

The article analyzes the motivational characteristics of women working at home, in particular, analyzes the features of the socio-psychological characteristics of women working at home based on an empirical study of personality types and motivation in their work. The results of the questionnaire were analyzed and studied according to the methods of T. Elers "Diagnosis of successful diagnosis" and "Diagnosis of motivation for failure."

FROM THE EXPERIENCE OF USING STRATEGIES FOR DEVELOPING READING SKILL

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Таянч сўзлар: ўқиш, мойилликни ривожлантириш, тушуниш, атра усули, гуруҳда ишлаш, мотивация, жавобгарлик, ўқишдан олдинги суҳбат, ўқиш жараёнидаги вазифалар, ўқишдан кейинги ишлаш.

Ключевые слова: чтение, развитие навыков, понимание, зигзаг, групповая работа, мотивация, ответственность, обсуждение перед чтением, задания во время чтения, виды работы после чтения.

Key words: reading, skill development, comprehension, jigsaw, group work motivation, responsibility, pre – reading discussion, while - reading tasks, post – reading activities

According to the Decree of the Cabinet of Ministers №610 "On Measures for further improvement of the quality of teaching foreign languages in educational establishments", adopted on August 11 in 2017, from the academic year 2017-2018 there should be developed the mechanism of assessing the foreign language level of learners in all stages of education due to their Listening, Reading, Writing and Speaking skills which are required by the State Educational Standard [1].

A lot of issues need to be investigated in the methodology of teaching foreign languages, especially in our country. One of them, to our mind, is developing learners' reading skills. The ability to read is essential because it is one of the ways in which a language can be learnt. Reading not only improves the ways of thinking but stimulates the development of an inquiring mind.

Reading is directed to understanding written texts. It is a complex activity that involves both perception and thought. The ability to read is essential because it is one of the ways in which a language can be learnt. Readers typically make use of background knowledge, vocabulary, grammatical knowledge, experience with text and other strategies to help them understand written text. The nature of reading is, as Penny Ur in her book "A course in languages Teaching" about decoding and perceiving letters in order to read and understand words. Moreover, learners also need to understand words in order to understand the meaning of a text. The understanding of the text itself comes from understanding the words that compose the text. [6;138] It is reading that opens the gates of knowledge for us and enriches our experiences.

There are a great number of strategies in pedagogy that can help to learners enhance their reading skills effectively. Some of them have been suggested below by many famous scholars [2; 3; 5]:

- Previewing: The purpose of this strategy is reviewing titles of given texts, also headline the section, and photo captions to get a sense of the structure and content of a reading selection
- Predicting: The purpose of it is to use knowledge of the subject matter to make predictions about vocabulary and content then to check the learners' comprehension; to use knowledge of the text type and purpose, to make predictions about discourse structure; to use knowledge about the author to make predictions about writing style, vocabulary, and content
- Skimming and scanning mean to use a quick survey of the given text to obtain the main idea, identify the structure of the text, confirm or question predictions
- Guessing from context: using prior knowledge of the subject and the ideas in the text as clues to the meanings of unknown words, instead of stopping to look them up
- Paraphrasing: Is basically the method in which you have to restate the entire document by creating your own version. It is important that you comply with top standards to ensure that your version will be original and flawless. Plagiarism is a common problem and if you want to avoid this, you must be able to effectively adhere to guidelines.

I think, that teachers should help students learn when and how to use reading strategies in their learning situation. When language learners use reading strategies, they find that they can control the reading experience, and they gain confidence in their ability to read in the foreign language.

Foreign Language teachers are often dissatisfied with the situation that students do not quickly accept the strategies they use when reading in their mother tongue to reading in a foreign language. To their points, students think that reading is beginning with the first sentence and read till the end without missing even a single word. The activity I am suggesting to use in reading classes helps students move past this idea and use top-down strategies as they do in their native language.

Teachers should show students how they can adjust their reading behavior to deal with a variety of situations, types of input, and reading purposes. They should help students develop a set of reading strategies and match appropriate strategies to each reading situation. I would like students to work in groups each session, reading aloud to each other, discussing the material, doing question and answer, and so forth. Working in groups provides the much needed interactivity to increase motivation and learning. Students may choose their own groups or be assigned to one group and groups may vary time by time.

The article is devoted to the description of my experience in using jigsaw reading activities with the 1-st year ESP university students. In the presented lesson we followed to the principles of organizing reading classes. As Brown [4:19] suggests, there should be three phases in the teaching of reading. The first phase is *pre – reading discussion*, which involves introducing the title of the text, predicting the content and preparing students for reading. The second phase includes *while - reading tasks*, in which students are provided with a set of instructions to give them a purpose for reading and to serve as guide for them as they read. The third phase includes *post – reading activities* in which students are given opportunity to summarize the story by doing tasks.

My students were provided with a copy of texts appropriate to their age and interests. As a lead – in activity, I elicited their knowledge about famous cities of the world with the help of "Brainstorming activity". In the pre-reading activity, the students were asked several questions about the characteristics and peculiar points of famous cities. Students also spoke about their native cities. This discussion motivated students to read the texts.

