# The Importance of Strup Test in Mother Tongue Education

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**Abstract:** The importance of non-standard assignments in mother tongue lessons, their impact on the development of students' thinking, and the benefits of structuring tests are discussed.

**Key words:** non-standard task, strup test, reading comprehension, logical thinking, language skills, data coding, decoding

Teachers often face the challenge of identifying students' interests and developing their skills. "Free curiosity is more important than the terrible necessity of learning a language," wrote Aurelius Augustine. Modern psychologists say that all children are born with creative potential, but as they grow older, many of them lose their unique abilities. Only a few retain their talents. Why is this happening? The main reason for this is that the people around the child do not support his interests in any way, do not try to develop them, and sometimes they do not see anything "special" in their children. Therefore, many children do not even know their abilities and, if they do, do not know how to develop them. Therefore, one of the main tasks of the educator and the teacher is to see and develop the creative potential of the child in a timely manner. Pedagogical help is definitely needed in this regard. We need to start by developing a unique technology for communicating with a gifted child. It is necessary to create such a developing environment that adequately responds to all the interests of the child, allows him to choose educational activities and make actions that satisfy his cognitive activities. The teaching of school subjects should be aimed at activating and stimulating meaningful learning processes. And in this case, the teacher is required to: create favorable conditions for the process; timely detection of signs of interest and abilities of the student; to teach students advanced memory, attention, consistency and non-standard thinking; independence at work. It is the teacher's job to develop and shape them. Non-standard exercises and assignments should help solve this problem.

One of the means of developing an interest in the science of the mother tongue is non-standard assignments. Non-standard assignment is a very broad concept. The term "non-standard assignment" is used by some Methodists. Yu M. Kolyagin explains this concept as follows: "A non-standard task is a task that is understood, according to the presentation, students do not know in advance how to solve it or the solution-based learning material."

Friedman, EN Turetsky: "Non-standard tasks are the absence of general laws and rules that define a clear program for solving them for a science course[1]."

 It includes a number of features that distinguish this type of task from traditional (standard) tasks. The main distinguishing feature of non-standard tasks is that they are related to "activities that psychology calls effective." For example, students can independently look for ways and options to solve a given learning problem (choose one of the suggested options or find their own option and justify the solution); unusual working conditions; actively apply previously acquired knowledge in unfamiliar contexts. Non-standard assignments can be presented in the form of problem situations (difficult situations, finding a way to use the knowledge gained from them), role-playing and business games, contests and competitions. Non-standard assignments help to enliven the lesson. The unusualness of the assignments leads to surprises at the beginning of their implementation, the joy of the work process, the enjoyment of the results, the interest not only in the tasks being studied, but also as a topic in the native language. In the educational process, native language teachers will need to be introduced to some types of non-standard assignments that are not yet widely used in school practice.

I.Azimova "Reading comprehension is a complex psycholinguistic process, recognizing graphemes, reading a word, understanding the lexical meaning of a word, contextual meaning, correct solution of syntactic structure (that is, understanding the relationship of words, which word represents the main concept in the sentence, which subordinate concepts), as well as understanding the interconnection of semantic blocks of the text. Every reader who reads the text afterwards fully understands the text[2]."

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[1]https://oimurschool.ru/uz/relationship / non-standard-tasks-non-standard-tasks-mathematics-teacher-higher/

[2]Azimova I. Psycholinguistic basis for the development of linguistic skills in mother tongue education/ Global education and national methodology. Materials of the Republican scientific-practical conference. - Tashkent, 2019. - P. 215–224.]

Based on the analysis of the theory and practice of using non-standard tasks in mother tongue teaching, it is possible to determine their general and specific role. Non-standard exercises and assignments have the following characteristics[3] :

➢ Teach children not only to use ready-made rules, but also to find new ways to solve rules independently. contribute to the ability to find specific ways to solve problems;

➢ Influence the development of students' intelligence;

➢ To prevent the development of harmful behaviors in problem solving, to eliminate false associations in students' knowledge and skills, to assume the mastery of linguistic methods, to find new connections in knowledge, to transfer knowledge to new conditions, to master various methods of mental activity;

➢ To create favorable conditions for increasing the strength and depth of students' knowledge, to ensure the conscious mastery of the concepts of the native language;

➢ From a psycholinguistic point of view, it improves language skills, increases speech fluency, develops the ability to work on texts.

