



Methodology For Designing Learning Tasks In Literary Education Based On Pragmatic Criteria

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Abstract. This article discusses the didactic and pragmatic features of learning tasks in literary education, the principles of their design, and their significance in developing students' skills in analyzing literary texts, thinking independently, and expressing and substantiating their own opinions. It also examines the possibilities of improving learning tasks through a pragmatic approach.

Keywords: literary education, learning tasks, didactic features, pragmatic approach, literary text, independent thinking.

Introduction

In modern literary education, developing students' ability to understand literary works, analyze them independently, express their views on characters and events, and substantiate their opinions is one of the key educational objectives. In this process, learning tasks serve as didactic tools aimed at helping students master educational content, develop literary and artistic thinking, and apply acquired knowledge in practical communicative situations.

The effectiveness of learning tasks depends on the alignment of their objectives, content, implementation methods, and expected outcomes. At the same time, such tasks should go beyond merely retelling the content of a text and encourage students to think independently, interpret literary characters, relate the main ideas of a work to real-life situations, and express their views using evidence. This necessitates designing learning tasks through the integration of didactic objectives and pragmatic functions. While the didactic approach ensures that learning tasks correspond to educational objectives, content, and learning outcomes, the pragmatic approach establishes their connection with specific communicative situations, practical needs, and communicative purposes. The integration of these two approaches makes it



possible to achieve a deeper understanding of literary works, enhance students' thinking activity, and connect literary knowledge with real-life experience.

From this perspective, **identifying the didactic and pragmatic features of learning tasks in literary education and examining their potential within the educational process** is of considerable scientific and methodological importance. The aim of this article is to analyze the didactic functions and pragmatic orientation of learning tasks in literary education and to examine their role in developing students' independent thinking, literary text interpretation, and ability to express their opinions with supporting arguments.

MAIN PART

One of the important challenges in literary education is the improvement of learning tasks. Although scholars in Uzbekistan have conducted research on this issue from a pedagogical perspective, its methodological aspects have not yet been fully developed. In this regard, it should be noted that H. Suyunov's research on methods of teaching students to work with questions and assignments in literature teaching is of considerable importance to literary education. However, nearly two decades have passed since this study was conducted. Therefore, there is a need to improve the methodology of literature teaching in accordance with contemporary requirements and to develop a system of pragmatic learning tasks.

In his article, the educational scholar E. Davronov examines the concept of a "task" from psychological and didactic perspectives and also discusses, to some extent, the functions of exercises and tasks in mother tongue and literature lessons. The scholar considers a task both as a goal and as a means. In didactic theory, the terms "task," "educational task," "intellectual task," and "problem" are used alongside the terms "exercise" and "independent work." A. N. Leontiev defines a task as follows: "A task is a goal set under specific conditions." To explain the distinctive characteristics of a task, he uses the concepts of "need," "motive," and "activity." Y. A. Ponomarev developed a number of categories within task theory, identifying the interaction between the subject and the object in a learning situation, as well as the subject's activities aimed at acquiring and improving knowledge.

The Didactic Nature of Learning Tasks in Literary Education

In literary education, learning tasks constitute an important didactic tool for mastering the content of literary works, consolidating theoretical knowledge, and developing students' literary and artistic thinking and



independent reasoning. Their content should be determined in accordance with the genre, central ideas, system of characters, artistic features of the literary work under study, and the students' age-related characteristics. Therefore, when designing learning tasks, it is essential to ensure coherence between educational objectives, learning materials, the process of task completion, and the expected outcomes.

The didactic features of learning tasks are primarily reflected in their educational, developmental, formative, and assessment functions. The educational function focuses on helping students understand the content of literary works and acquire literary concepts. The developmental function aims to improve their analytical thinking, comparison, generalization, and conclusion-drawing skills. The formative function is associated with understanding human relationships, moral perspectives, and values expressed in literary works. The assessment function, in turn, makes it possible to determine the level of students' acquired knowledge and skills. An effective didactic task should not be limited to having students reproduce ready-made information; rather, it should encourage them to think independently, search for evidence, analyze literary texts, and express their own attitudes. For example, the task "List the characters in the literary work" primarily focuses on memorization and retelling. In contrast, the task "Which events help explain the character's decision? Provide evidence from the text" requires students to reread the text, identify evidence, conduct analysis, and draw independent conclusions. Thus, the content and level of complexity of a learning task directly influence students' cognitive activity.

From this perspective, it is advisable to organize learning tasks in literary education systematically, progressing from simple to complex tasks and from reproductive activities to analytical and creative ones. Initially, tasks may focus on understanding the content of a text, followed by analyzing its artistic features, interpreting the author's position, and substantiating students' personal responses.

Pragmatic Features of Learning Tasks

A pragmatic approach involves designing learning tasks in relation to a specific purpose, situation, addressee, and expected communicative outcome. In literary education, this approach goes beyond students' reading comprehension by encouraging them to interpret the ideas, characters, and



themes presented in a literary text within specific contexts, express their own viewpoints, and respond to the perspectives of others.

The pragmatic nature of a learning task is reflected in its relevance to real-life situations, its clearly defined communicative purpose, and its requirement for meaningful speech acts from students. For example, the task “State the main idea of the literary work” may elicit a general response. In contrast, the task “Explain the main idea of the literary work to your classmate and support your opinion with two pieces of evidence” encourages students to produce speech directed at a specific addressee, select relevant evidence, and communicate their ideas clearly.

