

**TEXT CRITERIA AND TEXT TYPES TO IMPROVE STUDENTS' READING LITERACY**

Shakhlo Naralieva

Associate Professor of South Kazakhstan State  
Pedagogical University of the Republic of Kazakhstan, PhD

Normuminova Dilobar

Intern-Teacher at the Department of Mother Tongue Education of Tashkent State  
University of Uzbek Language and Literature named after Alisher Navoi

E-manzil: normuminovadilobar@navoiy-uni.uz

ORCID: 0009000779610707

**ABSTRACT**

This small study examines the theoretical and practical aspects of reading literacy. The foreign material was studied and experiments were conducted on it. In the experience, it became clear that the importance of the text in improving the reading literacy of the students, and the purposeful assignments are important. In the article, the criteria for writing texts to improve their literacy and the reading skills of students who worked on creating different texts will be raised to a higher level, what types of texts should be downloaded for test tasks, the criteria that should be followed when completing the text and the principles are explained.

**Keywords:** reading, text, principles, criteria, literacy.

**INTRODUCTION**

Literacy helps a person engage in reading to see and use written texts, to think about them, to acquire knowledge and use literacy, and to participate in social life.

Reading literacy is the main type of educational activity at school. Students must have the special reading spaces they need to work with texts.

- getting information from the text and showing the simple text based on it to the full text;
- finding information and following direct contacts;
- finding specific information from the text;
- making simple conclusions based on the text; work on yourself about what you have done;
- combining, interpreting and implementing text information with own knowledge of reading;
- establishing links not expressed by the author;
- interpret them directly in connection with the general idea of the text.

Reading literacy is related to the quality of school graduates' reading independence.

Today, studying and teaching at school cannot be limited to academics only. The new state curriculum helps teachers develop students' functional literacy. In the teaching of the mother tongue, he hit on textual studies, as a communicator, he is new.

The text occupies a special place in the educational process in the direction of reading literacy. It helps in practicing national educational, but also educational exercises, observing their spiritual and moral qualities. The artistic text serves as a basis for the development of the action. A fundamental way to analyze the development of a text is the text. In the current conditions, there are many ways to work with the text. [Boymirzayeva, 2012:15]

Although many children can read, reading and reading are two very different things. Reading requires fluent analysis and blending of different phonetic sounds to get words. Reading Comprehension involves thinking about the words that have just been read and making sense of those words and the text as a whole. In simpler terms, reading comprehension is reading, enhancing, processing, and remembering what you read.

Without the right students, they cannot increase their studies. The purpose of reading is not to make sounds in your head or say it out loud, but to learn lessons, stories, and take away something important. Through the act of writing, our ancestors wrote down important knowledge, and we understand it simply by reading from them. With the help of what we read, we gain important information, understand scientific theories, things from the past, and new frontiers. Excellent reading comprehension is very high. Reading helps a person's personal life. For example, you are given a complex document. You can read the words, but you can't understand what the document is telling you.

To develop reading literacy, read the text according to several criteria:

- the text should be understandable;
- the text is displayed in different forms (diagram, picture, map, table, drawing);
- the text can be presented from fragments of works, biographies, personal letters, documents, articles in newspapers and magazines, advertising notices, geographical maps;
- effective production of ready-made texts such as poems, songs, stories, short stories, novels, narrative epics as a result of the rich cultural heritage of the language in the systematic study of the language;
- the text should be in the form of a fragment of the text, educational, official working papers: receipt, description;
- to be a text of use that helps the student to think, get rid of research and reasoning, find a solution to the problem and correct it;
- diversity of text topics;

For students, the text should be small in some principles: first of all, taking into account the level of knowledge, skills and qualifications of students in the Uzbek language; to determine the level of the students' Uzbek speech (the wealth of lexical and grammatical tools, the skills of expressing opinions); relatively stable errors in students' oral and written speech (pronunciation and spelling errors, use of words and word forms, sentence structure, and shortcomings in text creation). [Boymirzayeva, 2012:20]

Texts should be developmentally appropriate and engaging for students. The more readers can relate to the information, the more likely they will be engaged. You can start by surveying students' interests and try to match their interests to the standards based on the topics you need to cover. It is also useful to choose the text in the zone of their proximal development. The level that is comfortable for them does not provide opportunities for growth. However, a text far beyond their reading level will only end in disappointment.

Jacquelynn S. Popp recommends the following for text selection:

1. Using different types of text.
2. Richness of ideas and information, depth, high-quality text selection.
3. Choose a text that is difficult to recognize and understand.

4. When choosing a text, it is necessary to take into account its linguistic requirements (words, decoding, sentence complexity...).

Text is very important in the formation of reading comprehension processes and the formation of reading comprehension skills.

Exercise texts in mother tongue classes should serve to strengthen the student's learned topic, increase vocabulary, develop speech, form correct sentences, and form the competence to express written thoughts.

