

**ALISHER NAVOIY NOMIDAGI TOSHKENT DAVLAT O‘ZBEK TILI VA  
ADABIYOTI UNIVERSITETI HUZURIDAGI ILMIY DARAJALAR  
BERUVCHI DSc. 03/30.12.2019.Fil.19.01 RAQAMLI ILMIY KENGASH  
ASOSIDAGI BIR MARTALIK ILMIY KENGASH**

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**TOSHKENT DAVLAT O‘ZBEK TILI VA ADABIYOTI UNIVERSITETI**

**MAVLONOVA KLARAXON MAXMUTOVNA**

**ONA TILI DARSLARIDA MATN TUZILISHINI  
O‘RGATISH METODIKASI**

**13.00.02 – Ta’lim va tarbiya nazariyasi va metodikasi (o‘zbek tili)**

**pedagogika fanlari doktori (DSc) dissertatsiyasi  
AVTOREFERATI**

**Toshkent – 2023**

**Fan doktori (DSc) dissertatsiyasi avtoreferati mundarijasi**

**Оглавление автореферата диссертации доктора наук (DSc)**

**Contents of the abstract of doctoral (DSc) dissertation**

**Mavlonova Klaraxon Maxmutovna**

Ona tili darslarida matn tuzilishini o‘rgatish metodikasi .....5

**Mavlonova Klaraxon Makhmutovna**

Methods of teaching the structure of the text in the lessons of the mother tongue..... 35

**Мавлонова Кларахон Махмутовна**

Методика обучения структуре текста на уроках родного языка.....67

**E‘lon qilingan ishlar ro‘uxati**

Список опубликованных работ

List of published works .....72

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Dissertatsiya Alisher Navoiy nomidagi Toshkent davlat o'zbek tili va adabiyoti universitetida bajarilgan.

Dissertatsiya avtoreferati uch tilda (o'zbek, rus, ingliz (rezyume)) Ilmiy kengashning veb-sahifasi ([www.tsuull.uz](http://www.tsuull.uz)) va "ZiyoNet" Axborot ta'lim portalida ([www.ziynet.uz](http://www.ziynet.uz)) joylashtirilgan.




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<b>Yetakchi tashkilot:</b>	<b>Buxoro davlat universiteti</b>

Dissertatsiya himoyasi Alisher Navoiy nomidagi Toshkent davlat o'zbek tili va adabiyoti universiteti huzuridagi ilmiy darajalar beruvchi DSc. 03/30.12.2019.fil.19.01 raqamli Ilmiy kengash asosidagi bir martalik ilmiy kengashning 2023-yil "7" 12 soat 10<sup>o</sup> dagi majlisida bo'lib o'tadi. (Manzil: 100100, Toshkent, Yakkasaroy tumani, Yusuf Xos Hojib ko'chasi, 103. Tel.: (99871) 281-42-44; faks: (99871) 281-42-44, ([www.tsuull.uz](http://www.tsuull.uz)).

Dissertatsiya bilan Alisher Navoiy nomidagi Toshkent davlat o'zbek tili va adabiyoti universitetining Axborot-resurs markazida tanishish mumkin (276 raqami bilan ro'yxatga olingan). (Manzil: 100100, Toshkent, Yakkasaroy tumani, Yusuf Xos Hojib ko'chasi, 103. Tel.: (99871) 281-42-44; faks: (99871) 281-42-44, ([www.tsuull.uz](http://www.tsuull.uz)).

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## KIRISH (doktorlik (DSc) dissertatsiyasi annotatsiyasi)

**Dissertatsiya mavzusining dolzarbligi va zarurati.** Jahon ta'lim tizimida tilni matn yarata olish darajasida o'qitish, matn tuzish ko'nikmasini rivojlantirish jarayonini rejalashtirish, o'quvchilarning ko'rsatmali materiallarga asoslanib matn tuzish ko'nikmasini takomillashtirish, yozma nutq o'stirishning inson tafakkuriga ta'siri, matn tuzilishini baholash, matn tuzish mashg'ulotlari mazmuni, ijodiy yozma faoliyatni rag'batlantirish usullari kabi masalalar tadqiq etildi. Yaponiya, Germaniya, Fransiya, Amerika, Koreya, Shveysariya, Turkiya, Vengriya, Rossiya va Xitoydagi yetakchi oliy ta'lim muassasalarida til va adabiyot fanlarini matn yaratish (esse yoza olish) sari yo'naltirgan holda o'qitish vazifalari qo'yildi, o'qitish mazmuni va metodlariga aniqliklar kiritish orqali til ta'limi sifatini oshirish, nutqiy va lingvistik malakalar integratsiyasiga e'tibor qaratish dolzarb ahamiyat kasb etmoqda.

Dunyoda ta'lim oluvchilarning lingvistik va nutqiy kompetensiyasini shakllantirishda turli uslubdagi matnlarning til xususiyatlarini matn yaratish darajasida o'rgatish, matn tuzish strategiyalarini o'rganish, matn tuzishning kognitiv muammolari: matn mavzusi, o'quvchining matn tuzishda mavzuga oid bilimlardan xabardorligi, matn tuzishni rejalashtirish: mazmuni belgilash, tashkillashtirish, umumlashtirish, matn tuzish jarayoni: matnda birliklar, sintaktik butunlik, paragraflarni shakllantirish, matn tuzish yakunida uni qayta ko'rib chiqish hamda baholash masalasi, matn tuzilishiga doir ta'lim mazmuni va metodlarini ishlab chiqishning nazariy masalalari tadqiq etilmoqda. Ona tilining matn tuzilishi bilan bog'liq me'yorlari, nazariy ma'lumotlaridan yozma nutqni ijodiylik tavsifida o'rgatish, matnning (murakkab sintaktik butunlikning) tuzilishiga xos til xususiyatlarini ta'lim mazmunida aks ettirish, o'quvchilarning mantiqiy izchillikda, fikrlarni o'zaro bog'lanishda ifodalash tarzidagi ijodiy ishlarga monand qobiliyatlarini yuksaltirish maqsadida foydalanish orqali ta'lim sifatini oshirish kabi ustuvor yo'nalishlarda ilmiy tadqiqotlar olib borilmoqda.

