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## About the Main Stages of Work on the Text

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### ANNOTATION

The article deals with the analysis of the lexical and grammatical difficulties of the text, the activation of new lexical material and the control of understanding the information contained in the text, the creative discussion of the content of what has been read.

**KEYWORDS:** text, speech and writing, function, subtext, system, reading, fragment.

In the Russian language classes, the text is presented as a system of speech product of native speakers of the Russian language. It is of particular value as a systematized model of the functioning of the language within the framework of the topic, context, situation, problem, sphere and genre of address, focusing on a specific addressee, reflecting the social, activity background, expressing a social, professional, personal position. Linguists consider the text as a product of oral or written speech fixed in one form or another.

The text should be considered in the following learning functions: as an illustration of the functioning of language units; as a sample of speech of a certain structure, form and genre; as an example of the implementation of the author's speech intentions; as a model for generating a speech statement, message or speech communication (text-dialogue); as a structure for managing the learning activities of students (educational text); in teaching aspects of the language (phonetics, vocabulary, grammar, intonation) and in teaching the types of foreign language speech activity (all types of reading, speaking, listening, writing). Dialogic texts, especially those specially composed, can become the basis of independent communicative training, that is, self-learning in foreign language communication. The functions of the text in teaching foreign language communication are by no means exhausted by the above. Structural-speech formations of different types of monologue and dialogic texts, mixed genres of utterances are closely adjacent to the text as a system. The systematization of various types of texts is necessary for teaching foreign language communication in order to develop the ability of students to use various genres, tactics and techniques of speech communication, on the one hand, and their combination in accordance with the conditions of activity, the situation of communication, the nature of the role behavior of the interlocutors, their interpersonal interaction, - with another.

In order for the text to become a real and productive basis for teaching all types of speech activity, it is important to teach students various operations with text materials, various manipulations with diverse units - a sentence, superphrasal unity, subtext and text, taking into account the genre and stylistic features of a certain

class of the original (exemplary) text, skills and abilities of differentiation, reconstruction, transformation and construction of language units in solving a specific educational task (for example, retelling a text, using it in a communicatively inverted oral monologue, dialogue, written message, etc.).

There are different points of view about what stages of work on the text should be included in the educational process, which are the most effective. Naturally, the selected types of work depend on the goals that we set before reading. So, for example, V.M. Fadeev, based on the goal of teaching foreign languages, distinguishes between two stages.

The first stage is reading as a process of obtaining information from the text. This stage is obligatory in the work on any text. However, at this stage, work on most of the texts should end.

The second stage is a conversation on the material of the text. This stage of work should be selective and apply only to a part of the texts or their fragments that are most suitable for speech practice.

G.G. Skazkin distinguishes two stages in the organization of reading verification. The first stage is the analysis of the lexical and grammatical difficulties of the text, the activation of new lexical material and the control of understanding the information contained in the text. The second stage is a creative discussion of the content of the reading.

E.V. Bepalchikova, on the contrary, says that at the middle stage, reading lessons no longer involve direct work on language tools and do not contain language and pre-speech exercises.

Analytical conversation is built on two levels: the level of meaning and the level of meaning.

A.I. Panov also considers it inappropriate to use forms and methods of work that turn control of what has been read into work on the development of oral speech or translation skills. Therefore, he uses speech exercises only as a means to test reading comprehension.

The lesson includes three stages:

1. control of understanding of the general content;
2. verification of understanding of certain essential details;
3. Evaluation of the reading.

N. Ishchuk mainly gives what we call "pre-text" exercises. Most of the tasks are focused specifically on working with words and grammatical structures used in the text, which are aimed at developing oral speech skills. Thus, she puts reading as a means, not the goal of learning.

In a more traditional technique, 3 stages of work on any text are usually distinguished: pre-text stage, text stage, post-text stage. Methodists and teachers offer many types of tasks for working on texts. Naturally, the types of work depend on what goal we set. If this is reading for the sake of reading, then the tasks will be focused only on content control. If we want to have a conversation on what we have read, the student must master vocabulary and grammar.

There is also no agreement among methodologists on the need for pre-text exercises aimed at working with the lexical and grammatical structures used in the text.

Some authors believe that such exercises are mandatory, and they should precede the discussion of the text itself, since in this way the students' vocabulary is enriched and the basis is prepared for further speaking on

the problem. Other authors believe that reading is an independent type of speech activity, and not a means for teaching oral speech, so preliminary work on words will be superfluous here. I believe that the text is the basis of language learning. Reading the text ensures the safety and replenishment of the stock of knowledge, it should also be the basis for the formation of lexico-grammatical and speech skills.

