process increases, and secondly, the cognitive activity of students accelerates and the skills of responsiveness are formed. This article reveals research findings on the issue of determining the criteria for evaluating the speed of thinking based on the didactic mechanisms of forming the speed of thinking in students through exercises that develop thinking given in the course of teaching mother tongue education.

INTRODUCTION

Today, a new systematic work is being carried out in the process of quality education to increase the prestige and position of the Uzbek language as a mother tongue and to introduce modern teaching methods. The new language policy formed in Uzbekistan also imposes necessary requirements on its education. "Each of us should regard attention to the state language as attention to independence, respect and loyalty to the state language as respect and loyalty to the motherland, and make this view the rule of our lives" [1] sets as an urgent task. In this regard, fundamental studies on the formation and development of the thinking of the young generation in our country, the theoretical foundations of the use of electronic textbooks, modern pedagogical technologies and the psychological mechanisms of the development of students' thinking skills were reflected in the many research studies.

MATERIALS AND METHODS

The problem of thought and language is a very broad and complex one. Thinking is a higher level of knowledge of objective reality by a person. Perception allows a person to reflect the specific qualities and specific properties of objects. Relying on memory, they serve as a basis for familiarizing objects, as formative material for planning our activities and actions. Unlike the cognitive processes mentioned above, thinking goes beyond the surface perception and expands the limits of our knowledge. It reveals aspects that are not given to direct perception. "Thinking is a continuous mental process related to the independent search and discovery of new important aspects" [1].

In pedagogical encyclopedias, thinking is defined as the process of cognitive activity of a person, which generally reflects the important properties, relationships and connections of real objects and events. In general, thinking is a reflective process of cognitive activity of a person.

“Mother tongue” textbooks of general secondary schools and academic lyceum as well as textbooks of higher educational institutions exercises are not divided into types. This situation is one of the reasons why the grammar of the mother tongue is not sufficiently mastered by students. Now, let's define the difference between the terms "exercise" and "assignment" given in textbooks during the educational process, their role and importance in language didactics. Methodist M.Saidov divides educational tasks into three types among educational materials, distinguishes between them, and emphasizes that teachers often confuse the concepts of "exercise", "assignment" and "problem" during their work. The scientist agrees with the opinion of the scholar A. Gulomov who defines “exercise is both form of educational task and a specific method of teaching" and admits that the task is a part of the exercise, it is mainly expressed in the conditions of the exercise, and the task expresses a narrower concept than the exercise.

In our opinion, the assignment includes an exercise, the assignments guide the student, encourage thinking; Repetitive exercises serve to build skills and competencies. The term "thought" is defined as such in the "Annotated Dictionary of the Uzbek Language". Thinking [Arabic-thinking, dwelling, thinking]. The process of active perception in imagining, understanding and discussing an objective event, the ability of a person to think; thinking. Language is directly related to thinking. Among all the spiritual-artistic wealth created by mankind with high imagination and power of thinking, examples of oral creativity stand out. [3; p. 680].

Based on the dictionary meaning of the words thinking and exercise, it is possible to define the term exercise that develops thinking. In our opinion, from the point of view of mother tongue science, the term thought-developing exercise can be defined as follows. Exercises that develop thinking are exercises based on specific procedures designed to strengthen the knowledge and skills acquired by students and to encourage thinking, thinking, and discussion. The students actively participate in the

process of performing exercises that develop thinking. In this case, the activity of the teacher and the student is as follows:

1. The questions created by the teacher should encourage the student to think.
2. The students are given in the form of a problem.
3. Students are offered ways to express their opinion and solve problems.
4. The teacher asks the students to choose the correct solution to the given problem.
5. Students try to draw conclusions based on the given points.
6. The teacher discusses the conclusion with the children.
7. The teacher completes, explains, and enriches the conclusion.
8. The teacher offers to apply the conclusion to different educational situations. Based on the above-mentioned stages, the activities of consecutive students are organized. This activity is implemented in the form of education encouraging the development of the student's thinking.

