

ASSESS TEACHERS TO READ AND COMPREHEND A LITERARY TEXT

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ABSTRACT

The article defines the content of assessment of the ability of native language and literature teachers to read and understand the literary text, defines the tools, the use of different styles of tasks, as well as tests the comprehension of the literary text by teachers of the native language and literature. diagnostics, as well as theoretical views and suggestions and recommendations on the development of the ability to understand the literary text. The research was carried out using the methods of conducting experiments, mathematical and statistical analysis of experimental results, observation.

Keywords. Reading comprehension, teacher, literary text, assessment, test assignments, PISA, PIRLS

INTRODUCTION

It is known that in the teaching of mother tongue and literature, the teacher develops students' speaking as well as linguistic and literary competencies. They develop the skills of reading comprehension, understanding the speech of others in accordance with the situation of speech, and expressing their thoughts in writing and orally in accordance with the situation of the speech and the recipient. This is a complex process that takes a long time. It should be noted that in the last fifteen years the main goal in the teaching of mother tongue and literature has been to develop students' pure theoretical skills specific to science, in particular, pure linguistic analysis of speech in mother tongue education, as well as literature. Emphasis was placed on teaching the author's autobiography and memorizing facts. This has led to a shift away from the goal of mother tongue and literature education, and to a decline in students' literacy. Therefore, in our opinion, first of all, we need to scientifically determine what skills a teacher should have.

LITERATURE REVIEW

Scholars such as J. Charles Alderson, [4] L.F. Bachman [8], Julie Sugarman and Leslie Villeges [9], and Shihab Jimaa have conducted research on the development of reading comprehension skills and assessment of reading literacy in world language teaching methods.

In our country, the research of M. Yuldashev [6], I.A Azimova [2], J. Lapasov [5], K.M Mavlonova [7], G.A Asilova also reflects the theoretical views on the understanding of the text and the use of test assignments. In particular, the manual "Assessment of students' reading literacy in international research", published by A. Ismailov [3] and others, contains important conclusions on the content and methodology of assessment of reading comprehension. Based on

this research, we conducted an experimental study to assess and develop teachers' reading comprehension skills that shape student comprehension.

RESEARCH METHODOLOGY, ANALYSIS AND RESULTS

Based on our experiences, we tried to find answers to the following questions. How well do teachers understand the text? What skills do teachers need to develop to understand a literary text? We conducted an experiment to find the answer to this question and to determine the level of teachers' understanding of the literary text.

Prior to the experiment, we identified indicators-constructions based on the theoretical views on the understanding of the literary text to test teachers' reading comprehension, and developed test assignments based on classical and modern literature to test these features.

From the point of view of the ability to explain the literary text to the student and the ability of the teacher to understand it, we have identified the following constructions.

1. Constructions for understanding the classical literature:
 - 1.1. Understand the meaning of a classic word.
 - 1.2. Understand the meaning of a poem in a classic poem.
 - 1.3. Understanding the general content of a classic piece.
 - 1.4. Understanding the classical passage and artistic analysis.
2. Constructions for understanding the sample of modern literature:
 - 2.1. Understand the figurative meaning of the lexical unit used in modern literature.
 - 2.2. Understand the function of syntactic units used in modern literature.
 - 2.3. Comprehension of explicit information in a sample of modern literature.
 - 2.3. Understanding the hidden meanings of modern literature.
 - 2.4. Describe the images in a sample of modern literature.
 - 2.6. Understand the content of parts of a sample of modern literature.
 - 2.5. Understand the general content of a sample of modern literature.
 - 2.7. Understand the cause-and-effect relationship between events in modern literature.
 - 2.8. Understand the main idea of a sample of modern literature.

Based on these indicators, 7 tasks were developed to prove their reliability and validity, and were tested with the participation of 50 teachers in Syrdarya region. The results of the experiment are shown in the diagram below.

