

RETELLING THE CONTENT OF THE READ TEXT

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In Karakalpak and Uzbek native language classes, the retelling of the text is used to strengthen theoretical knowledge on the one hand, and to develop speech on the other hand. Almost all Methodist scientists talked about this method, divided it into types, gave their recommendations for each, and emphasized that it should be used more often. However, it is not clear which type of retelling of the text is best for developing students' oral speech. The effectiveness of conducting such exercises depends on the successful solution of such tasks as smoothing the students' speech, increasing their vocabulary, using various syntactic devices in sentence formation, increasing children's independence in this work.

According to T.A. Ladijenskaya, M.T. Baranov's methodical manual entitled "Osobennosti yazyka uchenicheskikh izlozheniy", "Declaration and retelling (the content of a text) is of great importance for developing students' speech, enriching their lexicon and syntactic construction. decided. This type of work is widely used both in primary grades and grades V-VIII. At this time, even high school students struggle to explain the content of what they read. The speech of some of them is not only shallow in terms of content, but also poor, devoid of fluency and impressiveness" [1; p. 5]. Although it has been more than half a century since this idea was put down on paper, such cases can be observed even today.

For retelling, topics with a clear content should be chosen. Because, as we mentioned above, we find it difficult to express our incomprehensible, vague thoughts in words. If the topic is difficult, first we need to clarify our opinion based on the content reflected in the text.

It is known from the observations that some teachers use almost the same method of retelling the content of the text to the students in the mother tongue classes, which in most cases is close to memorization: answering the questions with sentences from the text; reciting the text by heart and others. Such exercises serve little to develop speech. Students are not in a situation to use new words in speech, so these words are not activated enough. When retelling does not

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require students to construct sentences independently, they are not prepared to retell the content of the text in their own words.

First of all, the teacher should clearly define the purpose of retelling the content of the text. I.I. Sreznevsky defines this goal in a different way. I.M. Neusipova I.I. Sreznevsky's retelling of what was read is a means of accustoming children to "using the wealth of language"

draws attention to the fact that [p. 2.5] Therefore, it is correct to organize the exercises of reciting the content of the text in order to teach the students to use new words, word forms, syntactic devices, to make sentences.

When designing and modeling the process of teaching to retell the content of the text read in the native language classes, it is necessary to pay attention to the following issues:

- the subject matter of the text for retelling should be close to the students' age, knowledge level, and life experience;
- for what purpose the students should retell the content of the text;
- lexical and grammatical materials activated by retelling (educational content);
- types of retelling of text content and consistency of their use;
- types of work related to teaching retelling and methods of their organization;
- parameters for controlling the growth level of students' speech during retelling exercises (diagnosis and monitoring).

Most of the texts given in textbooks are understandable for students. But for various reasons, there are aspects that make it difficult to remember their content in a certain consistency. Among the reasons, the following can be distinguished:

1) It is difficult to learn the content of the text in cases where the consistency of the events described in the picture-texts does not have a certain order, but it is possible to retell the story by remembering what was talked about. For example, in the image and description in the text given in exercise 104 of the 4th grade "Ána language" textbook [3; p. 46], the following sequence is observed: a grocery store, a car stopping at a traffic light, a woman going for a walk, on the other side of the road mother and child crossing the sidewalk. The coherence of the ideas discussed here is not fixed: the order of the sentences can be changed, and this does not prevent the full expression of the main content. If it is spoken in different contexts, it gives this content.

2) A text made up of simple sentences with a more complex appearance creates difficulty in remembering these sentences in relation to each other. Let's take exercise 323 in the 4th grade "Mother tongue" textbook:

The eagle moved away from the sea, built a nest on the tree trunk near the big man's neck, and flew out of the palapas. One day, the eagle was making a nest near the nest of people. Ol came with a big fish in his claws. The people saw the fish and began to throw the eagle. The eagle caught the fish. People took him away. When the eagle came to one end of the nest, it began to peck and peck as if asking for food. The eagle was flying hard. He could not reach the bottom of the sea. The palapans began to flutter with their wings. However, the palapas still gave a kiss. Now the eagle flew away from them and landed on the ground. His palapas are better than his nose. Olard's voice sounded pitiful. At one point, the eagle screamed loudly. He spread his long wings and flew towards the sea surface [3;148-149b.].

