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AUTHENTIC TEXT AND WORKING METHODS AT DIFFERENT STAGES OF EDUCATION

Annotation

The article states that reading authentic texts in teaching a foreign language in general education, especially in high school, plays a crucial role. The motivation for reading is based on the realization of its usefulness and necessity for expanding the boundaries of cognition by mastering reading in a foreign language.

Key words: At the initial stage of learning, pre-textual, textual and post-textual tasks, middle stage of teaching, work with text-narrative, senior stage of teaching, authentic materials.

АУТЕНТИЧНЫЙ ТЕКСТ И МЕТОДЫ РАБОТЫ НА РАЗНЫХ ЭТАПАХ ОБРАЗОВАНИЯ

Аннотация

В статье указывается, что чтение аутентичных текстов при обучении иностранному языку в общеобразовательных школах, особенно в старших классах, играет важнейшую роль. Мотивация чтения основана на осознании его полезности и необходимости расширения границ познания путем овладения чтением на иностранном языке.

Ключевые слова: Начальный этап обучения, дотекстовые, текстовые и послетекстовые задачи, средний этап обучения, работа с текстом-повествованием, старший этап обучения, аутентичные материалы.

TA'LIMNING TURLI BOSQICHILARIDA ASL MATN VA ISH USULLARI

Annotatsiya

Ushbu maqolada umumta'lim maktablarida, ayniqsa, o'rta maktabda chet tilini o'rgatishda autentik matnlarni o'qish hal qiluvchi o'rin tutadi. O'qish motivatsiyasi chet tilida o'qishni o'zlashtirish orqali bilish chegaralarini kengaytirish uchun uning foydaliligi va zarurligini anglashga asoslanadi.

Kalit so'zlar: O'rganishning boshlang'ich bosqichida, matndan oldingi, matn va matndan keyingi vazifalar, o'qitishning o'rta bosqichi, matn-hikoya bilan ishlash, o'qitishning yuqori bosqichi, autentik materiallar.

Introduction. Teaching reading in a foreign language is designed to provide receptive mastery of language material and develop cognitive competence of students, because on the one hand, it is language activities, and on the other hand, the basis for the formation of information and academic skills. Based on these skills, a person is able to navigate in modern information flows.

At the senior stage of teaching, reading increasingly acts as language activities, when a student reads not so much to fulfill task as to get the necessary information from the text and use it. The completeness and accuracy of information retrieval depends on the specific speech task.

Literature review. Preference should be given to academic texts at the initial stage of teaching. Sometimes authentic texts can be included to broaden the students' horizons. The quality of learning of authentic material can be improved by using certain exercises and tasks[1].

Mastery of reading technology is accomplished through pre-text, in-text, and post-text assignments.

Research Methodology. Pre-text assignments are aimed at modeling the background knowledge necessary and sufficient for the reception of a particular text, at eliminating semantic and linguistic difficulties of its understanding and at the same time at the formation of reading skills and abilities, at developing a "comprehension strategy". They take into account lexicogrammatical, structural and semantic, linguostylistic and linguocultural features of the text to be read.

In text tasks, learners are offered communicative settings, which contain instructions on the type of reading, speed and the need to solve certain cognitive-communicative tasks in the process of reading. Pre-reading questions should meet a number of requirements:

- they are built on the basis of actively learned vocabulary and grammatical structures not used in the text in this form;
- the answer to the preparatory question should reflect the

main content of the relevant part of the text and should not be reduced to a single sentence from the text;

- the questions together should be an adapted interpretation of the text.

In addition, students perform a number of exercises with the text, providing a specific type of reading skills and abilities.

Post-text exercises are designed to check reading comprehension, to control the degree of reading skills and possible use of the obtained information in future professional activities.

The tasks to the texts also reflect their linguistic complexity. When teaching reading, students are presented texts with both removed (adapted) and unresolved difficulties (authentic), and the main thing remains the solution of semantic problems. The tasks, fixing attention on the language material and removing language difficulties, fulfill the role of a means and are of a subordinate nature. Below we offer tasks for texts. Tasks related to the control of text comprehension[2].