Although the problem of formation and development of thinking has been studied by our country and foreign scientists, the issue of improving the didactic mechanisms of formation of thinking speed in students, testing the speed of thinking in students based on electronic software products, and determining evaluation criteria has not been a subject of special research. According to the analysis, there is a need to form the speed of thinking of the student in our modern society. This need creates the problem of pedagogical study of the student's intellectual development and the determination of theoretical conditions for the formation of thinking speed.

RESULTS AND DISCUSSIONS

The process of changes in today's education system imposes completely new tasks on the teaching of the mother tongue in general secondary schools. Therefore, it is time to think more seriously in the field of directing students to independent and creative thinking in mother tongue classes, and implementing the ongoing reforms in the educational process.

Thinking as a process is fully realized when a person solves a problem. We can divide the way of performing the exercises into four stages:

The first stage: emergence of difficulties, contradictions, questions and problems;

The second stage: development of a hypothesis, proposal or project to solve the problem;

The third stage: implementation of the solution;

The fourth stage: checking and evaluating the solution in practice.

The successful solution of the task depends on how correctly the actions of thinking are performed, how to use different forms and manifestations of thinking. Based on the above, we can say that thinking is an activity that is focused on performing an exercise, takes into account all conditions for its correct performance, achieves a goal and is based on a system of concepts. A

recommended exercise designed to develop thinking and determine the speed of thinking in the phonetics department.

For example:

Exercise: Replace the dots with letters to make words.

a1. …il, …il, …il, …il, …il, …il, …il, …il, …il, …il, …il, …il, …il, …il, ..il-…il; …ol, …ol, …ol, …ol, …ol, …ol, …ol, …ol, …ol, …ol, …ol, …ol, …ol, …ol; …oy, …oy, …oy, …oy, …oy, …oy, …oy, …oy, …oy, …oy, …oy; …arz, …arz, …arz, …arz.

2. ...arra, ...arra, ...arra, ...arra, ...arra, ...arra, …arra; ...archa, ...archa, ...archa, ...archa, ...archa, ...archa; ...o‘ra, ...o‘ra, ...o‘ra, ...o‘ra, ...o‘ra, ...o‘ra, ...o‘ra, ...o‘ra.

3. I..., i..., i..., i..., i..., i..., i...; u..., u..., u..., u.., u..., u..., u..., u.., u...; e.., e..., e..., e..., e..., e..., e..., e..., e...; sho..., sho..., sho..., sho..., sho..., sho..., sho... .

Exercise: Copy the words by replacing the omitted vowels, explain the pronunciation and spelling. Check your written words in the spelling dictionary.

1. N..tarius, ...bligatsiya, ...rganizm, ...rol, p...rtret, pr...spekt, pr...tokol, r...mantik, t...lqon, t...mat, f...ntan, sh...fer, b...rona, v...jatiy, v...ronka, g...rizont, d...klad, d...mino, d...sent, kisl...rod, kisl...ta, k...llektiv, k...lorit, k...manda, k...mbayn, k...msta, k...mitet, k...mpot, k...nspekt, k...nfet, k...nsert, lab...rant, m...zaika, m...n...lit, m. ..ntaj, m...totsikl, n...vator, n...rmal.

2. Uch...n, but...n, ul...sh, turg‘...n, tuz...m, turm...sh, tug...n, turk...m, uyk..., tuyg..., ud...m, uz...m, uz...nlik, uz...nchoq, uyk...chan, ung...r, un...tuvchan, ust...n, uch...q, uchq...r.

3. D...lar, d...mna, d...nor, zav...d, z...na, z...nt, kal...riya, kart...n, k...lba, k...mik, nas...s, n...rma, ...braz, ...blast, ...krug, ...rgan, ...rden, s...da.