Respublikamizda ta'lim mazmunini isloh qilish va uni yangi sifat bosqichiga ko'tarish bilan bog'liq jarayonda ona tilini o'qitish metodikasini takomillashtirish ham dolzarb masalaga aylanib, ona tili fanini o'qitish konsepsiyasi, Milliy o'quv dasturi<sup>1</sup> ishlab chiqildi, "Ona tili" darsliklarining yangi avlodi kommunikativ va kognitiv-pragmatik yondashuvlar asosida yaratila boshlandi. Bugungi kunda "ta'lim-tarbiya tizimining barcha bo'g'inlarida o'zbek tili va adabiyoti fanini o'qitishning hamda ushbu soha bo'yicha yuqori malakali kadrlar tayyorlashning sifatini tubdan oshirish"<sup>2</sup>, ijodiy matn yaratishni ta'minlovchi ta'lim mazmuni va usullarini takomillashtirish, matn tuzilishiga doir qoidalar, mashq va ish turlari tizimini ishlab chiqishda amaldagi "Ona tili" darsliklari imkoniyatlaridan o'rinli foydalanish masalalarini maxsus tadqiq etish o'quvchilarning nutqiy

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<sup>1</sup> O'zbekiston Respublikasi Prezidentining "2022–2026-yillarda xalq ta'limini rivojlantirish bo'yicha milliy dasturni tasdiqlash to'g'risida"gi PF-134-sonli farmoni. <https://lex.uz/docs/6008663> 2022.11.05.

<sup>2</sup> O'zbekiston Respublikasi Prezidentining "Alisher Navoiy nomidagi Toshkent davlat o'zbek tili va adabiyoti universitetini tashkil etish to'g'risida"gi PF-4797-sonli Farmoni // Xalq so'zi, 2016-yil 14-may, 94-son.

kompetensiyasi hamda ijodiy tafakkurini talab darajasida shakllantirish imkoniyatlarini kengaytirdi.

O‘zbekiston Respublikasi Prezidentining 2016-yil 13-maydagi PF-4797-son “Alisher Navoiy nomidagi Toshkent davlat o‘zbek tili va adabiyoti universitetini tashkil etish to‘g‘risida”, 2018-yil 25-yanvardagi PF-5313-son “Umumiy o‘rta, o‘rta maxsus va kasb-hunar ta’limi tizimini tubdan takomillashtirish chora-tadbirlari to‘g‘risida”, 2019-yil 29-apreldagi PF-5712-son “O‘zbekiston Respublikasi xalq ta’limi tizimini 2030-yilgacha rivojlantirish konsepsiyasini tasdiqlash to‘g‘risida”, 2019-yil 21-oktyabrdagi PF-5850-son “O‘zbek tilining davlat tili sifatidagi nufuzi va mavqeyini tubdan oshirish chora-tadbirlari to‘g‘risida”, 2020-yil 20-oktyabrdagi PF-6084-son “Mamlakatimizda o‘zbek tilini yanada rivojlantirish va til siyosatini takomillashtirish chora-tadbirlari to‘g‘risida”, 2022-yil 11-maydagi PF-134-son “2022–2026-yillarda xalq ta’limini rivojlantirish bo‘yicha milliy dasturni tasdiqlash to‘g‘risida”gi farmonlari, 2017-yil 20-apreldagi PQ 2909-son “Oliy ta’lim tizimini yanada rivojlantirish chora-tadbirlari to‘g‘risida”gi qarori hamda mazkur faoliyatga tegishli boshqa me’yoriy-huquqiy hujjatlarda belgilangan vazifalarni amalga oshirishda mazkur dissertatsiya tadqiqoti muayyan darajada xizmat qiladi.

**Tadqiqotning respublika fan va texnologiyalari rivojlanishining ustuvor yo‘nalishlariga mosligi.** Dissertatsiya respublika fan va texnologiyalar rivojlanishining I. “Axborotlashgan jamiyat va demokratik davlatni ijtimoiy, huquqiy, iqtisodiy innovatsion g‘oyalar tizimini shakllantirish va ularni amalga oshirish yo‘llari” ustuvor yo‘nalishiga muvofiq bajarilgan.

**Dissertatsiya mavzusi bo‘yicha xorijiy ilmiy-tadqiqotlar sharhi.**<sup>3</sup> Ona tili ta’limida matn lingvistikasini, xususan, matn tuzilishini o‘qitish bo‘yicha jahonning yetakchi ilmiy-tadqiqot markazlari hamda oliy ta’lim muassasalari, jumladan, Centre of increasing to pedagogical qualification on base Manchesters university (Angliya), Princeton university, Association for Educational Communications and Technology – AECT (AQSH), Rheinische Friederich-Wilhelms-Universität Bonn (Germaniya), Seoul National University, Puchong University, Yonsei University, Sungkyunkwan University, Pohang University of Sciyence and Technology, Pusan National University, Chonbuk National University (Janubiy Koreya), Ta’lim akademiyasi (Rossiya), University of Strasbourg (Fransiya), Miyagi pedagogika universiteti (Yaponiya)da tadqiqotlar olib borilmoqda.

Ta’lim bosqichlarida matn tuzilishini o‘rgatish metodikasiga oid olib borilgan tadqiqotlar asosida ayrim ilmiy natijalar olingan: til ta’limida matn tarkibini o‘rgatish orqali o‘quvchilarda hikoya, tasviriy, tavsifiy va dalillovchi matnlar tuzish malakasini hosil qilishning samarali ekani asoslangan (Amerika); matn tuzish strategiyalarini o‘rganishning yozish ko‘nikmasi rivojiga ta’siri

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<sup>3</sup> Dissertatsiya mavzusi bo‘yicha xalqaro ilmiy tadqiqotlar sharhi quyidagi manbalar asosida yoritilgan: Bandura A. (Ed.). Self-efficacy in changing societies. – New York: Cambridge University Press, 1995.; John H. Holland Redwood City, California. – Addison-Wesley, 1998; Botcheva, L., Shih, J., Huffman, L. C. Emphasizing Cultural Competence in Evaluation: A Process-Oriented Approach / L. Botcheva, J. Shih, L.C. Huffman // American Journal of Evaluation. 2009. Volume 30. №2. – P. 176– 88.

