

WORKING ON THE TEXT AND ITS DIDACTIC TASKS

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Annotation. This article presents ideas on the didactic tasks of working on the text in reading literacy lessons in primary education. It shows the essence of the text and the tasks of working on the text.

Keywords: primary education, speech, oral and written speech, text, working on the text, information. In the education system of the Republic of Uzbekistan, the urgent tasks are to improve the educational process, to develop didactic theories and mechanisms based on modern principles, such as person-oriented, competency-based teaching and research methods, interactive technologies, and to improve them.

The processes of internationalization of world education systems are increasingly posing new challenges to the national education system. In particular, one of the main tasks of schools today is to form in students a view of the world as a holistic, interconnected unity, the ability to see and understand its global problems and the development of these problems. At the same time, it is to expand the global innovative-integrative educational environment through the integration of advanced foreign experience, and to improve the mechanism for promoting the dynamics of innovative-professional growth on the basis of acmeological adaptation.

The priority task of mother tongue education in primary grades is the development of speech. It has been proven from a psychological and biological point of view that speech is not only a process of expressing thoughts, exchanging information, using language tools or its product, but also the basis for developing the intellectual potential of a person. Therefore, special attention is paid to the development of speech in the younger generation from early childhood.

Speech development is carried out on a continuous basis in the primary education system, gives a practical direction to the entire learning process and teaches children to read consciously, to explain what they have learned in an understandable way, and to write literately. Taking into account the age and level of children, basic knowledge of their native language and literature is given, and on this basis their speech is enriched. In particular, the subject "Reading Literacy" of primary grades serves to develop oral and coherent speech, increase vocabulary, teach correct and expressive reading, as well as to form a reading and speech culture, and the ability to think independently in students. Teaching this subject helps to form the skills of reading correctly, quickly, consciously, and expressively in students; to instill a love of reading, to raise them from an ordinary book reader to a deeply reflective, creative reader; through reading, to expand their knowledge of the world around them, to enrich their worldview; to educate in a moral-aesthetic and hardworking spirit; to develop their speech and thinking; to form elementary literary concepts in their thinking; to develop the student's thinking.

One of the main tasks of reading literacy lessons is to form the skills of working with text in primary school students, to ensure its development into a skill.

In the "Explanatory Dictionary of the Uzbek Language", the concept of "text" (ar. "expression of speech in writing") is defined as "a work of authorship or a document formed in writing or in print" [4; p. 557].

The word “text” is used in the form of “text” (“text” based on the Latin “textum”) in published literature in Russian and English, and means “connection”, “connection”, “connection”, “connection” [5; p. 55]. The ideological and theoretical description of this concept is described in detail in the monograph of the researcher M. Yuldoshev, devoted to the study of the linguopoetics of the artistic text [2].

In the study of researcher L. Loseva “How is the text composed?” [3; pp. 4-5], the concept of “text” is recognized as “one of the most complex objects of linguistic research” and a number of signs are indicated that substantiate its essence: 1) the expression of information in written form; 2) the possession of a specific completeness in terms of content; 3) the possibility of evoking a certain attitude towards reality in the reader.

Based on the indicated signs, the text can be defined as information in written form, characterized by being complete in content and evoking a certain attitude towards the information being communicated in the reader. Sh. Sariev says that the ideological-theoretical interpretation of the concept of “text” is not sufficiently clarified, and at the same time complements L. Loseva’s opinion on the signs that characterize the text with the following: 1) the expression of information in written form; 2) the possession of a specific completeness in terms of content; 3) the possibility of evoking a certain attitude towards reality in the reader; 4) the presence of composition, subject, structural structure, as well as the interrelationship and connection between structural elements; 5) belonging to a specific field; 6) providing information on a specific topic; 7) having a specific style of presentation; 8) being oriented towards a specific subject (for example, intended for a student or teacher); 9) serving a specific purpose. [6]

It is also not wrong to understand the text syntactically as a set of interconnected sentences according to their content and using lexical-grammatical means. “By text, one should understand a complex syntactic whole and a whole consisting of free sentences. Syntactic analysis of a text includes the study of the connections between sentences, the decomposition of the text into syntactic units larger than a sentence, into a complex syntactic whole” [3; p. 5]. In the process of speech, sentences are grouped, united by thematic, structural, and intonation, and form a separate syntactic unit - a complex syntactic whole. However, not all sentences in the text are included in a complex syntactic whole, and some are not its components.

Involving students in working on the text in primary school is a pedagogical process that exhibits its own characteristics. Like any pedagogical process, when working on the text in primary school, certain psychological, pedagogical, and methodological requirements must be taken into account. Only then, through working with the text, primary school students will master certain knowledge, acquire the skills and qualifications of fluent and conscious reading, enrich their speech, and develop their thinking skills. As a result, the requirements stipulated in the curriculum will be met.

The texts given in the “Reading Literacy” textbooks are a means of forming speech skills in primary school students. The main goal of reading literacy lessons in primary school is to prepare students to correctly understand the content of the text, to be able to read consciously and expressively, to perceive the information provided in the text, and to react to the reality expressed in the text. Accordingly, the primary school teacher carries out methodological preparation based on the purpose of the lesson, the content of the material being studied, and the level of existing knowledge, skills, and qualifications of students. When preparing students to read the text of the work, attention is paid, first of all, to familiarizing them with the theme, language, ideological content, and artistic and aesthetic value of the text, and drawing appropriate conclusions from the content of the text. Reading activity is also a special form of speech.

The extent to which a student can express his or her thoughts meaningfully, clearly, and correctly allows us to determine the level of his or her educational and cognitive activity, skills, and

qualifications. In reading literacy lessons, questions and tasks set to understand the text and its content should make students think, focus on using the author's expressions and artistic means of expression in their answers, and encourage them to use more new words and expressions in their speech.

Possession of the skill of reading text, in turn, is considered one of the important factors that enrich the student's speech.

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