Pragmatic tasks can help develop students’ abilities to understand literary texts, identify the author’s intentions, relate characters’ speech and actions to particular situations, and express their views in accordance with communicative contexts. In this process, task performance should be assessed not only according to the correctness of the answer but also in terms of the logical consistency of the argument, the relevance of the evidence to the text, the clarity of expression, and the extent to which the task’s purpose has been achieved.

When designing tasks based on a pragmatic approach, the following aspects may be taken into account:

Purpose — the knowledge or skills that students are expected to demonstrate through completing the task.

Situation — the literary, social, or communicative context in which the task is performed.

Addressee — the person or audience to whom students direct their ideas, such as a classmate, teacher, specific audience, or wider readership.

Speech act — the communicative action involved, such as explaining, supporting an argument, comparing, participating in a discussion, making recommendations, or interpreting.

Expected outcome — a meaningful, context-appropriate, and clearly expressed idea or speech product.

These aspects help ensure that learning tasks are designed purposefully and that their didactic functions are connected with practical communicative activities.



The Integration of Didactic and Pragmatic Approaches

In literary education, didactic and pragmatic approaches complement each other. The didactic approach determines the relationship between a task and educational objectives, content, and the knowledge to be acquired. The pragmatic approach, in turn, considers how this knowledge can be applied in specific situations, how ideas can be expressed appropriately, and how communicative outcomes can be achieved. The integration of these approaches contributes not only to a deeper study of literary texts but also to the development of students' analytical and communicative skills.

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 decisions, and substantiate their evaluations with evidence from the text. The didactic aspect of such a task involves understanding the content of the literary work and the character's personality. Its pragmatic aspect is reflected in students' ability to justify their opinions, defend a particular viewpoint, and participate in communication.

The process of completing tasks can be organized into several stages to integrate didactic and pragmatic approaches:

Comprehension stage: reading the literary text, understanding its content, and identifying important information.

Analysis stage: examining the characters, events, the author's position, and artistic devices.

Interpretation stage: explaining the central ideas of the literary work, comparing different perspectives, and developing a personal response.

Communicative application stage: expressing conclusions through discussion, written commentary, presentations, or creative work.

Reflection stage: evaluating the validity of one's own ideas, considering feedback, and improving conclusions.

This sequence makes it possible to organize learning tasks not merely as a collection of separate questions and exercises but as an interconnected system of educational activities.

Designing Pragmatically Oriented Learning Tasks in Literary Education

When designing pragmatically oriented learning tasks, it is necessary to consider students' ages, levels of preparedness, the content of the literary work being studied, and the intended learning outcomes. On the one hand, a task should help students acquire literary knowledge; on the other, it should



encourage them to apply that knowledge through analysis, interpretation, communication, and creative activity.

Such tasks can be developed in the following areas

Task focus	Sample task	Skill to be developed
Understanding the text	Describe the main events of the literary work in chronological order and explain how they are connected.	Comprehension and coherent expression
Character analysis	Describe a character's actions using evidence 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.	Expressing ideas appropriately for a communicative purpose
Discussion	Hold an evidence-based discussion on the question: "Could the character have made a different decision in the given circumstances?"	Critical thinking and discussion skills
Creative activity	Write a continuation of the literary work's events and explain the solution you have chosen.	Creative thinking and written expression
Connecting with real-life situations	Give an example of how the problem presented in the literary work appears in contemporary life.	Connecting knowledge with real-life situations
Reflection	Explain, with evidence, how your views changed while studying the literary work.	Self-analysis and evaluation



The tasks presented in the table are illustrative and should be adapted to the particular grade level, curriculum, and content of the literary work. Their effectiveness depends on how clearly they are formulated, whether they encourage students to think independently, and whether sufficient textual evidence is available to support their responses.

When assessing task performance, the following criteria may be used: accuracy of content, reliance on the text, logical consistency, relevance of supporting evidence, clarity of expression, and creativity. Such assessment helps evaluate not only students' final answers but also the process through which they engage with the text and develop their ideas. Thus, integrating the didactic and pragmatic features of learning tasks in literary education provides an important methodological foundation for organizing learning that promotes deeper understanding of educational content, independent literary analysis, evidence-based expression of personal responses, and purposeful application of knowledge in communicative situations.

CONCLUSION

Organizing learning tasks in literary education based on didactic and pragmatic approaches is essential for developing students' abilities to comprehend literary texts, conduct independent analysis, interpret characters, and express their opinions using evidence. While the didactic approach ensures that tasks align with educational objectives and content, the pragmatic approach expands opportunities for applying acquired knowledge in specific communicative situations.

The analysis indicates that learning tasks should not be limited to retelling the content of literary texts or memorizing ready-made information. Instead, they should be designed to stimulate students' analytical, critical, and creative thinking. To achieve this, the objectives, content, completion requirements, and expected outcomes of learning tasks must be mutually aligned.

The use of pragmatically oriented tasks in literary education enables students to relate the main ideas of literary works to real-life situations, express their views on characters' actions, participate in discussions and debates, and substantiate their own perspectives. Therefore, the systematic use of tasks involving textual analysis, literary interpretation, creative writing, discussion, and reflection is recommended.

In conclusion, integrating the didactic and pragmatic features of learning tasks enriches the educational process, increases student engagement, and connects



literary knowledge with practical communicative activities. Accordingly, when designing learning tasks, it is necessary to consider educational objectives, the characteristics of literary texts, students' levels of preparedness, and expected learning outcomes. Tasks should also be progressively developed from basic comprehension activities to independent analysis and creative work.

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