



METHOD OF WORKING ON THE TEXT AS A WAY OF DEVELOPING STUDENTS' LANGUAGE SKILLS

Sariyev Akhtam Borisovich

Candidate of Pedagogical Sciences, Associate Professor of the Department of Languages, Tashkent Institute of Irrigation and Agricultural Mechanization Engineers Bukhara Branch.

ABSTRACT

The article is about primary class reading which is a very responsible and difficult stage of work on a literary theme. Responsible because all further work on the text depends on its correct formulation, the success of creating the skills of reproductive and productive speech of students. Difficult because in the process of primary classroom reading are laid the foundations of monolingual thinking of students (in Russian), the formation of their internal speech in Russian, is a painstaking and long work to overcome the inhibitory (interfering) influence of lexical, grammatical and accentological norms of the native language on the development of Russian speech of students, learn the concepts associated with the difference of history, culture, everyday life of the Russian and Uzbek peoples, etc.

Key words: primary class reading, skills of reproductive and productive speech of students, methodical tasks, non-translated version of the text, all vocabulary.

INTRODUCTION

Primary class reading is a very responsible and difficult stage of work on a literary theme. Responsible because all further work on the text depends on its correct formulation, the success of creating the skills of reproductive and productive speech of students. Difficult because in the process of primary classroom reading are laid the foundations of monolingual thinking of students (in Russian), the formation of their internal speech in Russian, is a painstaking and long work to overcome the inhibitory (interfering) influence of lexical, grammatical and accentological norms of the native language on the development of Russian speech of students, learn the concepts associated with the difference of history, culture, everyday life of the Russian and Uzbek peoples, etc.

This is why primary class reading is not always a one-time thing; it can be repeated. Still, it should be remembered that the first reading is independent and of great importance for the strength of preservation. "In teaching practice, however, not only students, but teachers often rely on multiple repetition and therefore pay little attention to the first reading.

MAIN PART

The text in class is read by the teacher himself, following the rules of orthoepy (expressively, emotionally, etc.). At the same time, the work does not yet act as a material of study, but as a source of excitement of students' emotions. The teacher can only be content with students' perception of the general meaning of the text. A more detailed reflection on the text will occur when reading it again. Repeated reading is clearly instructive. The teacher gives a short lexical comment, reads the text somewhat at a slower pace, clearly articulates the sounds and combinations that are difficult for students, makes stops after reading a small part of

the text to check whether the students have correctly grasped its basic thought and vocabulary and phraseology material - the carrier of this thought, etc. [3 c. 128]

Sometimes the first acquaintance with the text (small stories) can take place in the classroom "reading to yourself". In this reading, students are focused on methodical tasks: 1) to note in the text the place where it says why the main character of Mtsyri M.Y. Lermontov ("Mtsyri") planned to flee to his homeland and why he died in a monastery? Or read "about himself" the story "Chameleon" by A.P. Chekhov and explain: What happened in the market square? What do you mean by the word "chameleon"? Why does Ochumelov change his opinion many times? What has happened to the dog?

After the students' initial reading of the text, the teacher starts the commented reading. It is impossible to think that only the teacher has an active role in the commented reading. Yes, the teacher reads the text aloud, but in the course of the reading, the teacher addresses questions to students and gives small tasks that draw the attention of students to the importance of vocabulary and the logical and poetic content of the text. Commentary reading is not only intended to help students understand the content of the text, but also to develop their listening culture. For this reason, the teacher should periodically change the pace of reading individual parts of the text, checking immediately that students are learning the text.

In the early stages of teaching, comments are made with a fairly high degree of reliance on the students' mother tongue. However, when reading a text, the teacher should move as soon as possible to the non-translated version of the text, and all vocabulary, as students' awareness of the subjects and phenomena in the text, should be prepared during the introductory session.

For example, while reading Pushkin's poem "Autumn" one can talk about signs of autumn in Uzbekistan, about signs of late autumn in Russia. And in the course of reading this poem to comment on the general points of reasoning of students. It is possible to use in a lesson of HDM (handout didactic material): the text with the description of late autumn in Russia and pictures-illustrations to it. According to the content of the handout, a conversation is held, during which some new words from the text of the poem by A. Pushkin are activated (these words are included in the handout - a description of late autumn in Russia). Then, answering the teacher's questions, pupils compare pictures of late autumn in Uzbekistan with those of a different autumn in Russia. This form of lesson will make it easier to read without translation.