Students master all subjects by using both hemispheres equally;

In 1935, an article was published on the effects of brain activity on memory, attention, and creative thinking. The author of the article is American psychologist John Ridley Strup. He conducts the experiment as follows. Its participants were given three variants of cards:

The names of the 1st colors are printed in black ink.

The colors had to be named (there are only five colors: red, blue, green, brown, purple).

The color of the 2nd word and its meaning did not match (assignment, the word "green" is written in red, the word "yellow" is written in blue).

It was necessary to name the color of the font, not the color of the word read.

3 There were only squares or groups of geometric shapes of different colors. Colored geometric shapes, in which the color names are given in different colors.

 At the beginning of the experiment, all participants were asked to name the colors that represent the words of the first and second lists, as well as the colors of squares or geometric shapes. Almost no one had a problem with that. But in the second option, it led to obvious difficulties. Participants were unable to respond quickly, responded with delays, and even frequently mixed written and actual colors.

Let's understand why this is so. According to D. Strup, such a delay can take time because when reading a word denoting color, the font does not match the name of the color, and the human brain solves two tasks at once: the first reads, and the second reads color. recognizes and names it. Perception of text and color occurs in different parts of the brain. Shortly afterwards, such a test was performed with children who could not read. They were offered options 2 and 3. It turned out that for them, the time to recognize the color of the squares and words written in different colors was almost the same.

For this group of children, colorful words do not make sense, they are just some colorful symbols, such as colorful geometric shapes that have no meaning for them.

Today, scientists still do not have a clear answer as to why this is happening. Different parts of the brain are responsible for reading and recognizing colors, but why they choose the reading option and not the real, opinions of experts differ.

One of the theories is the economics of brain resources - a person sees a word in a language he is familiar with and reads it automatically, that is, at the beginning there is a ready answer and his brain says: "why ko? What do you think? " Another theory (Strup theory) is that in a person between reading a word aloud, the reaction is faster than if he remembers, recognizes, and names the appropriate color.

The sling test is a good exercise for developing the cerebral hemispheres. In addition, regular work with complex versions of the test can help you quickly learn to filter out unnecessary data. Only the second option is useful for the exercises, where **y** all the words are written in a different font color. Scientists recommend not exercising too often, twice a week will suffice. The exercise is very simple, but it gives great results. It has a positive effect on reading comprehension. This is a "conflict" between the two brain systems that develop attention (reading and color

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[3]Bulgakova, I.V. Non-standard lessons of Russian language Grades 5–7. / - Rostov-on-Don: "Phoenix", 2002.

recognition), for which new neural connections are formed in the brain for a specific task. Neutral connections are not only involved for a specific narrow task, so the test should not be performed more than twice a week.

The test measures time to find out how many colors are needed for normal naming and how long it takes for a similar action using the strup test. The number of errors made is also monitored. It is very useful for our minds to make new connections, as well as to switch between them. The sling test can tell us about a person's ability to focus and pay attention at a given time.

Stress, as well as any unresolved issues that you may not be experiencing, such as severe fatigue, etc., may prevent you from passing this test. But sometimes, a person looks good, and the test passes with great difficulty, it is impossible to concentrate, then it is necessary to pay attention to the ability to concentrate. To work more efficiently, you need to not only name the font color, but also type it with your left hand. If there is a clap, it is in the right hand. Thus, the hand-eye coordination required for correct writing is also taught. Herearesomeexamples:



Figure 1 *Figure 1 reads what was written earlier. The font is then read in whatever color the font is. The first line of the assignment is read as green, red, yellow, black, green, then red, yellow, black, green, yellow.*



Figure 2 *In Figure 2, the word is read only because the text in the first and second columns is black. The color of the third and fourth columns is read. The fifth and sixth columns read the font color. Assignment, Row 1: red, black, red, green, blue, black.*

Green Yellow Black White Blue

In short, we need to develop students' reading comprehension skills so that they can read and understand not only the science of their mother tongue, but also any subject, texts, and express their knowledge orally and in writing. The strup test is a good exercise for developing both cerebral hemispheres. In addition, regular work with complex versions of the test can help you quickly learn how to filter out unnecessary data. In this case, the above-mentioned tasks, etc., are of great importance to us. To do this, we need to increase the number of reading and comprehension tasks in our native language textbooks in accordance with their age, interests, psychological state, level of thinking, and strengthen ties with the natural sciences. Because language skills are important in all areas of human life.

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