

TYPES OF TEXT ACTIVITIES IN ENGLISH LESSONS

Allanova M. M. qizi

2nd year student, Department of English language and literature

Berdakh Karakalpak state university

Nukus, Uzbekistan, Karakalpakstan

Abstract: the article discusses the features of textual activity in English lessons, examples of the creation and use of speech situations in the educational process.

Key words: communicative activity, linguistics, communicative competence, speaking, text, work with text, text support.

A modern foreign language lesson today is a complex didactic work using computers, Internet technologies, and modern technological tools. Despite such a variety of innovations that contribute to increasing the interest and motivation of students in learning a foreign language, text, or rather, working with text, is still considered to be one of the most effective means of teaching a foreign language today. I.R. Galperin defined the text as a work of the speech-creative process with completeness, objectified in the form of a written document; a work consisting of a name (title) and a number of special units (super-phrasal units) united by various types of lexical, grammatical, logical, stylistic connection, with a certain focus and pragmatic value. Today, it is critical to improve text-working skills because students' failures to master a discipline are frequently explained by their incapacity to work with them. When dealing with a text, the student must be able to highlight the major semantic units, locate the most important information, view all levels of evidence, highlight the main phrases, and so on. It is not easy to find a text to discuss in class. A well-chosen text stimulates the language activity of students, therefore it is necessary that it meets certain requirements: it is interesting for students, it

is a model for developing and improving skills and abilities of oral and written speech, a starting point for independent statements.

Thus, the task of working with text is to further improve the skills of reading and understanding the content of English texts, expanding vocabulary, and developing conversational skills. Currently, reading is losing its independence and is becoming an attribute of oral speech. Reading material is used as an additional stimulus for the development of speaking skills.

In order to help eliminate difficulties in reading texts:

- it is necessary to form mechanisms for forecasting, guessing, identification in children, to teach them to analyze, find language supports in the text, use a dictionary if necessary;

- one should continue learning the skill of reading to oneself, built on the processes of inner speech, proceeding with hidden articulation;

- it is necessary to teach the reading technique on well-learned lexical and grammatical material [3, p. 42].

If we consider the relationship of reading with other types of speech activity, we can pay attention to the following. First of all, reading is connected with writing, because both reading and writing use the same graphic language system. When teaching foreign languages, this must be taken into account and developed in an interconnected manner. Reading is connected with listening, because both are based on perceptual and mental activity associated with perception, analysis and synthesis. Reading is also related to speaking. Reading aloud (or reading aloud) is "controlled speaking

In order for the text to become the basis for teaching all types of speech activity, it is necessary to pay attention to 3 stages of work: pre-text, text and post-text.

Techniques for working with text material and the corresponding exercises at the pre-text stage will be useful for differentiating language units and speech patterns, their recognition in the text, mastering various structural materials.

At the introductory organize of instructing a remote dialect, it is vital to heighten instructive and cognitive movement, create freedom and creativity in arrange to make critical considering at an progressed arrange, the capacity to precise one's point of see and guarantee self-realization of the student's identity, E.V. Andreeva [1, p. 6–12]. In her work, she employments the innovation of content and realistic bolsters, which makes a difference to “recycle” the content as much as conceivable, comprehend its substance, give basic components, and compose your claim based on it, making changes. Arranged supports reduce the speaker's uneasiness, provide certainty, offer assistance overcome fear, disregard subtle elements or miss the most thing. A great opportunity to increase the effectiveness of the lesson lies in its beginning. It is very important to draw the attention of students to the topic of conversations, to give them the opportunity to listen carefully to each other and at the same time think about how they would answer the questions themselves. After the weekend, children come to school, you can ask what they did, how they spent their time, or talk about the weather, plans for the future. Every lesson is helpful start with phonetic exercises, where new words are practiced, difficult words from the previous lesson. The unusual beginning of the lesson creates a working mood, includes children in verbal communication. The speech interaction of schoolchildren in the proposed situations is preceded by a certain preparatory work. The more interesting the situation and the final task for them, the more willingly the children are ready to communicate. It's one thing just to talk about the weather, it's another thing to prepare for a specific task, for example, "we are in the role of commentators on the program" Weather Forecast ". Students learn rhymes, counting rhymes, poems with interest, guess riddles, sing English songs, play different games, skits, talk to each other, etc. Another form of increasing the effectiveness of language learning is a group form of work. Classes can be divided into groups with consultants. Each group is given the task of making a plan of the read text. The students distribute the task among the members of the whole group. Each student determines the main idea contained in the text, and introduces it into the general plan in the form of a paragraph. The plan is submitted for defense and discussion. The

use of a learning situation in a lesson can pursue different learning goals: to develop the skills of dialogic and monologue speech, to promote the assimilation of lexical and grammatical material, to be a means of checking reading comprehension. The utilize of a computer is one of the successful ways to extend the level of information and cognitive action in advanced conditions. Amid the execution of extend work, the capacity to utilize a computer and discover the essential data is one of the vital conditions for the fruitful usage of a venture, introduction, self-presentation, etc. As a inspiration for foreign language discourse action within the learning handle, intrigue associations have incredible openings. History gives significant fabric for foreign dialect communication when considering critical dates within the life of the state, anniversaries, and political occasions. When considering the subject "Our nation" you'll be able utilize the fabric from the geography course. Fanciful outings around the nation, local arrive, travel must be backed by genuine information. One of the shapes of unwinding within the classroom is physical instruction. Physical instruction can be went with by easy-to-remember words, rhymes, checking rhymes, lyrics, etc. Thus, the use of various forms of communication (interviews, discussions, defense of projects) will help increase the motivation to learn a foreign language and the communicative competence of students.

Literatures:

1. Andreeva E.V. The use of text supports in teaching speaking / E.V. Andreeva // English at school. - 2013. - No. 3 (43). – P. 6–12.
2. Galperin I.R. Text as an object of linguistic research / I.R. Galperin. – M.: AST, 2005.
3. Glagoleva R.I. Working with text in a foreign language lesson / R.I. Glagoleva // Experiment and innovations at school. - 2011. - No. 4.
4. Horst M. Müller. Psycholinguistik- Neurolinguistik. W. Fink. UTB, 2013, S. 12.
5. Schiwy G. Neue Aspekte des Strukturalismus. Dtv.Wissenschaftliche Reihe. München, 1973 (cəmi:185 s.); Rentsch T. Philosophie des 20. Jahrhunderts. Von Husserl bis Derida. Verlag C.H.Beck, München, 2014 (cəmi: 128 s.).

6. Бодуэн де Куртене И.А. Избранные труды по общему языкознанию / И.А. Бодуэн де Куртене. – М., 1963, т. 2, стр.198–199.
7. Schwarz M. Einführung in die kognitive Linguistik. 3.Auflage, Tübingen, 2008, S.22.
8. Alefirenko N.F. Linguoculturology: value-semantic space of language: textbook. allowance [Text] / N.F. Alefirenko. – М.: Flinta; Nauka, 2010. - 288 p.
9. Babaitseva V.V. Russian language: Syntax and punctuation [Text] / V.V. Babaitsev. – М.: Enlightenment, 1979. – 269 p.
10. Beloshapkova V.A. Issues of ideographic grammar of the Russian language / V.A. Beloshapkova, I.G. Miloslavsky [Text] // Ideographic aspects of Russian grammar. - М.: Publishing House of Moscow State University, 1988. - S. 3–11.
11. Berdyaev N.A. The fate of Russia. Experiments on the psychology of war and nationality [Text] / N.A. Berdyaev. - М., 1990. - 208 p.