SOME METHODOLOGICAL ASPECTS OF WORKING WITH TEXT IN FOREIGN LANGUAGE LESSONS

Bakhrom Daminov,
Senior teacher of Al-Azhar Department of Arabic Language and
Literature, International Islamic Academy of Uzbekistan

Annotation

The article describes the methodological aspects of working with text in a foreign language class as well as exemplary exercises for each stage of working with text.

Keywords: text, linguistic understanding of the text, description, narration, reasoning, pre-text stage, text stage, post-text stage.

INTRODUCTION

If many linguistic disciplines have a long history of existence and development, then text linguistics was formed not so long ago.

Despite the fact that the text is the object of multidimensional linguistic study, the concept of text is still interpreted in different ways in specialized literature. Consider some of the most common definitions [8–5].

Initially, and most deeply, this term was strengthened in linguistics. A text, for a linguist, is the act of using a natural language that has a certain set of properties. It has coherence and completeness. The text is clearly separated from everything external to it, from the surrounding speech and extra-speech reality. Simply put, it has a clearly defined beginning and end, making up a chain (group) of sentences, which is the minimum (indivisible) communicative unit.

In some cases, the linguistic understanding of the text is narrower (a text as a "linguistic expression of a certain semantic range"), while in others it is wider. So, the text is considered a speech formation (work) with its linguistic "flesh", construction, and meaning [2; 3].

In general terms, the text is characterized as "a product of people's verbal and cogitative activity that arises both in the process of cognition of the surrounding reality and in the process of direct and indirect communication" [8, 23].

N.D. Zarubina, in turn, sees in the text parameters primarily the author and a way to implement the author's intention. The scientist defines the text as a

speech work written in form, belonging to one participant in communication, complete, and correctly designed [5, 31].

The text can be represented as a message in writing, which is distinguished by semantic and structural completeness and a certain attitude of the author toward the message.

It should be noted that the text is a speech phenomenon; it is created to achieve the goals of communication and is always associated with an act of communication.

In the linguistic encyclopedic dictionary, in turn, the text is defined as a sequence of statements united by a semantic connection, the main properties of which are independence, purposefulness, coherence, and integrity.

The independence of the text is associated with limitations in time or space and with belonging to one (including the collective) author [4, 113].

At the same time, the independence of the text is not absolute since the text actually functions only in interaction with the addressee. A part of a text (especially a large one) can acquire independence and, under certain conditions, become a separate text, for example, a chapter or paragraph of a monograph published as an article. In this case, the source text of the chapter (paragraph) may undergo some structural changes.
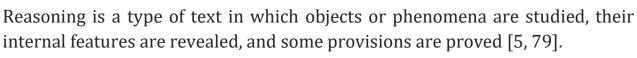
The purposefulness of the text lies in the fact that any text is intended for a specific communicative purpose; without such a purpose, the text is not created.

The coherence of the text consists of the semantic and logical consistency of statements and parts of the text.

The integrity of the text implies its internal organization and formalization of the content, as well as the design of the beginning and end of the work, the proportionality of division into parts, the designation of connections and transitions between parts, stylistic integrity, and the use of certain principles for the selection of language units [6, 18].

There are three types of texts: description, narration, and reasoning.

The description is a stating speech, as a rule, giving a static picture of the concept of the composition and properties of an object by listing its features. In the description of the object, the phenomenon does not develop. An example is the description of a crime scene in a court speech.

A narrative, in turn, is a story about events, developing actions, or states. The narrative depicts dynamic situations.

Reasoning is a type of text in which objects or phenomena are studied, their internal features are revealed, and some provisions are proved [5, 79].

Having listed the varieties, it is necessary to note the genres of oral texts. Scholars single out text-motivation, text-retrospection, evaluative text, and contact-establishing text.

These genres of texts are found in different functional styles of speech. In colloquial speech, prompting texts are a request, advice, recommendation, or wish; in business speech, an order, a resolution, a decision, an order, or a prescription; in journalistic speech, an appeal, advice, or recommendation.

A retrospective text can be a story about a case, an incident within the framework of an everyday dialogue, a scientific or journalistic article, a newspaper article, or an official report.

Evaluation texts are analytical articles, reviews, annotations, and reviews.

Contact-setting texts are invitations, congratulations, advertising messages, personal resumes, information letters, and letters with proposals for cooperation [3, 77].

Summing up what has been said, it can be argued that both in foreign and domestic linguistics, there is a fairly full-fledged trend that indicates the inability to designate the entire variety of specific characteristics of a communicative unit that exceeds the boundaries of one sentence-statement, the term "text".

It should also be noted that the main text-forming factor is its communicative purpose, its pragmatic essence, since the text is intended to have an informational, emotional-volitional, and aesthetic impact on those to whom it is addressed.

The internal semantic integrity of the text and its integral design, which ensure that the text fulfills its main purpose of transmitting and storing information, are created by its coherence (logical, thematic, and structural).