The while – reading activity required the students to read the text which was given to their groups. As it was a jigsaw reading activity each group read just one text, four groups read four different texts, (The World's best city, Vancouver, Dubai, Copenhagen). In their "Home groups" students took information, learned new words, discussed facts and opinions and prepared themselves for retelling it to others, who didn't read the text. After reading the text students were regrouped into a new group "Expert group" and they retold their texts to other members of a new group,

as they didn't read them. Students tried their best in order to learn all the information about the topic, by asking additional questions, clarifying facts and in this way develop their analyzing, synthesizing skills. Students were actively engaged into the process, they shared their opinions, listened to others, developed responsibility to their work, respected others' opinions.

In the post – reading step, first I asked the students to return to their “Home groups”, then distributed handouts with quizzes and a picture charts and asked students to find the right answer and paint the part of the picture with the same numbers. In planning this kind of work I aimed to know how well students had explained the texts to others, if they had paid attention to every detail, facts and if they were able to give the message, main idea of the text. When reading a text, students should be aware that the details omitted are often as important as those included, since omissions may tell the reader something about an author's bias. Identifying bias in the text should be an essential part of a reading lesson aimed at developing reading skills.

After finishing this activity, the students working in groups, were asked to share their answers and find the exact answer. This kind of task develops students' skill to value the question, find the exact answer and develops their ability to think and react according to the situation. This kind of work makes reading interesting, enjoyable and fruitful.

Jigsaw reading is a useful cooperative learning strategy that engages students and increases their participation and contribution to the learning process. It helps develop a depth of knowledge not possible if the students were to try and learn all of the material on their own. Each student of a “home” group specialise in one aspect of a learning unit. Students meet with members from other groups who are assigned the same aspect, and after mastering the material, return to the “home” group and teach the material to their group members. Each student's part is essential for the completion and full understanding of the final product. It helps develop a depth of knowledge not possible if the students were to try and learn all of the material on their own.

The jigsaw reading method was motivating for my students because this way of reading gave them opportunity to read the written work more attentively as they had to retell them to others. The jigsaw reading develops learners' responsibility for their group mates' knowledge.

My second motivation tool is making students work in groups. Group work motivates learners, because they feel themselves more free among group mates, they have opportunity to say their opinions, they can be listened and responded. Most learners usually suffer of speaking to the whole class, some learners are afraid of teacher-student interaction, the third group of learners do not like of being inattentive to their speech or action. This type of learners like group works, which are very fruitful for them.

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Мақола инглиз тили дарсларида ўрганувчилар ўқув кўникмаларини ривожлантириш усулларига бағишланган. Автор ўзининг дарс жараёнида қўлланиб юрган «арра» усулидан фойдаланиш йўллари билан ўртоқлашган ва бу усулнинг чет тилини ўрганувчиларнинг ёзма матнларни диққат билан ўқишига, уларнинг ўз билимига жавобгарлик билан қарашига олиб келадиган фойдали усул эканлигини кўрсатади.

РЕЗЮМЕ

Данная статья посвящена описанию методов для развития навыков чтения на занятиях по английскому языку. Автор статьи делится своим опытом использования приёма «зигзаг» для развития навыков чтения и уверяет что, такие виды работ дают обучающимся возможность читать текстывнимательно и развивать ответственность за свои знания.

РЕЗЮМЕ

The article deals with the issues of developing reading skills of language learners in English learning classrooms. The author shares her experience of working with jigsaw reading strategy and evaluates its effectiveness in giving learners opportunity to read texts more attentively, in developing learners' responsibility for their knowledge.

SUMMARY

Методы и приёмы ТРКМЧП при изучении рассказов К.Паустовского «Барсучий нос», «Кот-ворюга» в национальных классах общеобразовательной школы

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Таянч сўзлар: дарс, адабиёт, интеграция, артпедагогика, метод ва услублар, танкидий фикрлаш, К.Паустовский, миллий синф.

Ключевые слова: урок, литература, интеграция, артпедагогика, методы и приёмы, критическое мышление, К.Паустовский, национальный класс.

Key words: lesson, literature, integration, art pedagogics, methods and techniques, critical thinking, K.Paustovskiy, national class.

Основной задачей современного образования является подготовка выпускников образовательных учреждений к жизни. Проанализировав систему непрерывного образования можно сделать такой вывод, что наши выпускники получают фундаментальные знания, и не могут применять их в жизни.

Методика преподавания предметов должна быть построена так, чтобы дети могли самостоятельно получать и осваивать знания. Если мы научим детей критическому мышлению в эру интернета, они сами смогут

найти ответы на все вопросы и найдут выход из любых жизненных ситуаций.

Литература - благодатная почва для применения технологии развития критического мышления через чтение и письмо, так как на занятиях по литературе мы изучаем художественное произведение. Для технологии развития критического мышления обязательным является текст.

В произведениях русского писателя К.Паустовского описаны очень интересные жизненные факты, рассказы