It is known from the observations that it is difficult for the students to retell the text content close to the one given in the textbook. One of the children who mastered well performed the task of reciting the content of the text as follows: Bürkit terekke uya salyp palapan shyg'ardy. People are doing jumys near the tree where Burkitt nested. The eagle came flying. People were looking for fish. The eagle snorted. Burkitt's children gave ash bolyp shüykildese. Now the eagle is rushing towards him. An eagle screeched loudly. The eagle flew back to the beach.

The retelling of the students consisted of short sentences. Methodist scientist M. Abduraimova's definition of oral speech also mentions this idea: "Oral speech ... is evaluated by its ability to speak literately, to be able to express one's thoughts in short sentences,..." [4; p. 8].

3) Texts whose content is difficult to understand do not allow for satisfactory retelling due to ambiguity of meaning.

To retell the story, the subject of the text must also be understandable. Because the content is complex, and sometimes incomprehensible, it is difficult to express the speech in detail with words. If the topic is difficult, it is necessary to first understand the content reflected in the text in a deeper and fuller way, and clarify the points to be re-stated on this basis. Therefore, while reading a text that requires retelling, it is necessary to focus the students' attention on the scope of work performed on the basis of this text. A.Gulomov, B.Qabilova give the following explanation in this regard: "...the child should know the requirements for retelling, not trying to memorize what he has read, but rather explaining it in his own words, using words correctly and appropriately, paying attention to sentence constructions, and most importantly, it is necessary to preserve the necessary spelling, lexemes, phraseological combinations and figurative expressions in the text" [5; p. 43].

4) In situations where it is difficult to transform dialogic sentences in the text into mastery sentences, students try to remember them.

Elementary school students can easily use adjuncts in their speech, including one or two quotations. Therefore, they can orally retell dialogue sentences by turning them into passive

sentences. For example, the following text given in exercise 42 of the 4th grade "Mother Tongue" textbook contains dialogue sentences:

THE PERSON WHO EAT MIXED FOOD

The doctor saw a man eating two types of thick food and said to him:

- Do not mix two types of food. They cannot agree in the stomach and quarrel among themselves.

The man continued to eat without listening. But the next day he got sick. Then he sent someone to that doctor. The doctor came to him:

"Didn't I tell you not to eat these two meals?" "They can't get along!" he scolded.

"No, you are wrong," said the patient. On the contrary, they agreed and knocked me down. (Muhammad ibn Shaykh Muhammed al-Jami) [pp. 6; 20-21].

One of the readers (Alisher U.) described the content of this text as follows:

A man was eating a mixture of different foods. The doctor who was sitting nearby saw this and warned him that if he mixed two kinds of food, they would not agree with each other in his stomach and he would get stomach ache. The man did not listen to the doctor's words, he continued to eat both meals. The next day he started having severe stomach ache...

It can be seen that the student made some changes to the content of the text, i.e. turned it into a catchphrase with his own words and kept the words from the text.

In exercise 76 in the textbook, there are two dialogue sentences, which are located in sequence:

I rested in the village all summer. I saw and learned a new life in the village. People are creating great wealth there. It is not for nothing that they say that work is pleasure.

"Dad, I really like the village."

"My son, the nature of the village and the kind-hearted people have tamed you.

We got into the car. I said goodbye to my dear village. (From Shukur Sa'dulla) [p. 6;32]

One of the students expressed the dialogic sentences of the text as follows: I told my father that I really liked the village. My father said that I was charmed by the nature of the village and the kind-hearted people.

When the dialogue is expressed in a monologic form with several sentences, it is more difficult to repeat it. For example, the text in exercise 17 of the textbook is structured like this:

A boy named Sultan said to his friend Yusufjon:

- Yusufjan, have you seen my brother Ali's nuts? What good, sweet nuts! Come on, let's fill our pockets with these nuts. I climb a tree and gather nuts. You pick the nuts. Nobody sees us.

