

WHEN WORKING ON THE TEXT OF AN EPIC POEM, SELECTIVELY USE METHODS OF DESCRIBING READING TEXT

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ANNOTATSIYA

This article is about using methods of selectively describing the text to work on the text of an epic poem, and we hope that it contains scientific discussions, which will be useful to many.

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When working on the text of an epic poem, the reader reads part of the text that matches the task given. The task may be to clarify the factual content of the work, to determine my relationship with the cause, to reveal its artistic characteristics, and to express its personal attitude toward the read text. In Lesson 4, read "Find parts of nature that have been given changes (Golden Autumn)" and "Taqachi's Advice." Selective reading is the most effective way to work on text. It helps students to cultivate their creative imagination, speech and mind by cultivating good reading qualities. Answer the question in its own words.

This type of exercise allows students to cultivate the ability to discuss what is read, to evaluate attendees, to determine the connection between the life tablets described by the author and the idea of a poem. Questions asked in this type of work should be directed to a specific goal and be in a certain consistency. At the same time, students should be taught to think independently. Primary school textbooks give a great place in the type of work to answer questions. The teacher's task is to make good use of these questions and ask more questions of artistic character. Did Sobir, who encouraged students to speak their opinion on the text "Sobir with the Almighty" in Lesson 4, correctly explain why he was delayed from reading? What would you do when you were in his place? Questions such as "The Bible's Viewpoint: How Can I Make Bible Reading Reading?" Teach students to ask questions. Methodists believe that in the correct question, the semi-answer will be ready. Only if students can intelligently master the text will they be able to ask questions about it. It is desirable to start in grade 2 to teach students how to ask questions. Readers will certainly learn to draw up the question in connection with the content of the text.

They will also learn to ask discussions and creative questions later. Describe the text. Text can be described in two ways: (1) describe it in words; 2) Graphical description. Word description is a uniquely complex type of work in which it requires a precise reconstruction of the scenery using a word. This focuses on choosing words accurately. It can be assigned to describe various landscapes of nature, the appearance of participants, and the places where the incident took place. It is important to start describing the text by comparing the image given in the textbook to the part in the textbook that matches this image. Graphical imaging is done more at home. To do this, readers will distinguish between the part of the text to be depicted, read it carefully, absorb its content, and draw a picture that matches it. Draw up a plan for assyria. The plan will help readers to understand the content of the text intelligently and in depth, to distinguish between the main idea, to determine the consistency of events, and to understand the

interconnection of parts of the text. Working on the plan cultivates students' speech and thinking. They learn to divide the text into meaningfully completed parts and find the basis of each section.

Preparations for the plan begin as in the era of literacy. The simplest type of preparation exercise is to find a consist of text content smaller than the given titles. In teaching such an exercise, the teacher emphasizes that the title represents the main point, analyzes the title found by children and explains what is not suitable or appropriate for him or this title. The second type of work on the development of a plan is to select and study under the direction of the teacher, and the children will find and read from the text a place that will answer the teacher's question. The plan is gradually complicated and conducted in a particular way, based on the difficult principle of drawing up a plan. 1st graders should be able to select a title in the form of a questionnaire under the direction of a teacher in the small text they read, create a plan for a small article in Grade 2 in a questionnaire or phrase under the direction of the teacher, create a text plan read in grade 3 as a team, and develop an independent plan in Lesson 4. The simplest form of the plan is the image plan. To do this, children are first taught to choose and name the text section of the pictures given in the book; then no ready-made image is given to the part of the text, it is depicted by the children themselves in words; The story is read and analyzed by parts, then the students read Part 1 of the text, the teacher asks them what kind of drawing they paint, this is how the work continues. Students will switch from drawing up a picture plan to creating a logical plan, and developing a logical plan will be taught in the following consistency: 1. The teacher will choose text divided into parts and plan and replace the text plan and write it down on the left side of the error in the form of a title. Readers read Part 1 of the text, find a title that matches the contents of that section, which the teacher writes on the right side of the letter, thus producing a plan for the text read in the letter. In the process of analyzing parts of the text, students identify the main part in each section under the direction of the teacher and find a title for it, and the teacher writes the headlines in a planned way. Text that is not divided into parts will be selected, and the titles will be written in the inbox in the order of the text plan.

Readers are assigned to divide the text into parts using the given titles. They read the text, separate the part that belongs to Title 1, and the next part is marked the same. Text that is not divided into parts will be selected, and the titles will be written in a mixed way to the inbox. Readers are assigned to divide into higher parts. Readers divide the relative finished part by reading the text and select the corresponding title from the memo. The work will continue in this way and a text plan will be drawn up. To draw up a plan, you can use interrogation and confusion and, in some cases, vocabulary, only one type of statement should be used in each plan. Thus, in developing students' ability to work on text, they focus on the content and ways of doing the work. In elementary schools, stories, poems, fairy tales, illustrations, articles, and riddles are practically studied. In addition, scientific and popular articles are taught. The construction of works of art of various genres has its own characteristics in terms of stylistic priyoms, and its impact on readers varies. Therefore, when reading artifacts of various genres, the teacher is required to choose methods that match it. The story is a small-scale artifact, in which a certain event in a person's life is summarized by the important aspects of life. "The

story often describes an episode in a person's life. Its content is more vital than in the fairy tale." The narrative is a suitable genre for elementary school.

Younger readers are more interested in stories about the hero's behavior, appearance, portrait painting, and events. Therefore, introducing children to a story that is a type of artifact is linked to explaining its work. In elementary schools, opening the story content read in explanatory reading lessons dedicated to reading the story, working on a vocabulary, and retelling the read text will be considered one of the main types of work.

LIST OF AVAILABLE PUBLICATIONS:

1. Methodology for teaching the language in elementary schools. - Tashkent: Teacher. 2015.
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