During the commented reading, the teacher checks whether the students have understood the main idea of a particular part of the text, and then the whole work. It is quite acceptable to organize observations of students on the poetic function of the word.

Do pupils need to follow the text from textbooks during the commented reading? There are two points of view in the methodology on this issue:

(a) Books should be closed, students should learn to perceive speech by ear: it is harmful to follow the book because the sound (in the pronunciation) image of the word is different from the visual (in the spelling).

b) Pupils should look at the book while listening to the teacher. By quietly speaking words after the teacher, they overcome the difference between the sound and visual image of the word; the combination of auditory and motor activity contributes to a better understanding and memorization of the learning material, especially at the initial stages of Russian language learning.

It should be noted that at the commented reading pronunciation of the teacher is usual, literary, instead of artificial, book (orthographic). When speaking, students also follow the orthoepic norms of the Russian language, which strengthens the skills of living, natural pronunciation of words in the Russian language.

Despite the differences in the genres of texts studied, their analysis has much in common in its content, which is explained by the following reasons:

(a) The study of each literary theme has an educational purpose and should be carried out in the following way to analyze any text.

b) The perception of the author's idea, of what the text is written for, is always based on the understanding of its logical (factual) content, the latter being an indispensable requirement for working with any text.

c) Analysis of the content of any text is at the same time a means of mastering the phonological system of the Russian language and should lead students to expressive reading of the work; creation of skills for such reading is an indispensable task of parsing every literary theme.

d) The analysis of any text always has a speech orientation, because the text itself is a speech production, and learning activities in its assimilation and reproduction can only be performed like speech action.

e) Text analysis involves studying speech products (text) and performing speech operations to assimilate them in monological and dialogical forms.

(f) Analysis of any text should develop the logical thinking of students and trigger their thinking activity. Therefore, the work on the material of various literary themes uses general methods of such development: drawing up plans for the content of texts, establishing causal links between their parts, consciousness and solving cognitive learning problems arising in the course of the analysis of works, etc.

(e) Analysis of any text should enrich and build on the life experience of learners.

With this setting, we recommend the following types of exercises:

1) Selecting a subject dictionary, paraphrasing using the selected dictionary.

2) Selective (target) reading and oral playback of the text you read:

(a) To retell the text based on the keywords (M. Lermontov, "Borodino");

b) answer the questions, in case of difficulties to find and read the text, where the answers are given;

c) Ask questions on the content of the text, indicate the places of the text where the questions were asked; independently ask questions on one of the topics of the text;

3) Reading again in order to increase its fluency;

4) drawing up a plan for the content of the text, etc.

The review of the literary theme is in its final stage. It provides for consolidation and consideration of students' knowledge of core problems, plot integrity of the work; establishment of ideological and thematic connection of the material studied with the material passed earlier; encouragement of students for independent out-of-class reading.

The forms of knowledge accounting at the final stage are different: written answers to questions, writing a story or essay, paraphrases, reading by heart, and so on.

Independent speech production of pupils at the final stage of a lesson is shown more often in monologic forms of speech, for example, at creative narration (the text or a part of it is created by the pupil about seen, heard, personally experienced, told from other person, than it is made in a work). A creative narrative, because

of its difficulty, requires a division of the student's actions: identify the topic of the narrative; write a plan (plot layout); speak to yourself about the material by writing down a reference dictionary to each item of the plan; retell the story in class with the right to use the plan.

Thus, the definition of the methodological system of work on the text to date is problematic. It is essential that the system of work on a text should be considered with the nature of the process of formation of foreign language speech skills, with the nature of consistently increasing in its independence of speech actions of students. The basic purpose of use of the coherent text at lessons is development of Russian speech of pupils. However, the possibilities of direct use of the text to activate independent speech of students are limited by its content.

CONCLUSION

Therefore the teacher aspires to expand possibilities of the text, to use its content as much as possible for educational influence on pupils, for stimulation of pupils to express the opinion on a theme and the text content, to give additional information. In this way, he creates text-based communication situations in which pupils' statements on the topic are expanded and specified.

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