

TEXT REPRESENTATION OF TEACHING NATIONAL GROUPS

STUDENTS

Ismoilova Mamlakat Qurbonovna

Teacher of Karshi State University

Nuftullayev Bekzod Ubaydillo o'g'li

Student of Karshi State University

Annotation: This article discusses one of the possible approaches to assessing the content of oral monologue messages, which is based on the reproduction and interpretation of directly perceived semantic information in the text.

Keywords: sources, commentary, systematize, sufficient language knowledge, generalization, analysis, selection, assumptions.

At present, the problem of teaching students the ability to connect the content of text briefly, objectively, and logically in a foreign language is relevant. This is due to the following reasons:

1. When writing an abstract, a report for a presentation at a conference, a seminar, thesis, students often have to turn to sources in Russian. At the same time, they should be able not only to understand the content of the text but also to choose the most important, essential from this text, to systematize, generalize this information, and present it in writing as in their native language.

2. In their future professional activities, students will be able to write an abstract, write a review or annotation, and give their comments on the basis of texts from foreign newspapers, magazines, books, and other sources.

A summary of the content of the text is a form of description in which the content is briefly, concisely, and essentially conveyed. A summary of the content of the text, as teaching experience shows, is the most difficult form of working with a

text in a foreign language at all stages of learning. The difficulty in mastering this skill lies in the fact that students are required to have such skills as:

- a) understand the content of the text well, i.e. have sufficient language skills;
- b) analyze and generalize, i. e. have abstract thinking;
- c) find and select in the text essential information necessary to convey the content, i. e. have selective thinking;
- d) systematize, summarize the collected information and express it in writing using other grammatical and lexical means, i. e. express the content of the text in your own words.

The most effective method in teaching these skills, as practice shows, is the method of “crossing out unnecessary information in the text”. The essence of this methodical technique lies in the fact that students, according to the knowledge of the teacher, cross out with a pencil in the text those words, expressions, and even whole assumptions that are not essential for a brief transmission of the content of the text. These can be metaphors, epithets, figurative comparisons, repetitions, words expressing an emotional state, and other stylistic devices. Naturally, the teacher, especially at the initial stage, should assist students in this work.

In didactic terms, the advantage of this method is that this methodological technique makes it easier to teach and learn the ability to summarize the content of the text. In this way, it is easier for the student to reduce the content of the proposed text, reducing it to a minimum, and leaving the most essential. A significant help to students when working on this method is that the teacher first explains or, if necessary, translates unfamiliar words, expressions, and special terms, explains unfamiliar grammatical phenomena; poses problematic questions for students, the answers to which they find in the text; gives students the task of dividing the text into logically complete, semantic parts and title these parts. When summarizing the content of the text, the following requirements must be met:

1. The most significant of the text is presented in a brief and generalized form. At the same time, the logical relationship or train of thought of the author should not be lost.

2. The presentation should be conducted in the 3rd person, regardless of which person is being narrated in the proposed text.

3. The presentation should be made, if possible, in your own words.

4. Direct speech from the text must be transmitted either in the form of a description or in the form of indirect speech.

The structure of the text is divided into two parts:

The first part, the introduction – this part of the presentation provides information about the type of text (newspaper or magazine article, report or interview, story or short story, etc.), the author, date of writing or publication, the characters, about the place and time of the action. In the final part of the introduction, one or two sentences are called the problem (topic), which is treated in the text.

In the second part, the main part in a short form, taking into account all the requirements, the content of the text is transmitted. At this stage, along with reading and collecting information for writing an introduction, unfamiliar words, expressions, and special terms are written out.

The teacher should pay special attention to the choice of text for teaching the ability to present the content of the text. Working with text should not turn into a difficult and tedious deciphering of incomprehensible parts of the text. As experience shows, it is advisable to use abbreviated, adapted texts.

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