Consider the main stages of working with text. When working with any text (printed, audio, or video), three main stages of work can be distinguished: pre-text, text, and post-text.

Let us consider in more detail the goals and objectives of each of the stages, as well as the exercises and tasks that can be offered to solve these problems.

The goals of the pre-text stage, or in other words, the stage of anticipation, are the definition and formulation of a speech task for the first reading; the creation of the necessary level of motivation among students; and, if possible, reducing the level of language and speech difficulties [8; 6].

The Pre-Reading section prepares students for the situations described in the text, introduces difficult vocabulary, develops the skill of language guessing, contains a small vocabulary necessary for further work on the chapter, and forms students' ideas about everyday realities as well as the history, geography, and culture of the country in which the plot develops.
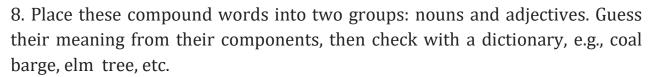
This stage involves the following exercises and tasks: work with the title; use of associations associated with the author's name; formulation of assumptions about the subject of the text based on the available illustrations; familiarization with new vocabulary and definitions of the subject; and the problems of the text based on a linguistic guess.

Based on the title, students can be asked to determine the subject of the text, the list of issues raised in it, key words and expressions, and so on. Tasks should include exercises aimed directly at working with the language material of the text. This is a work with pictures, tables, and diagrams. Tasks can be as follows: underline in the text the information that is clearly presented in the picture; fill in the gaps in the text; use keywords to form a hypothesis; find the words of one thematic group, etc.

When using associations associated with the name of the author, you can ask questions such as what genre this text can presumably be attributed to, who, in your opinion, will be the main character (his profession, nationality, and so on), and where and at what time an action can take place [7; 143].

Sample exercises and tasks aimed at achieving the goals set in the pre-text section:

1. Answer the questions.

2. Guess the meaning of the following words from the chapter:

3. Study the following words and their pronunciation: Then place them into three groups: nouns, adjectives, and verbs.

4. Study the pronunciation of the geographical locations from the chapter. What parts of England are these places located in? Use reference books to help you.

5. Study the pronunciation of these proper names. Who were these historical personalities? What were they famous for? Use references if necessary.

6. Guess the meaning of these words and choose from the two possible meanings. Then check the dictionary. What helped you guess it right?

7. Guess the meaning of these words from their root word. Pay attention to the part of speech and the prefix, suffix, or preposition used. Then check the dictionary.

8. Place these compound words into two groups: nouns and adjectives. Guess their meaning from their components, then check with a dictionary, e.g., coal barge, elm tree, etc.

9. Do you know these historical personalities, terms, places, and dates? Use reference books to help you.

10. Look at the following proper names of historical importance mentioned in the text: Try to match each name given on the left with the brief description of personality and bibliographical details on the right. Then check the reference book.

The goals of the text stage are to control the degree of formation of various language and speech skills and the formation of appropriate skills and abilities [8; 10].

At this stage, it is recommended to use the following exercises and tasks: find answers to the proposed questions or confirm the correctness or falsity of the statements; Choose a suitable heading for each of the paragraphs; find a sentence that is appropriate in meaning, omitted in the text, or sentences with the following words, grammatical phenomena, idiomatic expressions, and so on; find a description of the appearance, place, or attitude of someone toward something; Guess the meaning of a word or words according to the context, which of the proposed translations, which definition of the word most accurately reflects its meaning in this context, or how events will develop in the second chapter or next part of the text [7; 145].

The post-text stage corresponds to such a goal as the use of text situations as linguistic (speech) content support for the development of skills in oral and written speech.

Note that the post-text stage will be present only if the text is used to develop productive skills in oral or written speech, i.e., the ability to speak and write in a foreign language.

At this stage, it is possible to use the following exercises and tasks: refute the statements or agree with them; prove that; characterizeasks: refute the statements or agree with them; prove that; characterize; Say which of the following statements most accurately conveys the main idea of the text; justify your answer; say which of these expressions the author would not agree with; draw up a plan of the text, highlighting its main ideas; tell the text on behalf of the main character; summarize the content of the text, make an annotation to the text, give a review of the text, and so on; Think of what could happen if...;
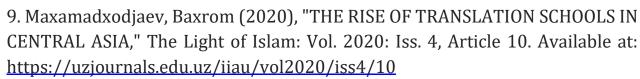
come up with a new end to the text; come up with a new name; Pick or select proverbs that fit the meaning of the situation and most accurately convey the idea of the text; Taking the situation of the text as a basis, write your own text in a different genre, and so on [7; 160].

After analyzing the pre-text, text, and post-text stages, we can conclude that when working with text, the use of all three stages is advisable and mandatory. At the post-text stage, students develop and improve their speech skills. Moreover, children learn to think critically and express their thoughts in a foreign language. It should be noted that the presence of all three stages of work on the text can guarantee the development of students' speech skills.

The proposed system of work on special texts helps students master economical types of reading and contributes to a deeper understanding of what they read.

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