

## MODEL FOR FORMING YOUNGER SCHOOL CHILDREN ABILITY TO WORK WITH TEXT IN OUTSTANDING ACTIVITIES

<sup>1</sup>Saydullayeva Feruza Asliddinovna, <sup>2</sup>Raxmonova Laylo Odiljon qizi

Student of Samarkand State Institute of Foreign Languages<sup>1</sup>, Student of Samarkand State Institute of Foreign Languages<sup>2</sup>

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### ANNOTATION

The article describes a model of extracurricular activities for the formation of the ability to work with text in junior schoolchildren. The meaning of each block of the model is disclosed. A program of extracurricular activities for the formation of the ability to work with text in junior schoolchildren is presented

**Keywords:** *extracurricular activities, primary school, model of extracurricular activities, work with text, program.*

To achieve the maximum result of our study "Extracurricular activities as a means of developing the ability to work with text in junior schoolchildren", the concept of "modeling" was considered. Modeling - the study of any existing objects and phenomena by building and studying their models.

To build a model, we have identified the following stages: the first stage - the correct setting of the goal; the second stage is the study of theoretical, scientific material; the third stage is the study of the sources of the research object; the fourth stage is the creation of a model for the formation of younger students' ability to work with text in extracurricular activities.

To obtain a holistic understanding of the peculiarities of the process of forming the ability to work with text in junior schoolchildren, we have developed a pedagogical model consisting of the following blocks: target, conceptual, technological and criterion-evaluative.

The conceptual block of the model reveals the application of the main approaches of pedagogical science and the existing connections and relationships between various phenomena in the structure of the textual activity of younger students.

The system-activity approach allows you to update the content of work with the text, to combine traditional and new educational technologies and forms of work, and ensures the purposeful development of each student. The student-centered approach allows the teacher to create conditions for the formation of the ability to work with the text, as a result of which the subject-subject learning is formed.

The competence-based approach allows you to form and develop UUD in working with various information material.

These approaches are implemented by the principles: subjectivity, integrativity, consistency, variability, self-organization, accessibility, continuous connection between theory and practice, taking into account the individual characteristics of students, thematic and genre diversity of texts.

The principle of subjectivity is based on the independent activity of a child who is ready for productive activity when working with different types of texts, to the use of speech expressions such as: "I think ...", "I think ...", "I agree or disagree with the author ..." ...

The principle of integrativity allows you to use in extracurricular activities various forms of conducting classes, non-standard, taking into account a particular distribution of responsibilities between the teacher and students,

where opinions may be contradictory, but any opinion is respected by everyone, even if they do not agree with it. This helps to develop one of the most valuable virtues: the ability to listen to another, delve into his evidence, compare someone else's point of view with your own. The principle of consistency assumes, when reading new things, to rely on what has been previously covered, to highlight the main thing in it; reveal the general idea; to form students' ability to analyze, systematize and generalize the studied phenomena and facts. The principle of consistency is implemented in a set of rules, among which are the following:

- to use plans, schemes in order to ensure the assimilation of the knowledge system by students;
- to divide the content of the educational material into logical complete parts (that is, apply a "step-by-step system"), consistently implement these parts (steps, stages) and teach students to do this;
- teaching, in which the principle of variability is implemented, removes the fear of mistakes from students, teaches them to perceive failure not as a tragedy, but as a signal for correcting the situation - after all, this is just one of the options that turned out to be unsuccessful, therefore, one must look for another option. Such an approach to solving problems, especially in difficult, "dead-end" situations, is also necessary in life: in case of failure, do not become discouraged, but seek and find a way out of the situation.

On the other hand, the principle of variability ensures the teacher's right to independence in the choice of educational literature, forms and methods of work, the degree of their adaptation in the educational process. However, this right also gives rise to a great responsibility of the teacher for the end result of his activity - the quality of teaching. The next principle is the principle of self-organization. Self-organization is the property of a person to mobilize himself, purposefully, to actively use all his capabilities to achieve intermediate and final goals, rationally using time, effort, and means. The following skills of self-organization of younger schoolchildren are distinguished when working with text:

- the ability to determine the purpose of work
- ability to plan a task
- the ability to carry out the task expediently
- the ability to control the progress and results of the task
- the ability to evaluate the progress and results of the assignment.

There are signs of cognitive independence:

- the need for knowledge
- the ability to think independently
- the desire to better understand not only the acquired knowledge, but also the ways of obtaining it
- a critical approach to the material being studied, to the judgments of other people
- the ability to express their point of view, independent of others.

The principle of accessibility in pedagogy is one of the basic ones. The principle of accessibility requires that the material, its volume, methods of study correspond to the capabilities of students, the level of their intellectual, moral development.

At the same time, it is necessary to take into account the fact that the principle of accessibility presupposes training at a sufficiently high level of difficulty. However, this can be achieved only with the best combination of individual and collective forms of cognitive activity of schoolchildren in teaching.

It follows that strict adherence to the principle of systematicity and consistency in teaching predetermines the successful implementation of the principle of accessibility. It is recommended that the content of tasks for students be in the "zone of their proximal development".

The principle of the continuity of the connection between theory and practice characterizes the operational side of the educational process, orientates younger students towards the development of independence and the ability to apply experience of working with text in various life situations.

The technological block includes the organization of extracurricular activities to develop the ability to work with text in younger schoolchildren. In this block, we presented the activities of the teacher and the student, showed what forms of organization of extracurricular activities can be used, the forms of work in extracurricular activities and the reading technologies used. The organization of extracurricular activities to develop the ability to work with text in younger schoolchildren begins with a teacher drawing up a program of extracurricular activities on this topic. We have developed a program of extracurricular activities for the formation of younger students' ability to work with text for students in grades 2-4. We decided to call it "Funny Text". This program belongs to the course of extracurricular activities "Reading. Work with text". In extracurricular activities, five directions of personality development are distinguished, our program for the formation of the ability to work with text in junior schoolchildren belongs to one of them - the general intellectual direction of personality development. The goal of the program is to form the reading competence of a younger student (a set of knowledge, abilities, and skills that ensure the reading process as a type of speech activity: perception, understanding, forecasting, interpretation, extracting the meaning of information, evaluating the text read).

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