PROBLEMS IN LANGUAGE LEARNING

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Abstract: The principles of teaching students to work with texts in teaching other languages, that is, teaching a second language based on the method of problem analysis, is the main language unit of the teaching content. The goal of problem-based education is not only to master the results of scientific knowledge and the system of knowledge, but also to master the way to achieve the results of this process, to form the student's independent knowledge and to develop his creative abilities.

Key words: Grammatical events, oral and written speech, text, competition, tasks, "Cluster", "Memory map", "Mind-Map". "Dictation-imagination". "Telegram".

Today, reading literacy is considered one of the most important competencies that characterizes the readiness to live in modern society. Reading literacy means that students have developed the skills and abilities to work on written information - to search for new texts, to sort them and form them according to a certain topic, to understand and interpret what they have read, and to express what they have read orally and in writing. Thus, reading competence includes the concepts of "literacy" (reading, writing, calculating and working with documents), "minimal literacy" (reading and writing simple messages) and "functional literacy" (a person's (to be able to apply reading and writing skills and competences in the context of his relations with society).

Choosing one or another structure of the lesson or exercise is general, analytical, reading "inside" or aloud, reading in the classroom or at home, reading in a group or individually, guided, intensive, extensive, communicative, "take a look", depending on which of the types such as critical, pleasure reading is being used.

Special attention is paid to communicative reading. It includes such types as reading for the purpose of obtaining information, reading with a general understanding of the content, and reading with full understanding of the content.

Reading for information does not involve reading in detail, on the contrary, the student finds the part of the text he needs to complete the task.

Skimming means being able to understand the general content of the text. Just as when scanning, the student does not pay attention to the details of the text, because by paying attention to the details, he may miss the main idea and "sink" in the content. Depending on what text is being read, one of the given types of work is selected.

It takes a lot of time to fully understand the content, and attention is paid to the details of the text and the features of the language. This type of reading, which is completely different from the previous two, requires attention to even the smallest elements in the text.

The pre-text stage is to arouse interest and motivation to work with the text; to teach students to guess the content of the text based on the title of the text, given pictures and others, using the knowledge gained in other subjects and relying on personal experience. An important rule is followed here: the content of the text should not be touched on in the preparatory work, otherwise there will be no interest in reading it later, because then the students will not get anything new from it.

At the initial stage of work on the text, the teacher gives students some tasks that facilitate understanding of its content:

- before reading the text, based on its title or structure, given pictures, to determine what type this text belongs to (for example, cooking instruction or newspaper advertisement);
- to say who or what it is about;

- students should first be able to see familiar events in the text, identify familiar words in an unfamiliar text, as well as words whose meaning can be determined from the context, and rely on these identified words otherwise (at his discretion, in his native language or in Uzbek) he may be asked to tell approximately the content of the text.

"Identify by looking at the picture." Students to picture, draw, etc. They have to look and find what the word is about in the text.

"Similarities and Conjectures." Students, individually or in groups, receive the task of preparing answers to the following questions:

1) Read the title. When you read the title of the given text, what came to your mind, that is, what did it remind you of?

2) What do you think this text is about?
- neutral information;
- someone else's opinion;
- humorous conversation;
- advice and instructions.

3) Where could the text come from?
- from the novel;
- from the diary;
- from the magazine;
- from the newspaper.

"Questions and answers". The teacher reads 5-10 questions to the sentences in the text that are unfamiliar to the students, and then offers to create a small story as a result of answering these questions as much as possible. Each student reads their story aloud, and then the teacher reads the original text. Students will find the differences.

"Cluster", "Memory Map", "Mind-Map". The teacher writes the keyword on the board. Students say the first words that come to their mind related to this word, they are written on the board in the form of a list. Then the text itself is given to students in the form of a handout. Pupils read it and say it.

"Read and find!" The teacher covers a certain part of the text with a ruler or a sheet of paper. Students have to read by finding and replacing the hidden words and phrases. After that, it is necessary to read the text in its entirety and recite it.

"We will listen and count." The teacher reads the text, and the students listen and count at the same time. Then they try to recite the text.

"We will listen and repeat." The exercise is conducted independently using equipment with the ability to record sound, and students' voices are recorded on a dictaphone. During "listen and repeat", the teacher reads the text aloud, and the students repeat it verbatim in a low voice. The teacher reads the text at a steady pace without pausing. During the discussion, two or three audio recordings are used. Then it will be spoken.

