

DIDACTIC AND PRAGMATIC FEATURES OF LEARNING TASKS IN LITERARY EDUCATION

Gulbakhor Kerimbayevna Rasulova

Doctor of Pedagogical Sciences (DSc), Associate Professor

Department of Pedagogy, Tashkent University of Applied Sciences

nozimarasulova15@gmail.com

ABSTRACT

This article examines the didactic and pragmatic features of learning tasks in literary education, the principles guiding their design, and their significance in developing students' skills in literary text analysis, independent thinking, and evidence-based expression of their viewpoints. It also analyzes the integration of didactic and pragmatic approaches, the adaptation of learning tasks to communicative situations, and opportunities for enhancing the effectiveness of learning activities. Methodological recommendations for improving learning tasks in literary education are proposed.

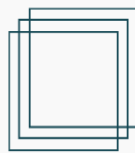
Keywords: Literary education, learning tasks, didactic approach, pragmatic approach, literary text, independent thinking, text analysis, communicative competence, educational effectiveness.

INTRODUCTION

One of the main objectives of modern literary education is to develop students' ability to gain an in-depth understanding of literary works, analyze them independently, respond to characters and events, and express their opinions with supporting evidence. In this process, learning tasks serve as an important didactic tool for mastering educational content, developing literary and artistic thinking, and applying acquired knowledge in practical activities.

The effectiveness of learning tasks depends directly on the close alignment of their objectives, content, methods of implementation, and expected outcomes. Tasks that focus solely on retelling the content of a text or memorizing ready-made information do not provide sufficient opportunities for students to fully develop their analytical and critical thinking skills. Therefore, learning tasks should encourage students to analyze problem situations, interpret literary characters independently, identify evidence in texts, substantiate their personal responses, and draw creative conclusions.

The integration of didactic and pragmatic approaches is particularly important in designing learning tasks for literary education. The didactic approach ensures that tasks are aligned with educational objectives, learning materials, and expected outcomes. The pragmatic approach, in turn, enables tasks to be connected with specific communicative situations, practical needs, intended audiences, and communicative purposes. The integration of these approaches helps students not only understand literary texts but



also express their ideas logically and convincingly, participate in discussions, and apply their literary knowledge to real-life situations.

The theoretical and methodological aspects of learning tasks in literary education constitute an important area of research, and there is a growing need to improve them in accordance with contemporary educational requirements. In particular, aligning the didactic functions of tasks with pragmatic objectives, adapting them to students' age-related characteristics and levels of preparedness, and assessing task performance according to clearly defined criteria are issues of considerable relevance.

MAIN PART

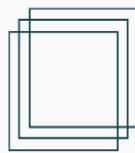
Didactic Features of Learning Tasks in Literary Education

The effectiveness of literature lessons largely depends on the questions and tasks given to students. Reading a literary work alone is not always sufficient for gaining an in-depth understanding of its content, evaluating the characters' actions, or understanding the ideas put forward by the author. Students need to work independently with the text, identify connections between events, and learn to substantiate their own opinions. In this respect, learning tasks are an important methodological tool that not only facilitates the acquisition of literary knowledge but also develops students' thinking skills.

The design of learning tasks has been examined from various perspectives in pedagogical research. H. M. Suyunov's study on methods of teaching students to work with questions and tasks in literature lessons is one of the methodological studies in this field. I. E. Davronov analyzed the concepts of "task" and "exercise" from psychological and didactic perspectives. A. N. Leontiev's views on activity make it possible to understand a task in relation to a goal set under specific conditions. Y. A. Ponomarev's views on task theory are also significant because they address the relationship between the subject and the object in a learning situation, the acquisition of knowledge, and the activity involved in this process. These scholarly perspectives provide a basis for considering learning tasks in literary education not merely as a set of questions, but as activities directed toward specific didactic objectives.

In literature lessons, learning tasks primarily serve to help students master the content of literary works, understand literary characters, identify the author's position, and apply literary concepts in practice. However, their function should not be limited to checking students' knowledge. A well-designed task encourages students to make comparisons, identify causes and consequences, find evidence in the text, and draw independent conclusions. Therefore, the content, level of complexity, and method of completing each task should be appropriate to students' cognitive activity.

