Research Article

THE BANKING SYSTEM IS AN IMPORTANT ELEMENT OF THE REGIONAL MARKET ECONOMY

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ABSTRACT

In this article, we will talk about interactive technologies used in the formation of communicative competencies in primary school students: learning to create text. When teaching students to create text, technical instructions are given to help fill in the exercises and tasks presented in the textbooks of grade 1-4: work on the meanings of words and use them correctly in speech, work on the structure of the text, learn how to prepare a monological text.

KEYWORDS

Text, 4K model, principle, speech, word meaning, vocabulary, style, monologue, POPS formula.

INTRODUCTION

In our republic, a lot of attention is paid to the development of education. For example, the development of the concept of development of the public education system until 2030 became one of the main documents in the development of education. This concept defines the task of creating a new generation of textbooks and improving teaching methods. Experiences of many developed countries were studied in the process of fulfilling the assigned tasks.

As a result of the work done, in the 2023-2024 academic year, textbooks for primary classes based on the 4K model were prepared and put into practice for the purpose of testing.

One of the main principles that make up the 4K model is communicability. The purpose of this principle is to teach students to clearly and clearly express their thoughts, to listen and understand the interlocutor, to effectively use language tools in conveying information.

Modern education is based on a text-oriented approach, in other words, the text is the unit of learning, the learning content and the unit of control. Working with the text in the lesson is one of the interesting activities that attracts the teacher and students. M.M. Bakhtin (the famous thinker of the 20th century) said: "Where there is no text, there is no object of research and thought." Texts surround a modern person everywhere: it is a dazzling advertisement, various reports, an article in a newspaper or an Internet site, an SMS message, applications of various contents, a school essay, etc.

The ability to understand and create a text is formed, first of all, in native language classes. Because native language classes serve to form and develop the skills of creativity, independent thinking, the ability to express the product of creative thought in oral and written forms in accordance with the conditions, and to educate language sensitivity.

The place of the text in the education of the mother tongue, the methodology of teaching the text to work and create it, Russian scientists T.A. Ladyzhenskaya, M.R. Lvov, T.G.Ramzaevas, Uzbek scientists S.Matchonov, H.Gulomova, Sh.Yoldosheva, Sh.Sariyev, T.Ziyodo-va, H.Bakiyeva, their research objects are covered from the point of view.

The purpose of working with the text is to understand its construction, to master the stylistic, phonetic, morphological, syntactic and orthographic standards of the native language. This goal is achieved by using the following types of work:

- being able to choose words appropriate to the topic;

- determining the limit of sentences in the text;

- dividing the text into parts;

- recovery of deformed text;

- determining the topic, the main idea;

- finding a suitable title for the topic;

- continue the text;

- creating texts in different styles;

The first step in learning to compose is word choice. Therefore, it is necessary to pay special attention to the use of exercises and tasks that teach students to use vocabulary correctly in speech. Working on words in these classes involves:

- to introduce students to new words and terms, to determine the meaning of unclear words;

- observing words in context and interpreting new meanings of words whose meaning is known (multiple meanings of words);

- selection of synonyms and antonyms, etc.

Our observations showed that teachers use the above-mentioned types of work in schools to one degree or another. It should be noted that knowing the meaning of words and being able to use them correctly in a methodical manner occupy the main place in creating a text. But in elementary grades, not enough attention is paid to teaching students to work with dictionaries. There are specific objective and subjective reasons for this. For example, lack of creation of dictionaries for elementary school students, etc.

Work with dictionaries.

Dictionaries collect human knowledge in the form of concepts arranged in alphabetical order. This type of activity increases the level of independence and provides students with high-quality language material. The ability to use vocabulary is of great social importance. This skill gives students the opportunity to improve their knowledge of the language throughout their lives, to overcome lexical difficulties when communicating, reading books, as well as listening to audio texts and watching TV shows. When working with dictionaries, the following assignments are given.

1. Determine the correct spelling of the word (spelling dictionary)

2. Explain the origin and usage of the word (explanatory dictionary)

3. Identify the parts of words (vocabulary of word formation)

4. Find synonyms and antonyms of the word (dictionary of synonyms and antonyms)

For example, in the example of the word traveler, the above assignments are given in the 2nd and 3rd grades

It is possible to do it using ICT tools.

In the 3rd grade, students are first introduced to the morphological section of their mother tongue. This section is about word meanings and usage when studying

it is advisable to use the following types of exercises.