"Echo" exercise. The exercise is conducted independently using equipment with the ability to record sound, and students' voices are recorded on a dictaphone. Pupils listen to the text (part of the text) word by word and repeat each sentence word by word. It is not possible to record something while listening. Then the teacher distributes the text, students must read it and speak it.

"Diagonal reading". The teacher distributes the leaflets with the text. Students cover a part of the text diagonally with paper and read the open part. Then the teacher collects the texts and the

students answer the following questions based on what they remember: What is the text about? What is the author's opinion? etc. After that, the text is read and an attempt is made to speak.

"Who reads?" Students receive a smaller text or passage of text for expressive reading, while the teacher also distributes a role list. Each student chooses the role that is suitable for him. After a period of preparation, he reads the text (passage) with such an expression as his chosen character can read. Group members should find out who is reading the text and in what situation.

Offered roles: "News" announcer, sports commentator, funny grandmother (grandfather), interviewing star singer, host of a holiday concert, etc.

"Dictation-imagination". The teacher reads the beginning of the story (text), then offers to continue it with two or three sentences. It will be necessary to expand and "decorate" what was heard. For example, you can add appropriate proverbs, anecdotes, fairy tales, small stories. Each student reads out their version, and then the teacher reads the main text aloud.

"Text and vocabulary". The teacher gives a short text to translate. Students work in two groups: one without a dictionary, the other with a dictionary. During the discussion, two different translations are compared.

"Edit translation". The teacher distributes several small texts on the same topic. Pupils in groups prepare a translation (from Russian to Uzbek or vice versa). Groups exchange translated texts, keeping the original text. Then lexical, morphematic, syntactic and other errors in the translation of another group are identified.

"Bingo". The teacher gives a table with certain words. Students listen to the text with the words in the table and mark them at the same time. The first student to mark all the words says "Bingo!" he shouts. At the end of the game, the teacher distributes the text, the students read it and retell it.

"Synchronous translation". The exercise is conducted independently using equipment with the ability to record sound, and students' voices are recorded on a dictaphone. Students receive a 15-line text, and they have 5 minutes to translate it orally. While the teacher reads the text, the students translate it simultaneously.

"Text with omitted words".

Option A. The teacher distributes leaflets with written words. Students work independently on the text in pairs and write down the necessary words.

Option B. The teacher distributes text sheets with omitted words and an alphabetical list of omitted and other words. Students work independently on the text in small groups and write down the necessary words.

"Fragments". The teacher cuts several pieces of text in advance and mixes them up. Students work in small groups, put the pieces in the correct order and restore the texts. The teacher can also add pictures and photos to the texts.

The post-text stage serves to use the content of the text to develop students' ability to use their thoughts in oral and written speech. The exercises offered at this stage are aimed at developing reproductive, reproductive-effective, and effective skills.

There are many such methods. For example, the first group of exercises involves the reconstruction of the text material based on key words, basic sentences, its shortened or simplified version. Students receive tasks related to creative processing of the text: dividing the text into meaningful parts; making a plan for each part and copying the basic sentences suitable for each point of the plan; shortening or simplifying the text to make it more expressive, the second group of exercises is reproductive-effective skills, that is, reciting or interpreting the content of the text in the

context of the problems mentioned in it; express their opinions based on them (including based on evidence in the text); evaluation of information in the text; related to the development of the ability to tell what news he got from the text, the purpose of the third group of exercises is to develop effective skills that allow students to apply the information in situations that model authentic communication (role play) and in natural communication situations where the student acts "on his own behalf" (from the point of view of the author or characters of the text justifying the view; debate on the problem mentioned in the text; writing a review of the text, creating a continuation of the text or story, etc.). "Find a title for the text", "Change the future", "Improve the style", "Advertising", "Change the tense", "Change the text type", "Telegram" and others are considered important for effective teaching.

In conclusion, the reforms implemented in the field of education in recent years require the organization of classes in such a way that as a result, students change the role of passive listeners and become active participants in the educational process. In this way, they acquire the skill of acquiring knowledge, that is, they acquire the ability to independently acquire new competencies and apply their knowledge in practice.

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