4. B...ho, b...hona, b...hor, v...bo, v...gon, g...vda, g...vjum, g...vhar, d...vlat, d...vomat, d...vron, z...l, zo‘r...von, m...vj, m...bodo, n...vbat, n. ..vqiron, n...moyon, naq...rot, n...hor, t...mom, x...votir, x...vf, h...vaskor, h...vza, h.-.vo, sarl...vha,hash...rot.

5. ...stiq, ...lkan, ...tuk, ...lpiz, ...lchimoq, ...mish, ...pun, ...lmog‘iz,. ..lg‘iz, ...mush, ...ridik, ...ntoq, ...mg‘ir, ...ngil, ...qumli, ...sanmoq, ...noq, .. .tarli, ...daki, ...shirin, ...rlaqamoq, ...lduzsimon, ...qinlashmoq, ...glog‘i, ...g‘och, ...gdu, ...vosh.

The speed of the student's thinking is determined based on the exercise that strengthens the given phonetic section. We recommend to evaluate the students' thinking speed at the following level. (Table 1)

Level 1: we included students who were able to answer the given questions without the help of the teacher. The students' ability to distinguish between didactic tools that shape the speed of thinking was taken into account.

Level 2: we included students who performed the exercise and answered the questions with the help of a certain level of teacher support.

Level 3: this included students who could not complete the exercise and answer the questions without the teacher's help.

Table 1

Level 1 (Higher)	Level 2 (Middle)	Level 3 (Low)
He/She clearly fulfilled the words given in the exercise and performed at a high level within 3-4 minutes.	He/She fulfilled the words given in the exercise to a certain extent within 5-7 minutes.	It was difficult to fulfill the words given in the exercise within 8-11 minutes.

The level of development of students' thinking speed may not be at the required level. Based on the results of the organized competitions, we considered the following to be noted:

- students cannot use various didactic tools and methods in the formation of thinking speed;

- they mainly have the ability to distinguish and tell proverbs, riddles, quick sayings;

- students do not have the skills to perform unusual tasks.

According to our research findings, the lessons of advanced teachers whose lessons were observed and recorded in order to study and generalize the existing experiences related to the formation of students' thinking speed. In the process of observing and recording lessons, answers to the following situations were sought:

- levels of teachers' knowledge of methods and tools that serve to form students' thinking speed;

- compatibility of the selected educational materials with the goals and tasks of forming students' thinking speed;

- proportionality of the didactic tools chosen for the purpose of forming the students' thinking speed with the purpose and content of education;

- the suitability of selected didactic tools to students' real knowledge capabilities;

- appropriateness of the didactic tools that serve to form students' thinking speed to the type and stages of the lesson;

- suitability of the tools, methods and methods used in the process of forming the students' thinking speed to the characteristics of the students' age;

- such as the importance of forming the speed of thinking in increasing students' cognitive activity.

CONCLUSION

When didactic tools and methods that serve to form students' thinking speed are used in the lesson, firstly, the effectiveness of the educational process increases, and secondly, the cognitive activity of students accelerates, and the skills of responsiveness are formed.

Our observations revealed that:

- teachers of mother tongue do not pay special time and attention to forming students' thinking speed;

- they do not use didactic methods aimed at forming the speed of thinking of students in the stages of the lesson;

- teachers do not fully understand the goals and tasks of forming students' thinking speed;

- they cannot use the technologies that serve to realize their creative abilities in forming the speed of students' thinking;

- they do not know the ways and methods of correct and creative use of all tools in forming the students' thinking speed.

While observing the teachers' lessons, we also witnessed how they organize lessons in various non-traditional ways to activate students' cognitive activities. Because such lessons serve to enrich students' thinking. However, in none of these lessons is the formation of students' thinking speed recognized as the goal of the educational process. Eliminating the deficiencies in the work of native language teachers ensures the effectiveness of the educational process and helps to create a creative environment.

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