Content Introducing Readers to the Rules Regarding the Structure of the Text

Klarakhon Mavlonova
named after Alisher Navoi
Head of the Department of native language education of TSUULL, DSc

A B S T R A C T

In the education of the native language at schools, traditional methodological approaches have focused on fostering connected speech and developing speech skills. However, it is now recommended to begin practical instruction on the fundamentals of text syntax starting from the 5th grade. This approach is aimed at enhancing the effectiveness of native language instruction and ensuring the development of students' speech competence. A comprehensive understanding of the nature of connected speech can only be achieved through this knowledge. Consequently, the content of education will follow a clear algorithm with theoretical and practical significance as both an educational outcome and a teaching subject.

INTRODUCTION

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Studying sentence types, the interconnection of sentences in text creation, and acquiring knowledge and skills related to text structure form a robust foundation for effectively learning the native language. This also instills in students a clear sense of purpose. Linguistic phenomena reveal their true communicative nature primarily through connected speech. If these materials and associated rules are not studied within the context of text structure, the acquired knowledge and skills will remain limited to linguistic competence. To prevent this, it is essential to include topics related to text structure in the educational content.

Currently, some methodological literature has begun to partially address information about text structure and types of textual errors [1]. The manual "Textual Errors in Essays, Methods for Correcting Them" is particularly noteworthy. In this manual, methodologists R.A. Yoshidev and M.M. Richsievas identify, classify, and annotate textual errors in creative written works by higher secondary school students. They offer suggestions on the essential knowledge required in essay writing (text creation) and outline the general

methodology for this instructional direction. This manual represents the first instance of a specific classification in the methodology of teaching the native language in schools where instruction is conducted in Uzbek. Textual errors made by students are categorized into four groups:

1) Organizational and technical textual errors in essays;

2) Substantive-logical textual errors;

3) Textual errors in the mutual lexical-grammatical connection of sentences (including punctuation);

4) Textual errors associated with the compositional structure characteristic of its type in parts of the text [2].

A study of essays written by students found they often misplace topics, titles, or epigraphs, and sometimes incorrectly include poems, wise sayings, hadiths, proverbs, or quotations in the text. They also frequently make punctuation errors. These shortcomings are correctly identified as organizational-technical errors, as they do not connect with the text's content and fail to contribute to a coherent understanding when reading the essay.

The authors categorize the following types of errors as organizational and technical:

1) Failing to write the text and its corresponding parts in a paragraph;

2) Not making a plan, making planning mistakes, or not following the plan in the essay;

3) Inability to choose an appropriate epigraph for an essay;

4) Incorrectly incorporating hadiths, proverbs, and sayings into the essay text;

5) Misplacing quotations in the essay;

6) Incorrectly placing poetic passages in the essay [2].

Since topics directly related to the content structure of essays are typically taught in grades 6-9, it is possible to address these organizational and technical errors starting in Grade 5. At this stage, the following topics should be introduced:

- Delimiting sentences in a text;

- The concept of the main (major) and minor themes of the text;

- Text titles;

- Parts of the text characterized by sub-themes;

- Drawing up a plan for the text (essay);

- Paragraphing;

- Text classification;

- Placement of poetic verses in the text;

- Incorporating narratives, hadiths, proverbs, sayings, and wise words into the text as extract sentences;

- Ensuring the consistency of sentences in parts of the text.

Providing an understanding of the main (major) and minor topics of the text, as well as the formation of parts of the text distinguished by minor topics, falls under the category of organizational and technical knowledge. Although conditional, this serves to pre-plan the internal content structure of the text, externally breaking it down into parts and serving as the main indicator for the correct use of paragraphs.

Specifying the topic of the text or expressing the topic in the style of the title, while drawing up a plan for the text (essay), gives a meaningful direction to the text to be created and fulfills an organizational and technical task in formalizing the written work.

The inclusion of classifications, theses, narratives, hadiths, proverbs, sayings, and extract sentences in the text, along with the placement of poetic verses, is associated with content and poses challenges in solving more complex organizational and technical issues. Consequently, in the knowledge imparted to students, this aspect of text formation is prioritized.

In conclusion, by focusing on the topics distinguished above, it is possible to achieve the goal of establishing educational content and systematically developing students' skills regarding text structure through

methodological recommendations.

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