They are as follows:

1. Scientific texts.
2. Official texts.
3. Educational texts.
4. Artistic texts.
5. Journalistic texts.
6. Discussion texts.
7. Specialized texts.
8. Picture texts.
9. Advertising texts.
10. They are classified texts.

It is important to accustom the reader to distinguish text types, analyze the text, determine the language, style, genre of the text, divide it into components, choose a title for the text, and draw conclusions from the text. Also, they should be able to change the form and content of words and sentences, interpret the meaning of words comparatively, and know how to work independently on texts in different styles.

Texts should be diverse not only in form, content, but also in terms of style. In the modern Uzbek literary language, the text is mainly created in the colloquial style, journalistic style, artistic style, official-departmental style and scientific style.

Artistic style is the language of a work of art. The distinctive features of the text written in the artistic style are the literary standard, impressiveness, the strength of the artistic image, the effective use of examples of oral creativity such as proverbs, sayings, riddles, phrases, figurative expressions, interesting riddles and proverbs of the text language, color- barang is distinguished by its wealth of expressions and figurative expressions.

Scientific method. Programs, textbooks, training manuals, abstracts, reviews, annotations related to various fields of science and technology are texts in a scientific style. In the scientific method, specific terms of each discipline are used, words are used only in their meaning, artistic words, similes, metaphors are not used.

Official-departmental style. Decisions, laws, regulations, constitutions and other documents issued by the state and official agencies are written in an official-departmental style. Receipts, applications, references, reports, biographies, descriptions, contracts and announcements are also written in this style. A document in an official-departmental style should be short, clear, understandable for everyone, words can be used only in the primary, general sense

Journalistic style. Texts in this style are mainly used in propaganda, advertising and press publications. It contains socio-political terms and rhetorical interrogative sentences.



Prepositional phrases, prepositional and adverbial sentences, double and repeated words are used a lot.

The importance of the text in teaching the student to think coherently, logically, to listen and understand the opinion of others, to express the product of thought based on a certain style and literary standards, correctly and fluently, and to form the skill of using the possibilities of the language. In the process of working on the text, the student acquires certain knowledge about the type, composition, volume, language, syntactic structure, harmony of content and form, content integrity, and style of prose and poetic texts.

students develop methodological competencies such as distinguishing the type and style of the text, editing the text, critical thinking, reacting to the created text.

In the PISA reading literacy framework, text can be a single word embedded in a short passage within a graphic or table. These texts do not contain auditory language artifacts such as voice recordings. They are includes visual displays such as graphs, pictures, maps, charts, graphs, and comics.

Digital texts differ from printed texts in a number of ways, including; physical readability, the amount of text visible to the reader at one time, the different parts of the text, and the variety of texts linked to each other by hypertext links, and this depends on text features.

According to the type of text, the text is divided into different categories: descriptive, narrative, explanatory, argumentative, instructional, and transactional. The texts that exist in the world generally resist categorization. They are usually not written with rules in mind. The following classification of texts used in PISA is adapted from the work of Verlich (1976).

A description is a type of text that contains information about the characteristics of objects in space. An image of a specific location, catalog, geographic map, online flight schedule, or description of a technical feature, function, or process.

A story is a type of text in which information refers to properties of objects over time.

An exposition is a type of text in which information is presented as composite concepts or mental constructs or the like

Argumentation is a type of text that shows relationships between concepts or propositions. Argumentative texts often answer questions such as why. An important subcategory of argumentative texts is persuasive and opinionated texts.

A transaction is a type of text aimed at achieving a specific goal specified in the text. Such a text for communication is an important component of some types of letters. Transactional texts are often private rather than public. This type of text is characterized by the extreme ease of personal communication using e-mail, text messages, blogs, and social networking websites. Transactional texts are generally general and probabilistic.

Research on reading tests focuses on assessing students' higher-order reading skills, including synthesis, inference, evaluation, and creativity. But it is unlikely that you will be able to achieve a high level of reading ability using simple texts that are written in a simple and understandable way. In the research conducted by Jim Hoffman and his colleagues, it was clear that when choosing a text, the teacher must first be able to set the goal correctly. Based on the interests of the students, choosing a text that is a little more difficult for them will increase the efficiency of the work.

Also, the fact that the reading comprehension skills of students who worked on texts of different levels increased significantly was also reflected in the research conducted by Feruza Sharopova and other researchers.

#### REFEERENCES

- 1.Boymirzayeva S.O'. O'zbek tilida matnning kommunikativ-pragmatik mazmunini shakllantiruvchi kategoriyalar, diss. Toshkent – 2010.
2. Bloom, P. How children learn the meanings of words. Cambridge, MA: MIT Press. 2000
3. Dole, J., et al. (1991), "Moving from the old to the new: Research on reading comprehension instruction", *Review of Educational Research*, Vol 16 (2), pp. 239-264.
4. Rayner, K; Foorman, B. R; Perfetti, C. A; Pesetsky, D; Seidenberg, M. S. How should reading be taught? *Scientific American*, 286, 84–91. 2002.