o'rganilgan, matnning qanday yozilganini tahlil qilish, ya'ni sarlavha, til birliklari va matn mazmunidagi uyg'unlikka ahamiyat berish orqali o'quvchilarning matnni erkin, ijodiy yoza olish darajalari ortgani hamda uni baholay olishlari aniqlangan (Turkiya); yozish strategiyalarini o'rganish orqali matn tuzish jarayonini modellashtirish masalasi (Amerika), matn qismlarining tartibga solinishi, lug'atdan foydalangan holda jummalarni so'zga aylantirish, matn tuzish mezonlari belgilangan (Turkiya); matn tuzishning kognitiv muammolari asoslangan (Angliya); matn tuzilishini o'rganishda o'qituvchining roli, o'quvchilarda yozish ko'nikmasini shakllantirish, matnni rasmiylashtirish usullari ishlab chiqilgan (Amerika); yozuv faoliyatining o'quvchiga hissiy ta'sir ko'rsatishi, o'quvchi tasavvurini rivojlantirishi isbotlangan (Yaponiya), ta'lim rus tilida olib boriladigan maktablarning o'zbek tili darslarida o'quvchilarni matn tuzishga o'rgatish metodikasi hamda ona tili darslarida matn yaratish texnologiyasi ishlab chiqilgan (O'zbekiston).

Jahon lingvodidaktikasi va til o'qitish metodikasida matn turlari, matn tuzilmasini o'rgatish, matniy xatolar ustida ishlash, matnni tahrir qilish, uni qayta ishlashga oid quyidagi ustuvor yo'nalishlarda tadqiqotlar olib borilmoqda: yozma nutqni rivojlantirishning inson tafakkuriga ta'siri, matn tuzish funksiyalari va uning yozma nutq ko'nikmasini rivojlantirishdagi o'rni, matn tuzish jarayonini rejalashtirish, o'quvchilarning ko'rsatmali materiallarga asoslanib matn tuzish malakasini oshirish, o'quvchilarning tasviriy matn yaratish ko'nikmalarini rivojlantirish, matniy kompetensiyani shakllantirish.

**Muammoning o'rganilganlik darajasi.** Respublikamizda o'quvchilarning bog'lanishli nutqini o'stirish insho yozish jarayoni bilan bog'langan. U.Dolimov, O.Madayevlarning metodik ishlari<sup>4</sup>, N.Sattorova<sup>5</sup>, M.Hazratqulovning tadqiqoti<sup>6</sup> shular jumlasidandir. Umumiy o'rta ta'lim jarayonida ona tili va o'zbek tilini (davlat tili) o'qitish, o'quvchilarning matn yaratish bilan bog'liq nutqiy va lingvistik kompetensiyalarini shakllantirish, ijodiy tafakkurini o'stirish masalalari M.Rixsiyeva, T.Ziyodova, R.Yo'ldoshev, R.Safarova, Sh.Yusupova, X.Muxitdinova, F.Aminova, N.Alavutdinova, N.Bekniyozova, A.Hamroyev, G'Hamroyev, Z.Salishevalar tomonidan, rus tilini o'qitish jarayonida matn tuzilishini o'rgatish masalasi Y.M.Sorokina, G.N.Urinbayeva, S.Sadixova tomonidan o'rganilgan<sup>7</sup>.

<sup>4</sup>Долимов У. Иншо қандай ёзилади? / Олий ўқув юртига кирувчилар учун иншо ёзиш бўйича методик кўрсатмалар. – Т.: ТошДУ нашри, 1985. – 32 б.; Мадаев О. Иншо қандай ёзилади? / Ўрта махсус ўқув юртларининг ўқитувчилари учун методик қўлланма. – Т.: Ўқитувчи, 1991. – 88 б.; Madayev O., Sobirov A., Xolmanova Z. va b. Yozma ish turlari: insho, bayon, diktant. – Т., 2020. – 103 б.

<sup>5</sup> Сатторова Н. Ўқувчиларнинг иншо ёзиш малакаларини такомиллаштириш (5-синфда она тили ўқитиш жараёнида): Пед. фан. ном. ... дисс. – Т., 1995. – 141 б.

<sup>6</sup> Ҳазратқулов М. Адабий таълимда иншонинг ўрни ва уни ташкил этишининг илмий-методик асослари: Пед. ф. б. ф.д-ри дисс. – Самарқанд, 2018. – 154 б.

<sup>7</sup> Рихсиева М. Таълим рус тилида олиб борилаётган мактабларнинг ўзбек тили дарсларида ўқувчиларга матн тузишни ўргатиш методикаси. Пед.фан.номз. ...дисс. – Т., 2009.; Зиёдова Т.У. Матн яратиш технологияси. Монография. – Т.: Фан, 2008. – 160 б.; Yo'ldoshev R.A., Rixsiyeva M.M. Insholardagi matniy xatolar, ularni tuzatish metodikasi. – Т.: Fan va texnologiyalar, 2019.; Сафарова Р. Она тили таълимининг янгиланган мазмуни ва унинг дидактик асослари. – Т.: Фан, 1995. – 108 б.; Юсупова Ш.Ж. Ҳозирги ўзбек адабий тили дарсларида ўқувчилар тафаккурини ўстиришининг илмий-методик асослари (академик лицейлар мисолида): Пед. фан. док. дисс. – Т., 2005. – 279 б.; Мухитдинова Х.С. Ўзбек тилини ўқитишда узлуксизликни таъминлашнинг илмий-методик асослари: Монография. – Т.: Fan va texnologiya, 2008. – 238 б.; Аминова Ф.Ҳ. Ўқувчиларни

MDH davlatlari olimlaridan: I.R.Galperin, T.A.Ladijenskaya, L.I.Velichko, L.M.Loseva, M.R.Lvov, V.G.Goreskiy, O.V.Sosnovskayalarning tadqiqotlari va metodik qo‘llanmalarida rus tili darslarida matn tuzilishi ustida ishlash mazmuni hamda usullari kabi masalalar tadqiq qilingan<sup>8</sup>.

