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ASSIMILATION OF HUMAN QUALITIES DURING THE PROCESS OF WORKING WITH TEXT

Abstract: *in this research article attention to mother language, teacher's method in this process, the section of the text, assimilation of human traits through text, writing creative texts, creating text, writing the explanatory report, the relevance of written texts to the humanitarian values and the current pedagogical requirements are analyzed.*

Key words: *attention to language, teacher's method, text selection, assimilation of human qualities, writing creative texts, text creation, commentary writing, the humaneness of written texts, pedagogical requirements.*

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Introduction

Learning the mother language which is considered as the core of academic subjects is of great educational and nurturing importance. The level of upbringing and culture of a person is also determined by the degree to which he knows his native language. Therefore, as the independent republic develops, it is necessary to improve the goals and objectives of teaching the native language, namely the state language.

Today significant attention has been given to student's personality, his or their activity, as our President Sh. Mirziyoyev mentioned: "For us, the issue of upbringing our children as real patriotic people who are independently thinking, who are the masters of modern knowledge and skills together with a strong position in life-is the issue of significant importance" [1] taking this into account there is

significant attention on teaching the native language. Given that this subject is a science that strengthens, reinforces knowledge of social life, in the newly created native language programs and textbooks, it is necessary to pay more attention to increasing students' vocabulary, logical thinking in the learning process [2] and spirituality of the younger generation.

When a lecturer's teaching method is mentioned it is not about the level of delivering what he knows to the students, even his behavior, his speech also have significant importance. Teaching methods determine the need for how the activity between the teacher and the student will go during the process of education, how the process of education is carried out, and how to lead this process. Famous pedagogue and scientist M.V. Clarin mentions about it: "the "little thing" like the duration of the pause used by the teacher has a significant impact on the nature of the learning dialogue, the interaction in the classroom." [3]

¹ Мирзиёев Ш. Буюк келажакимизни мард ва олижаноб халкимиз билан бирга курамир. – Тошкент: Ўзбекистон. 2017. – Б.157.

² Қосимова Д.Х. Ўқувчиларда маънавий кадрларни

эгаллаш эҳтиёжини шакллантириш тизими: педагогика фанлари бўйича фалсафа доктори (Doctor of Philosophy) дисс. – Наманган, 2019. – 179 б.

³ Кларин М.В. Инновационные модели обучения в

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Psychologist and Methodist E.V. Korotaeva writes this about the topic: “If the pause waiting for an answer” by the teacher lasts from three to five seconds, the number of comments increases, the duration of the answers increases, students’ self-confidence increases, the arguments in their comments increase, students with lower reading levels join the discussion, children interact, etc.”^[4]

Main part

It is known that the opportunities for the subject of the mother language are limitless when it comes to nurturing the young generation. One of such opportunities is moral education through the content of the texts selected for the confirmation and interpretation of ideas in the process of explaining the teaching materials in the native language, the inculcation of truly human qualities, the encouragement to be kind. One of the scientific, practical issues of state language education is the creation of meaningful and connective text and analyzing it.

According to Methodic scientist T. Ziyodova: “In organizing the work of students on the text, the teacher must not be limited to only textbooks, but also effective use of scientific and artistic literature, selected texts from periodicals ^[5], audio-video, will make the exercises effective, interesting and fun for students.” ^[6]

If the teacher doesn’t improve the vocabulary of the students, he or she doesn’t instill the skills of writing texts based on studied words, the students cannot reach the level of the speech criteria set by the school program.

It is possible to instill humanitarian ideas through the writing of creative texts. In this case, to shape the skills of expressing free, meaningful, affectionate ideas in a correct form, writing creative text is given as a task and the method of competition is used. The students are divided into three groups.

Considering that the works of our great ancestor Navoi are a rich source of creativity in teaching students the ideas of humanitarianism, the first group is told to continue the idea of “There was an old woman ...” based on the story “Shah Ghazi” in the epic “Hayrat ul-abror” by creating a holistic creative text.

The second group is tasked with the fable of “Sher va durroj” in “Saddi Iskandariy”: “In the forest lived a predator lion...”, the third group gets the “Tale of Hotamu Toyi” from the epic of “Hayrat ul-abror”: “One kind-hearted person spoke to Hotamu Toyi...” the students are tasked to continue the ideas given and write a creative text based on them.

Of course, language education also works on the principle of simple to complex. In the first lessons, creative text creation is taught.