For example, the task "List the main characters in the literary work" primarily requires students to recall information presented in the text. By contrast, the task "What events led the character to make this decision? Support your opinion with examples from the text" encourages students to examine the literary work more closely, establish connections between events, and draw evidence-based conclusions. The difference



between these two tasks lies in the level of thinking they require from students. Thus, the way a learning task is formulated directly affects the nature of students' learning activities.

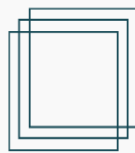
From this perspective, learning tasks in literary education should be organized systematically, progressing from simple to complex. Initially, tasks may be designed to determine whether students have understood the content of the text. At the next stage, students can analyze characters, events, and literary devices. Subsequently, they can be asked to interpret the main ideas of the literary work and substantiate their personal responses. Such a progression helps students move from acquiring given information toward independent analysis and creative thinking.

Pragmatic Features of Learning Tasks

In literary education, the effectiveness of a learning task depends not only on its content but also on why the student is expected to respond and the situation in which the response is required. The pragmatic approach takes these aspects into account by designing tasks in relation to a specific purpose, communicative situation, addressee, and expected outcome. In this process, students are encouraged to go beyond understanding a literary text by interpreting the ideas presented in the work, explaining their views to others, and discussing different perspectives on the basis of evidence.

An important feature of a pragmatic task is that it provides students with a clear communicative purpose for expressing their ideas. For example, the task "State the main idea of the literary work" may be completed with a general response. By contrast, the task "Explain the main idea of the literary work to your classmate and support your opinion with two pieces of evidence from the text" requires students to consider a specific audience, select relevant evidence, and express their ideas clearly. As a result, students draw on their literary knowledge while also developing their ability to construct coherent discourse and substantiate their viewpoints. Such tasks also enable students to connect literary texts with real-life situations. By discussing a character's decisions, evaluating their actions, or explaining how an issue raised in a literary work manifests itself in contemporary life, students develop their personal responses to the text. However, expressing a personal opinion alone is not sufficient; it must be supported by evidence consistent with the content of the literary work. Therefore, the assessment of pragmatic tasks should take into account the substance of the response, the validity of the evidence, the coherence of the reasoning, and the appropriateness of the language to the communicative situation.

Several aspects need to be determined in advance when designing pragmatically oriented tasks. First, the knowledge or skill to be developed through the task must be identified. Next, the situation in which the task will be performed and the intended audience for the student's response should be specified. The communicative action required of the student—such as explaining, comparing, providing evidence, engaging in discussion, or interpreting—must then be selected. Finally, the expected form of the



outcome should be established, for example, an oral response, a written explanation, a presentation, or a discussion. Ensuring consistency among these elements contributes to the clear and purposeful design of learning tasks.

Integration of Didactic and Pragmatic Approaches

Didactic and pragmatic approaches should be viewed not as separate elements but as interrelated aspects of the learning process. The didactic approach determines what knowledge students should acquire and which skills they should develop. The pragmatic approach clarifies how, for what purpose, and for which audience the acquired knowledge and skills can be applied in a particular situation. Combining these approaches enhances not only the educational value of literary learning tasks but also their practical communicative significance.

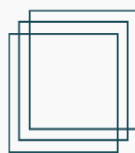
For example, when studying a literary work by Abdulla Qodiriy, students may be asked to analyze a character's actions, identify the factors that influenced the character's decision, and support their evaluation with examples from the text. In this case, understanding the content of the work and the character's personality constitutes the didactic aspect of the task. Explaining their conclusions to classmates, responding to alternative viewpoints, and defending their position with evidence demonstrate its pragmatic aspect. In this way, a single task combines the acquisition of literary knowledge with its application in communication.

This integration also requires the learning process to be organized systematically. First, students comprehend the text and identify important information. They then analyze the characters, events, and the author's views. After that, they interpret the central ideas of the literary work and formulate their own responses. At the next stage, they express their conclusions orally or in writing, participate in discussions, or prepare creative work. Finally, they evaluate how well their opinions are supported and take the feedback they have received into account.