Xorij olimlaridan: R.Bracewell, M.Scardamalia, C.Bereiter, J.Britton, P.Burtis, C.Bereiter, M.Scardamalia, J.Tetroe, C.Englert, E.Hiyebertlar tomonidan matn yaratish, yozma ishlarni tashkil etish, matn tuzilishini o‘rgatishning anglash ko‘nikmasi rivojiga ta’siri muammolariga doir tadqiqotlar amalga oshirilgan<sup>9</sup>.

Ta’lim o‘zbek tilida olib boriladigan maktablarning ona tili darslarida matn qismining ichki tuzilishi: gaplarning bog‘lovchili, olmoshli, ko‘makchili, yuklamali bog‘lanish usullari, 5–9-sinflar doirasida matn tuzilishiga doir qoidalar, ularni anglatishning vosita va metodlari, mustahkamlash uchun xizmat qiluvchi mashqlar tizimi masalalari maxsus o‘rganilmagan.

**Tadqiqotning dissertatsiya bajarilgan oliy ta’lim muassasasining ilmiy-tadqiqot ishlari rejalari bilan bog‘liqligi.** Dissertatsiya Alisher Navoiy nomidagi Toshkent davlat o‘zbek tili va adabiyoti universiteti ilmiy tadqiqot rejasining “O‘zbek tili va adabiyotini o‘qitishning zamonaviy metodikasi” mavzusi doirasida bajarilgan.

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<sup>9</sup> Bracewell, R. J., Scardamalia, M., & Bereiter, C. (1978). The development of audience awareness in writing // Paper presented at the annual meeting of the American Educational Research Association, Toronto, March. (ERIC Document Reproduction Service No. 154 433). <https://eric.ed.gov/?id=ED154433>; Britton, James. The Composing Processes and the Functions of Writing // In Research on Composing: Points of Departure. Eds. Cooper and Odell. Urbana: NCTE, 1978. 13–28. <https://sci-hub.se/https://doi.org/10.2307/1170204>; Burtis, P. J., Bereiter, C., Scardamalia, M., & Tetroe, J. (1983). The development of planning in writing. In B. Kroll & C. G. Wells (Eds.), Explorations in the development of writing (pp. 153–174). Chichester, England: Wiley.; Englert, C. S., & Hiebert, E. H. (1984). Children’s developing awareness of text structures in expository materials. Journal of Educational Psychology, 76(1), 65–74. <https://sci-hub.se/https://doi.org/10.1037/0022-0663.76.1.65>.

**Tadqiqotning maqsadi** umumta'lim maktablarining ona tili darslarida o'quvchilarga matnning tashkiliy-texnik hamda mazmuniy-mantiqiy tuzilishini o'rgatish metodikasini takomillashtirishdan iborat.

**Tadqiqotning vazifalari:**

tilshunoslik va metodikaga oid adabiyotlar tahlili orqali matn tuzilishiga oid lingvistik asoslarni belgilash;

matn yaratish metodikasi bilan bog'liq asosiy yondashuv va tamoyillarni aniqlash; o'quvchilarga matn tuzilishi yuzasidan beriladigan bilim, ko'nikma va malakalarni pedagogik, psixologik va metodik jihatdan aniqlash asosida qoidalar tavsiya qilish; "Ona tili" darsliklaridagi matn tuzilishini o'rganishga oid imkoniyatlarni aniqlash va ularni kengaytirishga qaratilgan tavsiyalar ishlab chiqish;

matn tuzilishi bilan bog'liq komponentlar doirasida sinflar bo'yicha mavzularni aniqlashtirish va 5–9-sinflar uchun matn tuzilishiga doir mavzular asosida nazariy ma'lumotlar (qoidalar)ni belgilash;

matn tuzilishini o'rgatishga doir mashqlar va ish turlarini ishlab chiqish hamda didaktik materiallar tanlash;

bugungi kun talablari asosida ona tili darslarida matn tuzilishini o'rgatish metodikasini ishlab chiqish hamda ona tili darslarida matn tuzilishini o'rgatishga doir ta'lim mazmuni va usullarining samaradorligini aniqlash, matematik-statistik tahlil qilish.

**Tadqiqotning obyekti** sifatida 5–9-sinf ona tili darslarida matn tuzilishini o'rgatish jarayoni belgilanib, tajriba-sinov ishlarida Toshkent shahri, Namangan viloyati hamda Nukus shahridagi maktablardan 3992 nafar o'quvchi ishtirok etgan.

**Tadqiqotning predmetini** ona tili darslarida matn tuzilishini o'rgatishning mazmuni, shakl, metod va vositalari tashkil qiladi.

**Tadqiqotning usullari.** Tadqiqot mavzusini yoritishda pedagogik kuzatuv, ilg'or pedagogik tajribalarni o'rganish, sotsiologik metodlar (so'rovnoma, suhbat), pedagogik tajriba-sinov, matematik-statistik tahlil kabi usullardan foydalanilgan.

**Tadqiqotning ilmiy yangiligi** quyidagilardan iborat:

matn yaratish metodikasi bilan bog'liq asosiy yondashuv va prinsiplar matn tuzilishining o'ziga xosligi nuqtayi nazaridan: ta'lim jarayonini farqli, funksional-semantik, modulli, pragmatik, lingvistik, integrativ yondashuv asosida tashkil etish; bilimlarni mustahkamlash, ko'nikmalarni hosil qilishda tanqidiy tafakkurni o'stirishga qaratilgan yondashuvni qo'llash; mashqlar tizimini kommunikativ, ijodiy va kompetensiyaviy yondashuvlar asosida ishlab chiqishga yo'naltirish orqali takomillashtirilgan;

ona tili darslarida matn tuzilishini o'rgatishga oid nazariy ma'lumot: ta'rif, tavsif, tasnif farqlanib, o'quvchilarda matniy kompetensiyani shakllantirishga qaratilgan joriy-taktik, strategik va variativ qoidalar kognitiv-pragmatik jihatlarga ko'ra takomillashtirilgan;

matn tuzilishi bilan bog'liq komponentlar doirasida 5–9-sinflar uchun matn tuzilishiga doir ta'lim jarayoni hamda ushbu jarayonda qo'llanuvchi konstruksiyalash-sintezlash, adaptiv, noadaptiv, evristik va algoritm shaklidagi

mashqlar 4K yondashuvi: kritik, kreativ fikrlash, kommunikativlik va kollaboratsiya asosida ishlab chiqilgan;