In the next process, text creation in such works is combined with grammatical tasks.^[7] Depending on the situation during the lesson, the terms of some assignments can be extended or shortened. Or the reader is given the following text and told to read it expressively:

“One day a teacher asked his students to write down the names of people they hated. When they had done this, the teacher ordered each of them to bring with them as many tomatoes as there were names on the paper tomorrow. Some students brought two tomatoes in a bag, others three, five, or even ten. They had to take these tomatoes with them for two weeks at the request of the teacher. But 2 days later, the students started complaining about the smell of these vegetables, which started to get nauseous. Several of the students found it very difficult to carry dozens of tomatoes with them. Their smell was very foul.

After a week the teacher gathered all the students, listened to their complaints, and said:

–“Do you know what it looks like?” It’s very similar to what you carry in your heart when you don’t like some people. The feeling of hatred eats away at the heart and makes it sick. If you can’t stand the smell of rotten tomatoes after a week, imagine the stench of hatred, enmity, pain that you carry in your heart every day!

The heart is such a beautiful garden that you need to clean it regularly of weeds, that is, you need to forgive people who have angered you. The heart opens the door to good deeds. Don't take everything from life, just take the best! ” (“Бир куни устоз ўз ўқувчиларидан улар ёмон кўрадиган одамларнинг исмини қоғозга ёзишларини сўради. Улар бу ишни бажариб бўлгач, устоз уларнинг ҳар бирига қоғозда нечта исм ёзилган бўлса, эртага ўзлари билан ўшанча помидор олиб келишларини буюрди. Баъзи ўқувчилар халтачада икки дона помидор олиб келишди, бошқалари учта, бешта ёки ҳаттоки ўнта. Улар устознинг талабига кўра бу помидорларни икки ҳафта давомида ўзлари билан олиб юришлари керак эди. Аммо 2 кун ўтар-ўтмас, ўқувчилар айнишни бошлаган бу сабзавотларнинг хидидан нолий бошлашди. Ўқувчиларнинг бир нечтаси ўзлари билан ўнлаб помидорларни олиб юришга жуда қийналишар эди. Уларнинг хиди жуда сассиқ эди.

зарубежных поисках.-М.: 1994, с.193.

⁴ Коротаева Е.В. Особенности речевого взаимодействия учителя и учащихся. // Русский язык в школе. 2001, № 1, с.7

⁵ Зиёдова Т. Матн яратиш технологияси.–Тошкент: Фан. 2008.–Б.35.

⁶ Зиёдова Т. Ўқувчиларда матн яратиш кўникмаларини

шакллан-тиришнинг инновацион технологиялари. – Т.: Фан ва технология, 2007. – 190 б.

⁷ Собирова М. Матн устида ишлаш жараёнида ўқувчи сўз бойлигини ошириш. // Тил ва адабиёт таълими. 1998. № 1. –Б. 29-32.

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Бир ҳафтадан сўнг устоз барча ўқувчиларни йиғиб, уларнинг шикоятларига яна қулоқ тутди ва деди:

— Бу нимага ўхшайди, биласизми? Бу сизга баъзи одамлар ёқмаганида ўз қалбингизда олиб юрган нарсага жудаям ўхшайди. Нафрат туйғуси қалбни кемиради ва уни касал қилади. Агар сиз бир ҳафтадан сўнг айниган помидорларнинг ҳидига чидай олмаётган бўлсангиз, сиз ҳар куни ўз юрагингизда, қалбингизда олиб юрган хусумат, адоват, аламларнинг бадбўй ҳидини тасаввур қилиб кўринг-а!

Қалб—бу шундай гўзал боғдирки, уни ёввойи ўтлардан мунтазам тозалаб туриш керак, яъни сизни газаблантирган одамларни кечирингиз керак. Қалб ҳақиқатда эзгу ишлар учун жой очиб беради. Ҳаётдан ҳар нарсани олаверманг, фақат энг яхшисини олинг!”

The following assignment is given on the text:

1. What title can be given to text, according to you?

2. Determine which parts of speech the words in the text belong to.

3. Place the words you have identified in the table.

The following problematic text can be given as a description of the fact that the texts of written works written by students are humane and meet the pedagogical requirements of the present time. It is emphasized that students should also express their attitude to the content of the work in the process of writing this text:

“In the Indian city of Jahan lived a man named Foni. He had three friends. Foni loved his two friends very much. He didn't like his third friend very much.

One day, Foni was summoned by the mayor. The governor was a wise man, and nothing could be hidden from him. While the righteous hoped for the blessing of the ruler, the wicked feared his justice. Foni was afraid to enter the governor alone. He went to his first friend and asked him to stand by him during the reckoning and say a good word or two about him. His best friend said with a frown:

- You know, the people of the city respect me, but I have no value in the eyes of the mayor. That's why I can't go with you. On top of that, now I'm invited to a party, sorry, don't be upset.