In modern foreign textbooks, the development of vocabulary, its accumulation occurs due to post-text exercises on authentic material. The authors of our textbooks, in general, give nothing to the texts except questions.

Thus, no matter what approach we take, the sequence of work on the text will be approximately as follows: pre-text exercises, control of the concept of content (text exercises), control of the concept of important details of the text, analysis and evaluation, (post-text stage).

The need for pre-speech exercises and literary analysis of the text is still debatable, but it is probably necessary to use both in the work, so that the tasks are as diverse as possible and all types of speech activity develop harmoniously based on the text being read.

In the classroom, the following stages of work on the text:

Pre-text tasks are aimed at modeling background knowledge. They stimulate motivation to work with the text. According to the title, according to the structure of the text, according to the figures accompanying the text, one can determine who or what the text can be about.

In order for students to be able to see primarily familiar phenomena in the text, it is necessary to offer tasks in searching for and underlining known words in an unfamiliar text. It is necessary to carry out vocabulary analysis, determine the original form of words, the type of subordinate clauses, find German equivalents, antonyms.

Text exercises. We read the text in order to solve a specific communicative task, which is formulated in the assignment to the text. If we are working with authentic text, then all kinds of reading can be used. The first reading may be associated with understanding the basic information :determining its main idea, topic, problem, etc.; search (underlining / writing out) the main information; establishing logical and semantic relationships (drawing up a plan, tables, diagrams). Re-reading the text can guide students to understand the details and evaluate them. An important role in managing the process of understanding the content of the text is played by tasks for the purposeful search for information and its written fixation (filling in various types of tables : the names of the characters in action, their actions, their characteristics). But re-reading is advisable only if we are talking about searching for additional, clarifying information. Questions to the text should be built on the basis of actively learned vocabulary and grammatical structures that are not used in the text in this form. The question to the preliminary question should reflect the main content of the relevant part of the text and should not be reduced to any one sentence from the text. Taken together, the questions and answers to them should represent an adapted interpretation of the text.

At the post-text stage, it is necessary to develop in students the ability to express their thoughts in oral and written speech based on the text. Students construct sentences from individual expressions, number sentences according to the text, answer questions. The student learns to evaluate the information contained in the text in terms of its significance for the student; to report what new he has learned from the text.

To increase mental activity, you can offer the following tasks:

1. Answer the questions: Who? What? Where? When?
2. Break the text into several passages and title them.
3. Make a plan for the text.
4. Make a sociogram of the relationship of the characters.
5. Comment on the scheme (sociogram) of the characters' relationships.
6. Describe the behavior of the characters.
7. Arrange the sentences in their original order.
8. Choose the correct answer.
9. Answer problematic questions about the content (Why? Why? For what purpose?). All of the listed tasks are maximally facilitated; in them all attention is focused only on the content. They can, at the direction of the teacher, be performed both orally and in writing.

This control system should be oriented as much as possible to the self-control of the reader. In this case, control tasks can be communicated to the reader either before reading or after it.

1. Control is carried out in the process of reading and contributes to a more complete understanding of the information of the text.
2. title the main semantic parts of the text;
3. find (write out) sentences expressing the main idea of individual parts of the text;
4. read (write out) those fragments from the text that characterize this or that hero;
5. find (write out) sentences confirming or denying a certain opinion;
6. list sequentially all the actors;
7. name in order all the places of action named in the text;
8. continue (end) the story with one or two phrases in a foreign language;
9. answer questions, the answers to which students can find in the text;
10. guess and describe situations in which the author uses one or another lexical unit, combinations of words or a whole sentence"
11. Agree or disagree with the statements in accordance with the content.
12. 2-3 proposals are offered. You need to choose a statement that matches the content and repeat it.
13. Retell the text, shortening it and choosing the main thing. Retelling according to the plan or by keywords is possible.

14. Write questions, the answers to which will serve as a retelling of the text.

15. Translate the passage into good Russian.

When working on the text, you should use creative tasks.

1. Dramatize the passage. (Read by role)
2. Change the narrative perspective (from 1st person to 3rd person and vice versa)
3. Make a literary translation of the work.

Indeed, reading is the most developed type of speech activity, a means of teaching a language. Reading provides and replenishes the stock of knowledge. It is a means of developing skills. The tasks of teaching reading as an independent type of speech activity are as follows: to teach students to extract information from the text to the extent necessary to solve a specific speech task, using certain reading technologies.

Being able to read means instantly recognizing visual patterns of speech units. The larger the operational unit of perception, the better the level of understanding of the text. Improves grammatical knowledge, enriches vocabulary, introduces the culture and literature of the country of the language being studied, develops analytical thinking.

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