6–7-sinf “Ona tili” darsliklari mazmuni matnning funksional-semantik turlari: rivoya-matn, tasvir-matn, muhokama-matnning kompozitsion qurilishiga xos didaktik materiallar bilan boyitilib, 5–9-sinflar uchun matn tuzilishini o‘rgatishga oid “Qismdan butungacha”, “Men muharrirman”, “Tasvir va matn”, “Chizmani tavsifla”, “Taqqoslaymiz, farqlaymiz”, “Tahrir va tahlil” kabi innovatsiyalar asosida matn tuzilishini spiralsimon o‘rgatish metodikasi takomillashtirilgan;

ona tili ta’limi uchun matn qismini murakkab sintaktik butunlik, abzas yoki matn qismi deb atash; matn qismlarining olmoshli, bog‘lovchili, ko‘makchili, yuklamali, modal so‘zli bog‘lanishi kabi lingvistik asoslar ta’lim nazariyasi va amaliyoti prinsipi asosida aniqlashtirilgan.

**Tadqiqotning amaliy natijalari** quyidagilardan iborat:

“Ona tili” darsliklarining matn tuzilishini o‘rganishga doir yondashuvlaridan ona tili fanini o‘qitish konsepsiyasi, ona tili fanidan Milliy o‘quv dasturi loyihasi, Ijod maktablari uchun o‘quv dasturi ishlab chiqishda foydalanilgan;

5-sinflar uchun “Matn tuzilishiga oid qoidalar” nomli o‘quv-metodik qo‘llanma, “Maktab o‘quvchilarida hayotiy ko‘nikmalarni rivojlantirish” nomli metodik qo‘llanma ishlab chiqilib, ta’lim jarayoniga tatbiq etilgan;

6–7-sinflar uchun “Ona tili”, ijod maktablarining 7-sinfi uchun “Ona tili” darsliklari yaratilgan;

oliy ta’lim bakalavr talabalari uchun 2 qismdan iborat “O‘zbek tilini o‘qitish metodikasi” o‘quv qo‘llanmasi ishlab chiqilgan;

tadqiqot natijalaridan oliy ta’limda ona tilini o‘qitish metodikasi, lingvodidaktika asoslari, og‘zaki va yozma nutq o‘stirish metodikasi fanlarining o‘quv dasturlari mazmunini takomillashtirishda foydalanilgan.

**Tadqiqot natijalarining ishonchligi** amal qilingan yondashuv va tamoyillar, qo‘llangan usullar va nazariy ma’lumotlarning rasmiy manbalardan olingani, muammo yuzasidan respublikamizdagi hamda xorijiy olimlarning g‘oyalari, amaliyotchi o‘qituvchilarning tajribalariga tayanilgani, keltirilgan tahlillar va tajriba-sinov ishlari samaradorligining matematik statistika metodlari vositasida asoslangani, xulosa, taklif va tavsiyalarning amaliyotga joriy qilingani, olingan natijalarning vakolatli tuzilmalar tomonidan tasdiqlangani bilan belgilanadi.

**Tadqiqot natijalarining ilmiy va amaliy ahamiyati.** Tadqiqotning ilmiy ahamiyati tilshunoslik va metodikaga oid adabiyotlardagi matn tuzilishiga oid qarashlarning o‘rganilgani hamda lingvistik asoslar aniqlangani; o‘quvchilarga matn tuzilishi yuzasidan beriladigan bilim, ko‘nikma va malakalar asosida 5–9-sinflar uchun nazariy ma’lumotlar (qoidalar) ishlab chiqilgani; matn tuzilishiga doir bilim, ko‘nikma va malakalar asosida mavzular mundarijasining ishlab chiqilgani; 5–9-sinflar uchun matn tuzilishiga doir mavzular asosida nazariy ma’lumotlar (qoidalar) belgilangani; mavzu doirasida tajriba-sinov ishlari o‘tkazilib, matn tuzilishini o‘rgatishga doir ta’lim mazmuni va usullarining samaradorligi aniqlangani, matematik va statistik tahlil berilgani bilan belgilanadi.

Tadqiqot natijalarining amaliy ahamiyati tadqiqotda ilgari surilgan g'oyalar, amaliy tavsiyalar "Ona tili" darsliklarini yaratishga, ona tilini barcha umumta'lim fanlari bilan integrativ o'qitish sifatini oshirishga, oliy ta'limda mutaxassislik fanlaridan darslik va qo'llanmalar yaratishga, ixtisoslik fanlarini o'qitishga, malaka oshirish kurslarida, shuningdek, ona tili va adabiyot o'qituvchilarining dars jarayonida foydalanishlariga xizmat qilishi bilan belgilanadi.

**Tadqiqot natijalarining joriy qilinishi.** Ona tili darslarida matn tuzilishini o'rgatish metodikasi bo'yicha olingan ilmiy natijalar asosida:

matn yaratish metodikasi bilan bog'liq asosiy yondashuv va tamoyillar, matn tuzilishi bilan bog'liq komponentlar doirasida 5–9-sinflar uchun matn tuzilishiga doir bilim, ko'nikma va malakalarga asoslangan mavzular mundarijasi, amaliy mashqlar; matn tuzish va xatolar ustida ishlash; tuzilgan matnni tahrir qilish mashqlari hamda innovatsion ish turlaridan Respublika ta'lim markazi faoliyatida UNICEF bilan hamkorlikda tayyorlangan ona tili fani dasturini ishlab chiqishda foydalanilgan (Maktabgacha va maktab ta'limi vazirligi huzuridagi Respublika ta'lim markazining 2023-yil 23-martdagi 01/11-01/6-168-son ma'lumotnomasi). Natijada ona tili fanidan tayyorlangan Milliy o'quv dasturining o'quvchilar lingvistik hamda yozma nutq kompetensiyasiga qo'yilgan malaka talablar qismi takomillashtirilgan;