Replace the highlighted word with a suitable and more specific word.

The boy is playing on the playground.

A kitten is playing with a ball.

The girl is having fun.

The sun plays in the raindrops.

By doing this exercise, students will learn how a word can be used in different ways depending on the context.

Exercises for working on the word are more complicated depending on the nature of the topics in the section of classes. Below is an example of working on the word "Orange" in the 4th grade.

The teacher shows a picture of an orange or himself and gives the following tasks.

Characteristic description: round, sweet, sour, ripe, large.

Making compounds: orange tree, orange jam, orange juice.

Context: I love the smell of fresh oranges. There are huge orange groves in Turkey.

Making puzzles. Asks to make a riddle based on the signs and characteristics of the orange fruit. (Round, fragrant, grows on a tree. Adults and children love not only me, but also my juice).

Creating a microtext. They express their opinions to the teacher's questions. For example, Why do people say that? - Oranges don't grow in the sky.

In elementary grades, work on words is carried out directly in connection with the text. In this regard, it is recommended to use the following types of work.

Read the text and fill in the missing words. Find the mistakes in the text and correct them.

Hi, I'm an alien and my name is Jodu. I live on the planet Mars. Tell me about yourself.

I live on the planet _____, in the country _____. _____ is _____ in _____ city and my name is _____. My hobby is _____.

One of the most effective ways to create a text in a lesson is to create speech situations. The teacher can use the tasks proposed in the textbook to create speech situations or model them independently. For example, the teacher gives such a guide when preparing a speech situation. "You are a guide, you lead an excursion for your classmates. Try to describe things, events, events in such a way that it is vivid, figurative and understandable. Explain what and why you especially liked it, because you want to arouse interest in the audience. Do this type of work individually. It can be done individually or in groups.

It is suggested to use the "Parts" method to strengthen and expand students' knowledge of text construction. It is appropriate to use these exercises in 3-4 classes. The exercise is organized in groups.

Students are given a text divided into semantic parts according to the structure and a task for each group:

to the 1st group. Identify the introductory part of the text, explain what you are based on in dividing the part. Give this part a name.

to group 2. Identify the main part of the text, explain how you identified it. Give it a name.

to group 3. Determine the final part (end) of the text, explain how you determined. Give it a name.

During the observations, it was shown that teachers use "Educational complex text analysis" in their work practice. This type of work gives an effective result in teaching to compose a monologic speech.

Students are given a text. (Each group has its own characteristics).

Assignment. Complete the task using the reference.

1. Identify what is in front of you: words, sentences, text.

2. Prove that this is a text.

3. What type of speech is this text? (story, poem) Prove it.

4. Define text style. Justify your answer.

5. Determine the topic and main idea of the text.

6. What does the title of the text mean?

Reference material:

1. A word is a speech unit.

2. A sentence is a group of semantically and grammatically related words.

3. The text is sentences connected in terms of meaning and grammar.

4. The main idea of the text is what the author is calling for, what he taught, for what purpose he wrote this text.

5. Text is an integral semantic unit of speech, which contains an independent complete message.

6. A poem, a story, a scientific article, a newspaper article, a school essay, a conversation with a friend about Sunday plans are all types of text.

7. Features of the text: it consists of a group of sentences, the sentences are connected semantically and using different grammatical means; has a title, sentences are united by a common theme, a single idea.

8. Subject - what or who is being talked about in the text. Most often, the topic is reflected in the title.

Another interesting way to work on teaching composition is the POPS formula.

What is its essence? Students are asked to write four sentences that illustrate the following four points of the POPS formula:

P - position

O - explain (or justify)

P is an example

S is the result (or judgment)

The first of the sentences (position) should begin with the following words:

"I believe that..."

The second sentence (explanation, justification of one's position) begins with the words:

"Because...".

The third sentence (focused on the ability to practically prove the correctness of one's position) begins with the words:

"I can prove it with an example...".

And finally, the fourth sentence (result, verdict, conclusions) begins with the words:

"Based on this, I came to the conclusion that ...".

Primary education is the most important stage of personality formation. During this period, it is necessary to pay attention to the comprehensive development of students, especially the formation of their communicative competence. In this regard, it is recommended to follow the system of exercises, use dictionaries, innovative work types, ICT tools, use exercises that interest students and at the same time lead to thinking, analysis and synthesis, drawing conclusions.

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