



## WORK ON THE TEXT

Makhamadkhodzhaev Bakhromkhodzha,  
Lecturer at the International Islamic Academy of Uzbekistan  
Department "Arabic Language and Literature al-Azhar»

### Abstract

Existing texts in textbooks created on the basis of the communicative method differ from old textbooks in terms of authenticity. Texts in old textbooks would have been written only by textbook authors. The concept of "authentic text means an original and an exact written or oral copy.

Experiments show that introducing students to texts and explaining the meaning of texts through various linguistic observations is effective in teaching foreign languages. Below, we found it necessary to give some recommendations for working on authentic texts.

Split the text into paragraphs.

Arrange the divided paragraphs in groups according to their meaning. In this case, students can do it independently in groups or they can listen and place it on a tape recorder within the specified time.

Dividing the text into paragraphs and arranging the pictures according to the paragraphs

If there are no pictures related to the text in the textbook, the teachers themselves can prepare pictures with a creative approach.

continuation of the text, reading halfway and letting the students continue the rest. Students create different stories according to the content of the text. The best-constructed stories or texts that fit the content of the sequel are discussed in plenary and encouraged by the teacher.

memory exercise to remember the content of the text.

The teacher reads the text once. Then the text is divided into different parts and given to the students, and the students try to place them as correctly as possible. The teacher motivates them to place them correctly.

creating a similar story.

After working on the given text, the teacher instructs the students to make up similar stories corresponding to the content of the text. Compiled similar stories will be discussed in the plenary.

Break the text into paragraphs and instruct the students to title each paragraph.

The exercise is conducted in groups and discussed in the plenary.

Translation of the text in groups, divided into paragraphs





Each group is given one paragraph and it is translated in the group. After the set time, only one person remains in the group and the rest disperse to other groups one by one. In one group, representatives of all groups are gathered and translated according to text paragraphs. Each representative translates his paragraph.

This method of working on the text helps to save time.

Cluster method.

Analysis of the title of the text by the cluster method. For example, ask students what they mean by school.

This method tries to understand the content of the text globally. Finding effective ways to work on the text really depends on the creativity of the teacher.

The use of literary texts in foreign language classes plays an important role in not only developing pupils' or students' oral speech but also in increasing their interest in the country where the language is being studied and expanding their worldview.

Literary text types include epic, dramatic, and lyrical works. Since we are using more and more epic works in foreign language lessons, we will focus on epic works. Epic is a Greek word meaning narrative literature. In epic works, the author introduces the reader to the inner experiences of various characters, confronts him with life events in different times and places, and takes him for a walk in fantasy. Epic works include novels, short stories, fables, legends, anecdotes, stories, fables, and ballads.

The novel reflects the worldview of the author and the spirit of the time. The novel, unlike the novella and short stories, contains the life of the hero and the events related to it. According to its meaning, it is divided into novels about adventure, science, history, love, war, and the Motherland.

Fairy tales mainly appeared in the Middle Ages, in which miraculous events were described and realized under possible or impossible conditions. The laws of nature are exaggerated in fairy tales. Talking animals, fictional princesses and princes, pure, unblemished moral standards, and the defeat of evil and the triumph of good are some of the most literal features of fairy tales.

Fairy tales are divided into folk tales and artistic tales. The originator of the folk tales is unknown; they were passed down by word of mouth among the people and later compiled into books. Fairy tales are created by a certain writer or poet, and they reflect the worldview of the author or the spirit of the time.

In parables, moral norms or general truths among people are reflected through metaphorical images. Parables have a lively, socially critical character.

Anecdote comes from the Greek word meaning "unpublished". Anecdotes are "gossip stories" in origin, and they are spread secretly. Famous people are characterized by





funny expressions or actions. Anecdotes serve as a small means of criticizing some of the shortcomings in society.

Novella is derived from Latin and means "new". Depicting controversial events, i.e., "What's the news?" served to describe the conversation of the upper layer of society under the question. In the 19th century, the novella acquired its true form and meaning.

I. V. Goethe thinks about the novella and says, "The novella reveals human nature and its inner experiences in a moment."

The course of events is depicted artistically, like in a classical drama. The main feature of the novella is that the description of the events takes place without the intervention of the author or the narrator.