matn tuzilishiga oid nazariy qoidalar, mashq va topshiriqlar, ish turlariga oid tavsiyalar asosida 6-sinf "Ona tili"; 7-sinf "Ona tili" darsliklarini yaratishda, xususan, matn bilan ishlash, matn yaratish va tahrir qilishga oid o'quv topshiriqlarini takomillashtirishda foydalanilgan (Maktabgacha va maktab ta'limi vazirligi huzuridagi Respublika ta'lim markazining 2023-yil 23-martdagi 01/11-01/6-172-son ma'lumotnomasi). Natijada ona tili fani darsliklari mazmunining matn tuzish bilan bog'liq bilim berish, ko'nikma va malakalarni shakllantirish, o'quvchilarning matn yarata olish layoqatini oshirish, shuningdek, nutqiy va lingvistik kompetensiyalarni rivojlantirishi nuqtayi nazaridan boyishiga xizmat qilgan;

matn bilan ishlash orqali nutqiy va lingvistik kompetentlikni shakllantirishga oid tadqiqot natijalari: ona tili darslari uchun matn tuzilishiga oid lingvistik asoslar, matn tuzilishi bilan bog'liq komponentlar doirasida 5–9-sinflar uchun matn tuzilishiga doir bilim, ko'nikma va malakalarga asoslangan mavzular mundarijasi, evristik mashqlar hamda innovatsion ish turlari, 5-sinf o'quvchilari uchun tayyorlangan qo'llanmadan O'zbekiston pedagogika fanlari ilmiy-tadqiqot instituti Qoraqalpog'iston filialida 2017–2020-yillarda bajarilgan "FZ – 2016-0908165532-raqamli "Qoraqalpoq tilining yangi alfaviti va imlo qoidalariga muvofiq ona tili va adabiyotini rivojlantirish metodikasi" mavzusidagi fundamental loyihada foydalanilgan (O'zbekiston pedagogika fanlari ilmiy-tadqiqot instituti Qoraqalpog'iston filialining 2023-yil 5-apreldagi 177-son ma'lumotnomasi). Natijada ona tili darslarida matn tuzilmasiga oid qoidalarni amalda qo'llash, matn tuzishda bog'lovchi vositalarni qo'llash, matnga maqol, hadis, hikmatli so'z, she'riy misralarni kiritish talab etiladigan topshiriqlar orqali matn ustida ishlash metodikasi takomillashgan;

matn tuzilishi bilan bog‘liq innovatsion usullar, matn yaratish va tahrir qilishga oid o‘quv topshiriqlaridan Ixtisoslashtirilgan ta‘lim muassasalari agentligi tizimidagi ijod maktablarining 7-sinf “Ona tili” (I qism); 7-sinf “Ona tili” (II qism) darsligini yaratishda foydalanilgan (Ixtisoslashtirilgan ta‘lim muassasalari agentligining 2023-yil 8-sentyabrdagi 01-11-1523-son ma‘lumotnomasi). Natijada ona tili darsligi mazmuni “Ijod qilamiz”, “Tahrir va tadqiqot” rukni bilan boyitilgan; tasviriy matn yozish, esse tuzilmasi, matn sarlavhasi, matn qismlari, matn bilan bog‘liq nazariy ma‘lumotlar va o‘quv topshiriqlari o‘quvchilarda matn tuzish va xatolar ustida ishlash ko‘nikmasining rivojlanishiga xizmat qilgan.

**Tadqiqot natijalarining aprobatsiyasi.** Tadqiqot natijalari 8 ta xalqaro va 6 ta respublika ilmiy-amaliy anjumanlarida muhokamadan o‘tkazilgan.

**Tadqiqot natijalarining e‘lon qilingani.** Dissertatsiya mavzusi bo‘yicha jami 33 ta ilmiy ish, jumladan, 1 ta monografiya, 5 ta o‘quv qo‘llanma, O‘zbekiston Respublikasi Oliy attestatsiya komissiyasi tomonidan doktorlik dissertatsiyalari asosiy ilmiy natijalarini chop etish tavsiya qilingan ilmiy nashrlarda 13 ta (10 tasi respublikada va 3 tasi xorijiy jurnalda) maqola nashr ettirilgan.

**Dissertatsiyaning tuzilishi va hajmi.** Dissertatsiya kirish, 4 bob, xulosa, foydalanilgan adabiyotlar ro‘yxati va ilovalardan iborat bo‘lib, hajmi 243 betni tashkil etadi.

## **DISSERTATSIYANING ASOSIY MAZMUNI**

**Kirish** qismida dissertatsiya mavzusining dolzarbligi va zarurati asoslangan, tadqiqot maqsadi va vazifalari, obykti va predmeti aniqlangan, tadqiqotning O‘zbekiston Respublikasi fan va texnologiyalar taraqqiyotining ustuvor yo‘nalishlariga mosligi ko‘rsatilgan, ilmiy yangiligi va amaliy natijalari bayon etilgan. Olingan natijalarning ishonchligi asoslangan, ularning nazariy va amaliy ahamiyati ochib berilgan. Tadqiqot natijalarining amaliyotga joriy etilishi, ishning aprobatsiyasi natijalari, e‘lon qilingan ishlar va dissertatsiyaning tuzilishi bo‘yicha ma‘lumotlar keltirilgan.

Dissertatsiyaning **“Ona tili darslarida matn tuzilishini o‘rgatishning nazariy-metodologik asoslari”** deb nomlangan birinchi bobida ona tili darslarida matn tuzilishini o‘rganishning ilmiy va lingvometodik asoslari aniqlangan, ona tili darslarida o‘quvchilarga matn tuzishni o‘rgatishning pedagogik shart-sharoitlari, didaktik imkoniyatlari masalasi tahlilga tortilgan.