Analysis and results. Nowadays, more often when teaching reading, test tasks are used that use symbolism, i.e., numbers and letters to demonstrate understanding. The most common tests used in connection with reading are multiple choice and matching tests. Tasks that involve quoting from the text. Exact citation is convincing evidence of understanding without the use of productive forms of work; when quoting, the reader uses ready-made text material, choosing it in accordance with the semantic task. When quoting, silent reading is combined with reading aloud (and sometimes with writing). Quoting exercises occupy a large place in the work on reading. Sometimes quoting serves only as a means of revealing how carefully the text has been read. In this case, the task is aimed at finding a sentence in the text suggested by the Karakalpak equivalent. For example: "Find sentences in the text that correspond to the following Karakalpak sentences". Quotations can be cited to confirm/refute

factual phenomena and to solve problematic issues. Quoting takes place at all stages of teaching. Question-and-answer exercises. They occupy a large place among the exercises that stimulate and control the understanding of the text. For example, in the question to the text: "Why did the tourists go to Samarkand?" - specific facts are prompted: actors (tourists), where they went (Samarkand), besides, the question also informs that the purpose of the tourists' trip is named in the text. Thus, the question reduces the measure of uncertainty, it firmly controls the reader's attention.

There are many different types of comprehension questions. There can be questions to the text, assuming a quotation in the answer, i.e. ready material. Quite typical in this regard are the following tasks: "Read the text and find answers to the questions in it". Performing a task of this kind can reliably enough show comprehension.

Possible questions that introduce the text-riddle. The answer to the question is usually laconic: just a guess, behind which, however, is a careful and interested reading, taking into account all the details. Examples of tasks of this type:

Find out from which fairy tale this passage is taken.

Find out why the text is called like that.

Read and say who the article is about.

There are questions that suggest a free response, although derived from the content of the text, but absent in the text itself. This kind of question mobilizes productive forms of work. It is most often a question that reveals cause-and-effect relationships: "For what purpose? Why? On what grounds?" Why are the words "buy", "sell", "seller", "buyer", "cashier" put in quotation marks in this text?" (A suggested answer: "This is not a real store, but a game of store"), etc. [3:238]

When answering a question requiring a free response, it is possible to answer in the native language, as the main thing is to give students the opportunity to prove their reading comprehension, rather than to show their ability to formulate an answer in a foreign language..

Much also depends on the place of the question: whether it is put before the text or after it. The question before reading the text, directs the reader's attention, it reveals the subject of the story, thereby reducing the measure of uncertainty. Post-text question contributes to the processing of specific information, helps to identify the main thing and essential details.

Questions about the text predetermine the type of reading. Thus, the question of the general idea of the text: "What is it about? What is the main idea?" or: "Answer the question posed in the title" - orientates to the scanning of the text.

Work on the text is carried out in three stages:

The task of the first is to maximize the "appropriation" of the content plan of the text, its linguistic material and composition. This is facilitated by tasks aimed at extracting different levels of information from the text:

recognizing grammatical and lexical phenomena characteristic of the sample text,

communicative-oriented systematization of grammatical and lexical phenomena,

answering questions,

drawing up a plan or logical-semantic maps,

selecting key words for each paragraph of the plan,

writing out the main sentences of each paragraph,

making associograms (associative graphs),

searching for linking words that define the logic and sequence of the text, etc.

The second stage involves a variety of retellings of the source text:

close to the text,

on behalf of different characters.

Speech at this stage has a reproductive and reproductive-productive character, which is associated with the possibility of partial transformation of the text, making additions and elements of evaluation.

The third stage involves the complete processing of the text. The newly created text is characterized by motivation,

communicativeness, personal coloring and under the condition of relative independence of creativity can be considered as the student's own speech of productive character.

The methodology of work with a text-story is somewhat different from work with a sample text. In lexical and compositional terms, a story can be more complicated than a sample text, and the main tasks in working with it are creating conditions for understanding the content of the text as a whole, developing the skills of assumption, guessing, developing the ability to ignore language difficulties, fostering an emotional attitude to what is read. A story that tells about the problems and experiences of the actors, about their relationships can serve as a basis for the development of intercultural and, in the zone of the nearest development of students, interpersonal communication skills.

Working with a text-story includes pre-textual, textual, and post-textual stages.

