

The Text is the Main Linguistic Unit of the Content of Teaching a Foreign Language in Primary Education

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Abstract:

This article describes in detail the fact that the main linguistic unit of content in foreign language teaching is the text and the development of oral and written speech skills based on reading skills. In the modern world, in the English class, the teacher uses various teaching tools to achieve maximum efficiency in mastering a foreign language. Today, information technology is very common and is also available in education. A foreign language lesson in a modern school is a systematic and comprehensive study using various media. But, despite this, one of the most effective means of teaching a foreign language today is still the text, or rather, properly organized work with the text. Psychologists and methodologists have long recognized that reading develops and enriches our speech, expands our vocabulary, teaches us to think in images, raises questions worth thinking about, and also teaches us to see a problematic situation from different angles. proved. Some scholars say that the text is only an oral monologue, others consider the text to be only written speech, and a third group of scholars recognize the text as any speech intention. But most people consider the text to be structured, organized speech.

Keywords: linguistic unity, information technology, comprehensive, educational work, actions, thinking.

INTRODUCTION

Reading is a very complex process, and this work is relevant, because any teacher from time to time faces problematic situations when working with text materials. The purpose of this work is to consider the essence, methodology and effectiveness of working with the text in the foreign language class. To achieve this goal, the following tasks are solved in this work:

study of theoretical approaches to work with textual information in English classes;

get to know the basic methods of working with textual data.

Reading literacy is one of the most important competencies that characterizes a person's readiness for life in modern society. By "reading competence" we understand the sufficient development of the skills and abilities of students to use written information: to search for the necessary texts, to correctly select and classify them according to the given topic, to read them and interpretation, oral. and a written presentation of their studies.

TYPES OF STUDIES

In the process of learning English, as well as any other foreign language, the reading process can have two important functions:

- ✓ the learning process itself can be a learning goal;
- ✓ this activity can be the basis for teaching other types of activities.

Advanced reading ability is the ability to master all types of reading, depending on the purpose of the student.

The following types of plans are available during the course of study:

- ✓ meaningful (essence of the text, understanding of what the student has read);
- ✓ activity-based (self-reading, for example - letters, letter combinations, etc.).

Types of studies can be divided into the following groups:

- ✓ the method of revealing the content (analysis, synthesis, translation);
- ✓ in form (individually, together in class, in a group, out loud, etc.);
- ✓ according to the purpose (familiarization, learning, viewing or searching for certain things). information);

- ✓ depending on the location, study can be both at home and in the classroom;
- ✓ by organization (prepared, unprepared, study as a study and, of course, control study)
- ✓ When talking about the effective performance of students in English classes, the teacher should use all types of reading, if possible.

The authors of foreign English methods also identify several types and skills of reading that help to solve certain communicative problems associated with the use of written texts:

- ✓ Skimming (identifying the main topic/idea of the text);
- ✓ Scanning (searching for specific information in the text);

Principles of teaching reading in foreign language classes

FEATURES

Reading is an active process. The student should be interested in the content of the text. He should know the words in the text, understand the arguments presented, and be able to express his attitude to the position of the author. If these conditions are not met, then we can say that the reading is superficial and the read text will soon be forgotten.

It should interest the reader. If the student is infected with the interesting content of the text, he will get more than expected from it. The process of memorization is more active, but it should be noted that the organization of this process should be related to the content of the educational material used during the study. It is the content that has the potential to arouse positive motivation in students and create the need to study in a foreign language.

The teacher should encourage students to respond not only to the linguistic phenomena of the text, but also to its meaning. In order for each student to respond to the message in the text, to express their reactions and feelings in accordance with their experience, the teacher just needs to create a comfortable environment in the lesson.

The main factor of reading is prediction and guesswork. Students should be prepared by the teacher to work with text materials. To overcome difficulties, it would be good to prepare various stimulating materials for working with the text. These can be various pictures, photos, an interesting title of the text, and at the end the teacher's verbal statements. It is also important to prepare students to work with the text, to perceive the text from a linguistic point of view.

Compatibility of tasks and topics. When organizing work with the text, the teacher should correctly choose various exercises, questions and tasks for the text so that they help solve the given problems and stimulate students in the process of reading.

Work with the text to the end. The text contains many new and familiar words, as well as various grammatical phenomena, figures of speech, theses, etc. All these should be used for the development of the student as much as possible.

MATERIALS AND METHODS

Methods and techniques of working on the text in the foreign language lesson, so that the educational and speech activities become an interesting and effective basis for teaching speaking, writing and listening, for the teacher to teach his students to work with text materials correctly. teaching is important in principle. Therefore, it is important to base your work on the following steps:

- ✓ before the text;
- ✓ text;
- ✓ after the text.

Pre-Text Stage.

The purpose of this stage is to form a speech task for the initial acquaintance with the text, to create a positive motivational factor for students, and to reduce language and speech difficulties.

At this stage, preparations for the reading process begin: familiarization with the topic of the text, various concepts.

At this stage, preparatory work for the reading process begins: familiarization with the topic of the text, various concepts found in the text material. In addition, it is important for the teacher to create a psychologically comfortable atmosphere in the classroom in order to interest students and create positive motivation.

This stage of working with the text is designed to teach students to distinguish language units, different forms of speech, to recognize them in the proposed task, etc.

In these tasks, the lexical-grammatical, structural-semantic, linguistic-stylistic and linguistic-cultural features of the read text are taken into account.

At the pre-text stage, the teacher can use in his work:

- ✓ "brainstorming"
- ✓ prediction;
- ✓ various images that appear when reading the text title;
- ✓ disclosure of existing knowledge of students on the issues raised in the text;
- ✓ answers to questions and more.

At the beginning of working with the text material, the teacher should carry out the process of understanding the task and try to show the important points of working on this text:

before reading the title and (or) content of the text, based on the images in the text, to determine to which type (type) this text material belongs (for example, a newspaper article or a letter);

main characters that can be discussed;

ask students to find words, phrases and words they know and guess their meaning without a dictionary and ask them to answer a question about what the material might be about (in Russian and in the language they are learning) , relying on the fact that they have already emphasized.

Text stage

The goals of the text stage: control the level of development of various language skills and speech skills; formation of relevant skills and competencies.

The main thing at this stage is to understand what the students are reading. Monitoring comprehension of textual material should be closely related to the type of reading (see above) and the learning and speaking tasks assigned to students.

Rereading a text helps students understand the details of the text.

Tasks involving the purposeful search for the necessary information and recording it are of great importance in managing and managing the process of understanding textual material (use of various tables: main characters, their description, etc.). The teacher should understand that it will be wrong to read the same text several times because the content is already known.

A post-text stage

The purpose of the post-text stage is to use the text situation as an aid to develop the skills and abilities of constructing monologue sentences in oral and written speech. Exercises at this stage should be aimed at developing the following skills:

reproductive (writing lexical dictations, correct repetition of a certain task, etc.),

reproductive-productive (expression of opinions, etc.),

productive (written and oral language statements, analysis of words, comparison of different phenomena in language, ability to draw conclusions, etc.).

It goes without saying that the tasks used by the teacher depend on the type of learning (viewing, learning, etc.).

CONCLUSION

From all of the above, when working with textual material in foreign language classes is properly organized, it develops students sufficiently, develops interest in the language being studied, in particular, in science and in the learning process in general. increases interest. .

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