"No one can see it, but our conscience will see it!" Yusufjan said. [pp. 6; 8–9].

The retelling exercise should set specific tasks for the students. For example: a) fuller and clearer understanding of the content of the text;

b) remember the content; c) think about using unfamiliar words and phrases in their retellings; g) determine what he wants to say based on the retelling.

Determining for what purpose the students should retell the content of the text is important in the methodology of speech development. According to the communicative approach, the motive for text-based communication should be clear and novel.

It is also worth noting that the retelling of the text content, which is one of the main forms of oral communication in mother tongue and reading classes, does not essentially serve as a means of communication, since it is almost not directed at the listener, but intended for the control of the teacher. In fact, it should be conducted with the aim of inculcating communication culture in students in accordance with the requirement of communicative approach. According to this approach, the reader has: 1) a desire to convey something new to the listener (motive); 2) the intention to master the way of speaking should be prioritized.

N.M. Neusipova said, "Speech culture of a primary school student is known in communication with peers, teachers, parents, neighbors, and strangers. The concept of "communicative culture" includes speech in accordance with the communicative purpose, whether oral or written, characterized by accuracy, imagery, and expressiveness. The task of the native language teacher of primary school is to form such a speech" [2; 3-p.].

M. Abduraimova teaches students to "...feel determination, trust, forgiveness, mutual respect, tolerance, go beyond one's word, be friends, admit one's mistakes, be grateful, understand humor, correctness, avoid conflict situations, etc. considers it necessary to absorb [4;8-p.]. The performance of these tasks depends on the task and the content of the text.

It is known from many methodical literatures [7], [8] that, according to the volume of retelling of the content of the text, full retelling, retelling of a part of the content, shortened retelling; detailed (detailed) retelling according to the content, retelling the main content of the text, selective (selective) retelling; According to the changes made to the text, it is divided into types such as creative retelling.

In mother tongue classes, all types of retelling are followed from easy to difficult, from simple to complex, from class to class, depending on the students' abilities.

Full (detailed) retelling is often organized in the form of recitation of the text. Here, the educational aspects related to changes to the text, construction of sentences, and selective use of words are almost not realized. This is the point of teaching short retelling. But it should not be at the expense of omitting some sentences in the text. If the text is taken from a work of art, then as G.P. Sokolova said, we use the writer's words, because it cannot be said better [9; p. 4].

Creative retelling requires special preparation. This work is done with the help of exercises on sentences. Questions that encourage creative thinking are used, along with a series of pictures that prompt you to deviate from the text. As a result, the connection and connection between the parts of the text begins to be understood more deeply. As a result of these works, "Sustainable interest appears in this type of work, elements of initial discussion and elements of creative development of thought appear" [2; pp. 4-5].

While reading the text and retelling its content, students' actions of choosing words, their achievements and shortcomings, mistakes, and difficulties become apparent. For example, if it is felt that the student did not understand the content of the text well, it will be difficult to remember the events. "At such times, the teacher sometimes comes to the wrong conclusion: he thinks that the places that are difficult to understand during reading are the difficulty in the student's memory" [10; p. 66].

The nature of retelling the content of the text in native language classes depends on a number of conditions: 1) the size of the text; 2) whether it is easy or difficult to understand its content; 3) to the level of complexity of the sentences; 4) to the condition of the task provided for in the exercise; 5) for the allotted time; 6) to the growth state of students' activity and speech;

7) factual information; 8) to a small number of book words; 9) to what extent the coherence of the narration of events is understood.

In the lesson, the student is less talkative, rarely uses gestures in retelling, speaks in a monotone, does not change his voice, does not use expressive means. He speaks with strain (choked) as if reciting by heart, speaks haltingly, mainly relies on memory.

So, when teaching students to retell text content in native language classes, text features, new words learned in this or that class and being studied in the lesson, word forms, possibilities of activating syntactic devices, dynamics of speech development, diagnostics, monitoring and other similar educational issues in this regard should be considered. True, finding answers to the above questions after listening to a student's retelling requires special attention. A teacher who can do this can help a student.

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