Foni was surprised and went to his second friend and addressed him. He asked him to go with him to the governor and testify in his favor. The second friend said “OK” and set off with Foni. When they came to the door of the court before the governor:

“My dear,” he said, “I love you very much.” But this door seems strange to me. Frankly, I'm scared of this door. I can't get in from here. So I will open the door for you, and you go in.

Foni was forced to go inside alone. Because it

was the law in this country for everyone to run at the call of the governor. Foni went inside, shaking his limbs. He was interrogated in the presence of the governor. Defects were found in some of Foni's work. While Foni was now in a state of grief over the fear of punishment, a third friend approached the governor. He provided such clear evidence to save Foni from the punishment that the governor finally forgave Foni for his mistakes. On top of that, he also gave him a great reward”. (“Ҳиндистоннинг Жаҳон деган шаҳрида Фоний исмли бир одам яшарди. Унинг учта биродари бор эди. Фоний икки дўстини жуда яхши кўрарди. Учинчи дўстини эса унчалик хуш кўрмас эди.

Бир куни Фонийни шаҳар ҳокими ўз хузурига чақиртирди. Ҳоким доно одам бўлиб, ундан ҳеч нарсани яшириб бўлмасди. Софдил инсонлар ҳоким марҳаматига умид қилсалар, ёмон кишилар унинг адолатидан кўрқар эдилар. Фоний ҳокимнинг олдига ёлғиз киришдан ҳайикди. Биринчи дўсти олдига бориб, ҳисоб-китоб бўлаётганда ёнида туришини, ўзи ҳақида бир-икки оғиз яхши сўз айтишини илтимос қилди. Унинг жондан ортиқ яхши кўрган дўсти афтини бужмайгириб деди:

- Биласан, шаҳар халки мени ҳурмат қилади, аммо ҳокимнинг олдида менинг кадрим йўқ. Шунинг учун сен билан боролмайман. Бунинг устига ҳозир мен бир базмга таклиф қилинганман, узр, хафа бўлма.

Фоний ҳайрон бўлиб, иккинчи дўстига бориб, мурожаат қилди. Ўзи билан ҳокимнинг ёнига боришини ва унинг фойдасига гувоҳлик беришини илтимос қилди. Иккинчи дўсти «Хўп» деди ва фоний билан йўлга тушди. Ҳоким хузуридаги маҳкаманинг шундоққина эшиги олдига келганларида:

- Азизим, - деди, - мен сени жуда яхши кўраман. Лекин бу эшик менга ғалати кўриняпти. Очиғи, мен бу эшикдан кўрқаман. Бу ердан ичкарига қира олмайман. Шунинг учун сенга эшикни очиб бераман, Сен ичкарига қиравер.

Фоний ёлғиз ўзи ичкарига киришга мажбур бўлди. Чунки бу мамлакатда ҳоким чақириши билан ҳар бир кишининг югуриб бориши қонун эди. Фоний оёқ-қўли титраб ичкарига кирди. Ҳоким хузурида сўроқ-савол қилинди. Фонийнинг баъзи ишларидан қусурлар топилди. Фоний энди ўзига бериладган жазонинг кўрқувидан ғамгин бир ҳолатда турганда учинчи дўсти ҳокимнинг ёнига яқинлашди. Фонийни жазодан ҳалос этмоқ учун шундай аниқ далиллар келтирдик, охири ҳоким Фонийнинг хатоларини авф этди. Устига-устак унга катта бир мукофот ҳам берди.”)

After the teacher read the text expressively, he asked the students to make a plan for the topic text. He then tells them to expand the statement with their thoughts. Once the statement is written, students are

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asked for their opinion. After hearing their answers, the teacher comments on the text of the statement as follows:

“This story is related to all humanity. We-humans are temporary. We all are going to die one day. The governor is the only Allah who made the space, who showed us the right way. The scary door of the court is our grave.

Our first disloyal friend is our wealth to which we try to stick with all four hands. When we are called to the court they will leave us first.

Our second friend is relatives, offsprings. They can only see you off until the door of the court which is the beginning of the grave. After that, they also go back to work.

Our third friend is the good deeds we did in this world, virtues, humanitarian values. They will get to the governor and try to save us.

Friends! Let’s try to take the book of life filled with goodness to the final judgment”.

This means that the effective use of the text-making process develops students' ability to express their thoughts fluently and consistently, both orally and in writing.

Conclusion

Effective methods of deepening the humanities and increasing the effectiveness of mother tongue lessons - creative writing, writing text, writing commentary, additional assignments - give good results. The student learns to think by relating the topic to life. Their ability to think and distinguish between good and bad habits will increase. The student acquires great human qualities along with the knowledge accumulated by humanity in the process of education.

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