This approach makes it possible to organize learning tasks as an interconnected set of educational activities. Importantly, each stage should provide a foundation for the next. For example, requiring students who have only a superficial understanding of a text to produce a complex interpretation immediately may not lead to the desired outcome. By contrast, progressing gradually from comprehension to analysis, from analysis to interpretation, and from interpretation to the substantiation of independent opinions encourages more active student participation.

Designing Pragmatic-Oriented Learning Tasks in Literary Education

When designing pragmatic learning tasks, it is not sufficient to offer all students questions in the same format. Students' age, level of preparedness, the genre and content of the text, and the objectives of the lesson must also be taken into account. On the one hand, a task should support the acquisition of literary knowledge; on the other,



it should enable students to use that knowledge in independent thinking and communication.

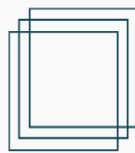
The following table presents examples of learning tasks that can be used in literary education and the skills they are intended to develop.

Learning Tasks Based on Didactic and Pragmatic Approaches in Literary Education

Task area	Sample task	Skills developed
Comprehension of textual content	Present the main events of the literary work in a logical sequence and explain the connections between them.	Comprehension and coherent presentation
Character analysis	Describe a character's actions using examples from the text.	Analysis and evidence-based reasoning
Literary interpretation	Explain the relationship between the title of the literary work and its content.	Interpretation and drawing conclusions
Pragmatic communication	Write a letter to a character in the literary work and justify your response to the character's decision.	Purposeful expression of ideas
Discussion and debate	Hold a text-based discussion on the topic: "Could the character have made a different decision in their circumstances?"	Critical thinking and participation in debate
Creative activity	Write a continuation of the events in the literary work and explain the solution you have chosen.	Creative thinking and written expression
Connecting literature with real-life situations	Give an example of how the problem addressed in the literary work manifests itself in contemporary life.	Applying knowledge to real-life situations
Reflection	Explain, with examples, how your views have changed while studying the literary work.	Analyzing and evaluating one's own views

Although the tasks presented in the table serve different purposes, they can be used together within a single learning process in ways that complement one another. For example, after completing a task focused on analyzing a character's personality, students may be asked to express their views on the character's decision, support their opinions with evidence, and compare their interpretations with those of their classmates. As a result, students move from understanding the content of a literary work toward independent interpretation and communication.

When assessing the outcomes of these tasks, it is not sufficient to consider only the correctness of the final answer. Attention should also be paid to whether students refer to the text, whether the evidence they provide supports their opinions, whether their reasoning is coherent, and whether their conclusions are well-founded. In creative or communicative tasks, the clarity of expression and the extent to which the assigned task has been fulfilled are also important assessment criteria.



CONCLUSION

Organizing learning tasks in literary education on the basis of didactic and pragmatic approaches is important for developing students' abilities to understand literary works, analyze them independently, and substantiate their opinions with evidence. The analysis indicates that tasks focused solely on retelling textual content or recalling ready-made information are insufficient to enable students to fully demonstrate their independent thinking abilities. Therefore, tasks should be designed to encourage students to explore, analyze, interpret, and draw creative conclusions.

The integration of didactic and pragmatic approaches makes it possible not only to define the educational objectives of tasks clearly but also to expand opportunities for applying acquired knowledge in practical and communicative situations. In this process, students learn to evaluate literary characters' actions, explain the main ideas of literary works, compare alternative viewpoints, and support their own responses with evidence drawn from the text. This contributes to meaningful acquisition of literary knowledge while also developing students' analytical thinking and communicative activity.

To organize learning tasks effectively, it is advisable to structure them progressively, beginning with comprehension of the text and moving through analysis, interpretation, discussion, and reflection. Furthermore, when designing tasks, it is necessary to consider students' age-related characteristics, levels of preparedness, the content of the literary work, and the expected learning outcomes. Assessment should take into account not only the correctness of students' answers but also their use of textual evidence, the logical consistency of their reasoning, the validity of their arguments, and the clarity of their expression.

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