A short story is a translation of the American word "short story". Short stories describe events that occur in everyday life and do not include an introduction, story development processes, or a conclusion. It often represents a resolved, unexplained moment, and the ending is often left open.

The word ballad is derived from the Latin word ballare, which means to dance, and until the end of the 18th century, ballad was used to mean a dance song. The main features of a ballad are that it has an epic texture, that a person is in the center, that a person is in conflict with the existing world, that it does not have a specific line or poetic form, that it has an interesting and final structure, and that the stories are given in the form of a dialogue.

The use of literary texts is effective in all subjects in foreign languages, including country studies.

We know that the concept of country studies includes various fields. For example, from the culture, history, geography, and politics of the country where the language is being studied to how to behave in a cafe or an inviting place and, in general, to feel less alien in a foreign country, one learns everything.

Providing knowledge about country studies through literary texts gives more effective results.

We want to focus on the role of the ballad in the lessons of country studies from the types of literary texts.

In Friedrich Schiller's ballad "The Glove", a noble lady of the court deliberately drops her glove from a knight in the middle of a lion, tiger, and lions and orders him to take it out from among them as a proof of her love. It is said that he took out the glove, and the lady of the palace, who fell in love with him, angrily threw the glove on his face and left the palace.



Through this ballad, students will gain knowledge and imagination about the tricks of the ladies of the court, the bravery of the knights, and the monster fights that were customary at that time.

In addition, Friedrich Schiller's ballad "The Glove" can be used with students in a "modernization" way. Students can create a new ballad of their own related to today's life, keeping the main idea of the "Glove" ballad.

Literary texts are also characterized by the performance of multifaceted tasks and functions in foreign language lessons:

language learning through literary texts;

enriching the knowledge and imagination of country studies through literary texts;

to study one's own culture more deeply through the foreign culture covered in literary texts.

Literary texts provide an opportunity to get acquainted with the culture, traditions, history, and outlook of the country whose language is being studied in foreign language classes.

## REFERENCES

1. Maxamadxodjaev, Baxrom (2020), "THE RISE OF TRANSLATION SCHOOLS IN CENTRAL ASIA," *The Light of Islam: Vol. 2020: Iss. 4, Article 10*. Available at: <https://uzjournals.edu.uz/iiu/vol2020/iss4/10>
2. Shukurov Yo.A. (2020) *Innovatsionnie metodi effektivnogo ispol'zovaniya taksonomii Bluma v formulirovanii seley obucheniya Issledovaniya molodix uchenix: materiali XIV Mejdunar. nauch. konf. (g. Kazan', noyabr' 2020 g.) Kazan': Molodoy ucheniy, 2020. S.*
3. Kazakbaev, A. (2020). *THE LATEST TERMS THAT HAVE ENTERED THE ARABIC LANGUAGE THROUGH THE PROGRESS OF SCIENCE AND TECHNOLOGY* *Archive of Conferences* (pp. 92–93)
4. Kazakbaev Akbar, (2019), *Special Prepodavaniya Inostrannix Yazikov: Problems and Methods* *The Light of Islam: 2019 (4), 14*.
5. Kazakbaev, Akbar. (2020) *Seli obucheniya sinxronnomu perevodu / Issledovaniya molodix uchenix: materiali XIV mejdunar. nauch. conf. - Kazan': Molodoy ucheniy, 2020. s. 62–64*.
6. Matibaeva Razia Baltabaevna (2020), *USE OF SHORTS IN TRAINING EASTERN LANGUAGE,* *Archive of Conferences, 9(1), 15–16*.
7. Daminov B. (2019): *Actual problems of the modern Arabic language, The Light of Islam, 2019(4), 20*.





8. Dusmatov, S.T. (2019) Maxmud Zamaxshari i yego makami / Molodoy ucheniy. – 2019. - №52 (290). – S. 297-299.
9. Dusmatov Sanjar. (2020). THE GREAT ALLOMA OF KHOREZM. *Archive of Conferences*, 9(1), 90-91.
10. Dusmatov S.T. (2019): The Role of Mahmood Zamakhshari in the Development of Arabian Language Grammar естник современн исследований., 2019. ом 4,. 14-16.

