

## PROBLEM ANALYSIS METHOD

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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 principles of teaching to work with text in teaching other languages are as follows:

1. The student should be introduced to the content of the text. He must know what the words mean, understand the evidence, and have his own opinion about agreeing or disagreeing with the author's views. If we do not follow this, or if the student does not take this principle into account, then we will simply read the text superficially and soon forget it.

2. The reader should be interested in what story the author has told, and try to know it from the inside. A student who is not engaged in reading the text, who is not active, will not achieve good results. On the contrary, if the content of the text is absorbed by the student, he will get more than expected. The process of remembering is also more active. It is necessary to carefully prepare the presentation of the text. There are various methods for this.

3. The teacher should encourage the students even if they answered according to the meaning of the text. For this, favorable conditions are created so that the student has the opportunity to respond to the appeal in the text, if he wants to express his feelings by comparing the events in the text with his own experience, this is very important.

4. The reader is prepared to receive the text in advance. Pictures, photographs, the title of the text, how the text is structured, the teacher's speech, and even before reading the text, provide more meaningful material for discovering its content and overcoming difficulties. In addition, at the initial stage, the student should be prepared to understand the text in terms of language.

5. Timely approach to work, exercises that solve the task of this stage, interesting for students, the necessary questions that can affect each of them personally, make them inclined to read the text, tasks and others are selected. If the tasks are boring, even the most interesting texts will seem boring and fail to interest the student, on the contrary, if the tasks force students to use their imagination, if there is a spirit of competition, fun and friendly atmosphere in the training, even complex and varied texts will be interesting. read with

6. Text consists of many words, grammatical events, models for spoken and written speech, sentences, ideas, images, etc. will consist of None of these language riches should be overlooked by the student. It is necessary to engage him in coherent learning exercises that can be used for discussions, debates and further actions from 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.

**Result and discussion:** 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.

**Conclusion:** 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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