Pre-text work prepares students for reading. The task of this stage is to arouse students' desire to get acquainted with the text. Personal interest in reading the text, emotional attitude to it increases the effectiveness of work. In order to clarify the pre-verbal situation, a special system of pre-textual exercises is used. This can be information about the author and the time of writing. For pre-textual exercises, a selection of linguistic means of the text is carried out (realities of the country of the studied language, carrying historical and national-cultural information, lexical units reflecting the author's attitude to the characters, the social essence of the characters). By introducing additional, expanding information, the context is expanded, as if unfolding the information of the text: it can be illustrations, footnotes, references. Pre-text exercises are also necessary, which would be aimed at developing reading mechanisms, language guessing, at expanding the potential vocabulary (including through the formation of skills of semantization of words in context). Pre-text work includes: introduction to the situation, general mood for reading; discussion of information about the author; introduction to the problems of the text, activation of the knowledge that students have on the problem; removal of language difficulties. At the same time, they themselves decide which words are important for them to understand the text. In general, the following tasks can be referred to the pre-textual stage:

- read the prop words and phrases and name the theme of the text;

- familiarize with new words and guess what the text is about;

- guess by the scheme of key words about the content of the story and title it;

- determine the theme of the text from the illustration;

- read the title and say what the text may be about;

- find a word in the title that conveys the author's assessment;

After preliminary work comes the stage of reading the text (textual). At this stage, it is important to correctly formulate the assignment to the text:

- read the first paragraph of the story and tell what the story is about (topic);

- read the first paragraph of the story and find in it a sentence containing the main information;

- read the story to the end and find in the last paragraph a sentence containing the argumentation of the main idea (idea);

- read the story and name the words that carry the greatest semantic charge;

- indicate the sentences that are most related in meaning to the title;

- read a paragraph and formulate the main idea in one sentence, etc.

The post-textual stage of work is aimed at the student expressing his/her attitude to the readings. The aim of this stage is to form in students the skills and abilities of semantic processing of the text. Textual and imitative-reproductive exercises are used. For further consolidation of the material and motivation of students' creative work, productive-creative exercises and all

kinds of role-playing situational games are used.

Learners can:

- express their agreement/disagreement with the following statements;
- distribute the given questions in the sequence that corresponds to the content of the text;
- express the main idea of the text, explain its title;
- describe the environment in which the characters lived;
- tell about the feelings and thoughts of the hero at a certain moment;

Work with the text-letter - depends on its content and in general is similar to the technologies described above: answering questions, selecting information, adding such tasks as "writing a reply letter" to the post-text assignments. Letters received by e-mail make a special feature of the work. In an e-mail letter, there are arbitrary line breaks. Students can be offered the following tasks for working in pairs/groups:

The use of authentic materials at the primary and intermediate stages of learning is relatively limited due to the presence of a large number of lexical, grammatical, phonetic difficulties, while at the senior stage students already have a sufficient stock of knowledge on the main linguistic aspects. Thus, the use of authentic materials and consideration of the peculiarities of working with them in the learning process seems to us more appropriate and effective at the senior stage of teaching.

The specificity of authentic materials as a means of teaching at the senior stage provides communication with real objects, stimulating almost genuine communication: students seem to become participants of all situations played with their help, play certain roles, solve "real", life problems. The effect of participation in the everyday life of the country of the target language with its special culture not only contributes to the teaching of a natural, living language, but also serves as a powerful stimulus to increase the motivation of students. [4]

It is necessary to pay special attention to the analysis of speech behavior of speakers depending on the situation. The teacher should pay attention to how communicators address each other in situations of official/unofficial communication, how they ask for information, make a request, say hello, goodbye, start and end a conversation, etc. It is also necessary to inform students of the words assigned to certain situations (greetings, references, congratulations).

Conclusion. In this exercise, the questions are given before the text, but not in the order in which the information appears in the text. In order to complete the activity quickly and correctly, students must scan the text until they find the relevant information. Only then does the pace of reading slow down and begin to read in more detail. Without specifically aiming to monitor reading technique, this monitoring format provides a solution to this problem. Obviously, if the reading technique is not well developed, it is not possible to complete all the proposed tasks in the allotted time.

Thus, the well-thought-out organization of the teaching process, clear and logical presentation, maximum reliance on active thinking activity, a variety of teaching methods, clarification of the tasks of perception allows to create internal motivation, to direct the attention of students to the points that will help to program future practical activity with the read material.

In conclusion, it should be emphasized once again that the ultimate goal of teaching in high school is the graduate's acquisition of skills and abilities to perceive and understand foreign-language speech, which will help him/her to take part in acts of oral communication. However, since students do not have sufficient contacts with native speakers, the effective achievement of this goal is impossible without the use of authentic materials, as it is they that ensure the formation of the ability to understand foreign-language speech in natural conditions of communication.

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