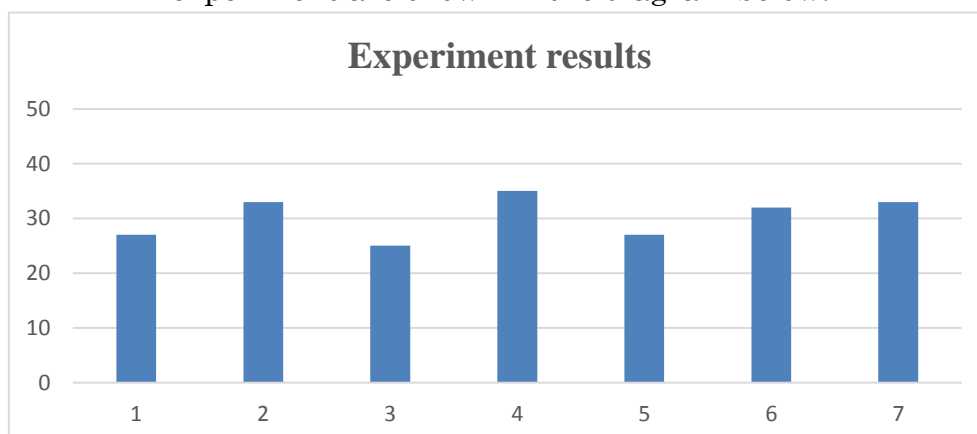


Figure 1. Task results

Our research has shown that about 40% of our teachers have not been able to solve the task of understanding the classical literature, more precisely, the teachers have not understood the classical passage. Below we analyze the results of each assignment.

The following task, which tests a teacher's understanding of the meaning of a classic word, was found to be correct by 54% of teachers.

1. Find the meaning of the word “**xudroyliq**” in the text, highlighted in the poem.

Answer: _____

This means that most of the words in the classics are not understood by the teachers.

In addition, 66% of the participants were able to find the correct task to test their understanding of the general meaning of the word.

2. Determine the sentence that DOES NOT CORRESPOND to the content of the tuyuq.

A. U go‘zalga “bormagin” deb bir necha bor aytdim

B. U oxir-oqibat yor oldiga bormaydigan bo‘ldi.

D. U o‘zi aytganidan qaytmadi, bilganini qildi.

E. Bunday holatdan aql ham juda hayratda qoldi.

This shows that it is easier for teachers to understand the general meaning of a classical passage than the meaning of a classical word.

The following task tested the ability to comprehend a classical passage and analyze it artistically.

3. Determine the correct sentence for the artistic analysis of a given piece of poetry.

A. Ushbu she‘rda ichki qofiyadan foydalanilgan.

B. Ushbu she‘rda tajnis, talmeh san‘atlaridan foydalanilgan.

D. Ushbu she‘rda misralar **aaaa** tarzida qofiyalangan.

E. Ushbu she‘rda tazod, tashxis san‘atlaridan foydalanilgan.

This task was completed by 50% of the teachers, who were able to analyze the art. In general, half of the native language and literature teachers in schools are unable to analyze a piece of classical poetry artistically.

We also tested teachers' understanding of modern literary texts, their understanding of reality, using test assignments based on a passage from the drama Iron Lady. Our study showed that an average of 25% of teachers were unable to analyze a sample of modern literature.

We analyze the outcome of each task below.

Using the following task, we tested teachers' understanding of the figurative meaning of the lexical unit used in modern literature.

4. Find the meaning of the word “**trade**” in the text highlighted in the passage.

A. inson hayotida uchraydigan mushkul holat

B. biror narsa dardida o‘ta berilish holati

D. biror narsa olish uchun oldi-berdi qilish holati

E. bajarilishi kerak bo‘lgan topshiriq, yumush

50% of the participants were able to solve this task. Half of the teachers did not understand the meaning of the figurative units used in the text. This leads us to the conclusion that teachers do not understand the movements, symbols, and symbols in the art piece, nor can they convey them to the teacher.

The next task tested the teacher's understanding of the cause-and-effect relationship between the events described in the text.

5. Olimjon fikricha, Alomat kuyib qolishining asosiy sababi nima?

- A. asli nosoz bo'lgani
- B. tinim bilmay ishlatilgani
- D. qishloq yerlari notekisligi
- E. inson mehnatiga moslashtirilmagani

This task was also found correctly by 54% of test takers. This means that teachers do not fully understand the philosophical law of "cause and effect".

The next task tested the ability to understand the meaning and function of the syntactic unit used in modern literature.

6. Qo'chqor tilidan ishlatilgan qaysi jumla orqali uning sodda, ko'ngilchan inson ekanligi ko'rsatilgan?

- A. Hech kim mehnatdan o'lmaydi, Olimtoy...
- B. Menmi? Xudo bilan gaplashyapman.
- D. Voy, bechora-yey... Umri qisqa ekan.
- E. Ey, esi yo'q bandam, -dedi, -shukronalar keltir...

The results showed that 64% of the participants were able to solve this task correctly. This allows most teachers to understand the content, place, and function of elements in a text.

In our last task, participants were tested to understand the general content of the text, to find the main idea of the text.

7. Identify the main idea of this passage.

- A. Kashfiyotlar johillar tomonidan barbod etiladi.
- B. Robotlar inson qila olmaydigan ishlarni ham bajara oladi.
- C. O'zbek ayolining qadriga yetish, uni e'zozlash kerak.
- E. Shoshma-shosharlik bilan qilingan kashfiyotlar natija bermaydi

The results of our test show that 66% of the participants were able to complete this task correctly. This means that some teachers do not have the skills to understand the general content of the text, to understand the main idea of the text. The general results are as follows:

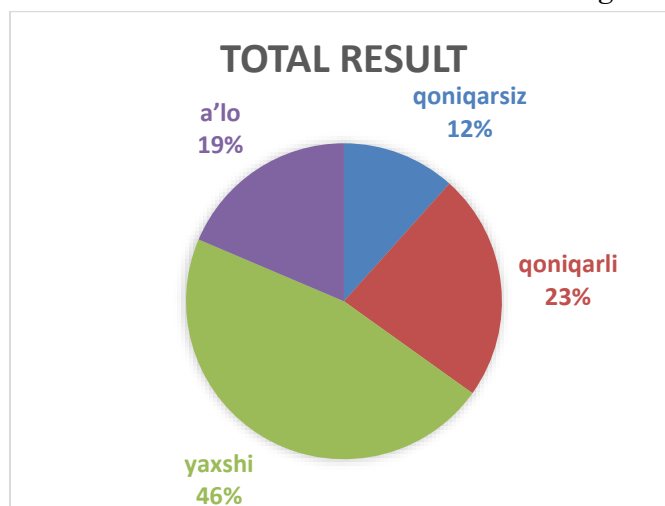


Figure 2. Total result

Analyzing the overall results, 19% of the participants showed an “excellent” (86-100) result, 46% of the “good” (71-85) results, and 23% of the “satisfactory” (56-70) results. , "Unsatisfactory" (1-55) results in 12%.

CONCLUSIONS AND SUGGESTIONS

Based on our research, we have come to the conclusion that the majority of teachers of mother tongue and literature do not read the literary text, do not understand it well, and are not able to analyze the art. This shows that they do not adequately develop the student's ability to understand the work of art. In addition, if we want to achieve high results in reading literacy in international assessment and monitoring systems such as PISA, PIRLS, we must first train and improve the skills of teachers who can develop students' reading comprehension. To this end, it would be useful to increase the number of subjects taught in teacher training centers and higher education institutions that train teachers to understand and explain the text.

In general, based on the results of our research, teachers should be able to understand the meaning of the word Classic in order to be able to convey the literary text to the student; Understand the meaning of a poem in a classic poem; Understanding the general content of a classic piece; Understanding the classical passage and artistic analysis; Understand the figurative meaning of the lexical unit used in modern literature; Understand the function of syntactic units used in modern literature; Understand the information that is clearly expressed in the modern literature; Understanding the hidden meanings of modern literature; Describe the oraz in a sample of modern literature; Understand the content of parts of a sample of modern literature; Understand the general content of a sample of modern literature; Understand the cause-and-effect relationship between events in modern literature; We recommend that you develop skills such as understanding the main idea of a modern literary sample.

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