Umumiy o‘rta ta‘lim maktablarining ona tili darslarida o‘quvchilarda matnlarni savodli, ongli ravishda tuzishga doir bilim berish, ko‘nikma va malakalarni, nutqiy va lingvistik kompetensiyani shakllantirish, ularni zarur nutqiy muloqotga tayyorlash, matn tuzilishi bilan bog‘liq komponentlarni aniqlash va ajratish, bir so‘z bilan aytganda, qoidalar uchun lingvistik asos tarzidagi matniy ta‘lim mazmunini ishlab chiqish hamda amaliyotga joriy etish zamon talabidir.

O‘quvchilarning bog‘lanishli nutqini o‘stirishda matn tuzilishini o‘rgatish eng muhim ta‘limiy maqsadlardan biridir. O‘quvchilarga yaxlit matnga xos funksional-semantik tuzilish xususiyatlarini, matn yaratish qonuniyatlarini o‘rgatish orqali og‘zaki va yozma nutq ko‘nikmalarini rivojlantirish dolzarb

ahamiyat kasb etadi. Gap turlarini va ularning o‘zaro bog‘lanishini matn yaratish darajasida o‘rganish, shu asnoda matn tuzilishiga doir bilim va malakalarni egallash o‘quvchilarda aniq maqsad sari intilishni yuzaga keltirib, ona tilini samarali egallash uchun mustahkam poydevor yaratadi. Zero, til hodisalari asosan bog‘lanishli nutq orqali harakatga kelib, o‘zining real kommunikativlik xususiyatini namoyon qiladi. Ushbu materiallar, ular bilan bog‘liq qoidalar matn tuzilishi orqali o‘rganilmas ekan, egallangan bilim va malakalar ko‘proq lingvistik kompetensiyani shakllantirish darajasida qolib ketaveradi.

Tilshunoslikka doir adabiyotlarda talqin qilinishiga ko‘ra matn tuzilishi ikki xil ma‘noda: keng va tor ma‘nolarda tushuniladi. Keng ma‘noda matn kirish, asosiy qism va xulosadan iborat ekani, ular bilan bog‘liq ayrim o‘rganish muhim bo‘lgan til birliklari mavjudligi nazarda tutilsa, tor ma‘noda matn sintaksisiga oid manbalarda ajratilayotgan murakkab sintaktik butunlik va abzas bilan bog‘liq matn tuzilishi nazarda tutiladi. Ayni tor ma‘nodagi matn tuzilishi keng qamrovga ega bo‘lib, ta‘limiy birliklarni ajratish va uni shu birliklar asosida o‘rganish ishlarini tashkil etish, bilim, ko‘nikma va malakalarni aniqlash va rivojlantirish, ushbu bilimlarni qoidalar va mashqlar tizimi sifatida shakllantirish mumkin.

5–9-sinf ona tili darslarida o‘quvchilarga matn tuzilishini o‘rganish imkonini beradigan, ya‘ni ta‘limiy birliklarni o‘zida aks ettiradigan komponentlarni aniqlashtirish, ular yuzasidan qoidalar shaklida qanday bilimlar berish kerakligi muammosini lingvistik asoslarni aniqlab olish orqaligina hal etish mumkin. Shu fikrdan kelib chiqib matn tilshunosligiga doir ilmiy-nazariy manbalarni o‘rganish, matn tuzilishini belgilovchi komponentlarni aniqlashtirish bilan bog‘liq tahlillar amalga oshirildi. Zero, matnning kichik bir qismi orqali butun matn tuzilishini o‘rgatish qulay bo‘lgan yaxlit komponentni (aniq til birliklari jamlamasini) ajratish, atash va shu komponent asosida matnning tuzilish xususiyatlari yuzasidan ma‘lumotlarga ega bo‘lish, matn tuzishga doir qoidalarni shakllantirish va mashqlar tizimini vujudga keltirish mumkin.

Bugun ona tili ta‘limi sohasida quyidagi masalalar bilan bog‘liq lingvistik asoslarni aniqlashtirish ehtiyoji mavjud:

- 1) matn qismini qanday atash (murakkab sintaktik butunlik, abzas yoki matn qismi) maqsadga muvofiq ekani;
- 2) matn qismida gaplarning o‘zaro bog‘lanish xususiyatlari va vositalari;
- 3) matn qismining birinchi (qisman oxirgi) gapi;
- 4) matn qismida ayrim murakkab sintaktik qurilmalar.

Dissertatsiyada ushbu masalalar yuzasidan ma‘lumotlarni o‘rganish va to‘plash, xulosalar chiqarish maqsadida matn tilshunosligi (matn lingvistikasi) hamda lingvodidaktikaga doir manbalar tahlilga tortilgan<sup>10</sup>.

<sup>10</sup> Расулов И. Мураккаб синтактик бутунлик // Ўзбек тили ва адабиёти, 1983, 1-сон.; Тухсанов М. Микротекст и система выражения эго когерентности в узбекской художественной речи: Автореф. дисс.к-та фил. наук. – Т., 1987.; Мамажонов А. Текст лингвистикаси. – Т., 1989.; Ирискулов М. Тилшуносликка кириш. Дорилфунун ва педагогика ин-тлари талабаларига кўлл./ [Махсус муҳаррир Л. Т. Бобохонова]. – Т.: Ўқитувчи, 1992.; Мамажонов А., Абдупатоев М. Матн синтаксиси. – Фарғона, 2002.; Валгина Н.С. Теория текста. – Москва, Логос. 2003.; Левченко Е.В. О первичных и вторичных свойствах текста // Стереотипность и творчество в тексте. – Пермь, 2004, Вып.7. – С. 174–184; Антонова Е.С. Где искать ресурсы для обновления школьной методики?/ Русский язык в школе. – 2007. № 6.; Боймирзаева С. Бадий матнда кўшма гап. Монография. – Самарқанд: СамДУ нашри, 2008.; Yo‘ldoshev M. Badiiy matn lingvopoetikasi. – Т.:

Matn lingvistikasiga oid manbalardan ma'lumki, matn qismini qanday atash (murakkab sintaktik butunlik, abzas yoki matn qismi) maqsadga muvofiq ekani uzoq yillik bahslarga sabab bo'lib kelmoqda. Hozirgi paytda matn hodisasining uch asosiy va keng tarqalgan tavsifi mavjud. Birinchidan, matn til tizimining fonema, morfema, so'z, gap kabi birliklariga nisbat berilgan holda qaralib, ushbu tizimning eng yuqori bosqichidagi birlik sifatida talqin qilinadi. Tabiiyki, bunday yondashuvda matn grammatika nuqtayi nazaridan o'rganilib, asosiy e'tibor matn tuzilishini ta'minlovchi sintaktik-mazmuniy munosabatlar, sintaktik aloqalarni shakllantiruvchi leksik-grammatik vositalar majmuasini aniqlashga yo'naltiriladi. Ikkinchidan, tavsif markazida "faoliyatdagi, harakatdagi lison" g'oyasi turadi hamda matn til tizimining nutqdagi mahsuli sifatida talqin etiladi. Nihoyat, uchinchi talqinga ko'ra, matn nutqiy muloqot tizimi birligidir, unda muloqot ishtirokchilari – adresant va adresat munosabati, maqsadi ifodalanadi<sup>11</sup>.

"Metodikada matn ikki jihatdan talqin qilinadi: 1) grammatik jihatdan, 2) pragmatik jihatdan. Grammatika orqali matn tuzilishi bilan bog'liq tushunchalar o'rganilsa, pragmatika matniy til hodisalarining nutqda qo'llanishini o'rgatadi.

Ona tili darslarida grammatika bilim berish vositasi sifatida namoyon bo'ladi, pragmatika esa mashqlar orqali bilimlarni ko'nikma va malaka darajasida qo'llashni ko'zda tutadi"<sup>12</sup>. Grammatikaning matn qismlari bilan bog'liq sohasi matn sintaksisi (matn lingvistikasi) deb atalmoqda, ayni paytda matn tuzilishi bilan bog'liq komponentlar qanday nomlanishi kerakligi masalasida aniq bir to'xtamga kelinmagan. Dissertatsiyada mazkur muammoga yechim izlash jarayonida fikrlar, tahlil va talqinlarga tayangan holda har qanday kattalikdagi matndan ajratib olinganda o'z sintaktik tuzilishi jihatidan mustaqillik va tugallanganlik xususiyatlarini saqlab qoluvchi murakkab sintaktik butunlik ta'limiy birlik sifatida belgilanishi, abzas uning shakliy komponenti, murakkab sintaktik butunlikning uni o'quvchiga ta'sir kuchini oshirish, mantiqiy urg'u berish maqsadida bir necha abzasga bo'lib ko'rsatish vositasi deb qaralishi kerak, degan xulosaga kelindi. Ayni paytda o'zbek tilida xatboshi tushunchasi mavjudligi, ushbu tushuncha ma'nosida abzas atamasidan foydalanilmasligini unutmazlik lozim, zero, o'zbek tilshunosligida abzas murakkab sintaktik butunlikni atash tarzida tilga olinadi.

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Fan, 2008. – 160 b.; Юртаев С.В. Содержание языкового образования и речевого развития учащихся. «Начальная школа», 2009. № 10.; Осипова Э.Н. Лингвистика текста и текстовый аспект изучения синтаксиса в школе. Учебно-методические рекомендации. Издание 3-е, дополненное. – Архангельск: Поморский государственный университет им. М.В.Ломоносова, 2009.; Рихсиева М. Таълим рус тилида олиб бориладиган мактабларнинг ўзбек тили дarsларида ўқувчиларни матн тузишга ўргатиш. Пед.фан.номз.... дисс. – Т., 1996.; Brinker K. Linguistische Textanalyse. Eine Einf'u'tung in Grindbegriffe and Methoden. – Berlin, 1997.; Ҳакимов М. Ўзбек тили прагматикасини ўрганиш: Услубий қўлланма. – Фарғона, 2011.; Худойберганова Д. Матнинг антропоцентрик тадқиқи. – Т.: Фан, 2013.; Qurbonova M. Matn tilshunosligi. – Т.: Universitet, 2014. – 114 b.; Muhamedova S., Saparniyozova M. Matn lingvistikasi. – Т.: TDPU, 2011.; Yo'ldoshev R., Rixsiyeva M. Insholardagi matniy xatolar, ularni tuzatish metodikasi. – Т.: Fan va texnologiyalar, 2019.; Yo'ldoshev M., Muhamedova S., Saparniyozova M. Matn lingvistikasi. [Matn]: o'quv qo'llanma. – Т.: Ishonchli hamkor, 2021. – 188 b. va b.

<sup>11</sup> Левченко Е.В. О первичных и вторичных свойствах текста // Стереотипность и творчество в тексте. – Пермь, 2004, Вып.7. – С. 174– 184; Brinker K. Linguistische Textanalyse. Eine Einf'u'tung in Grindbegriffe and Methoden. – Berlin, 1997.

<sup>12</sup> Антонова Е.С. Где искать ресурсы для обновления школьной методики?/ Русский язык в школе. – 2007. № 6. – С. 12

Maktab ona tili ta'limida o'quvchilarni berilgan kichik mavzuda matn tuzishga o'rgatish uchun murakkab sintaktik butunlik atamasidan foydalanish noqulayligini inkor etib bo'lmaydi. MSBni qanday atash kerakligini amaliyot orqali aniqlashtirish mumkin, xolos. Yangi avlod darsliklarida mazkur atama ma'nosida "matn qismi/qismlari" birikmasi qo'llanmoqda.

II. Matn qismida gaplarning o'zaro bog'lanish xususiyatlari va vositalari haqidagi ma'lumotlarni aniqlash tadqiqot oldida turgan asosiy vazifalardan yana biridir. Matn qismlarining (murakkab sintaktik butunliklarning) ichki tuzilishiga doir lingvistik asoslarni aniqlash matn tuzilishini o'rgatishga doir muhim lingvodidaktik asoslarni vujudga keltirish imkonini beradi. Matn lingvistikasiga oid mavjud manbalarda bu masala ham umumiy tarzda yoritilgan.

Tilshunoslikka va metodikaga oid manbalarda MSBdagi gaplarning o'zaro bog'lanish usullari (bog'lovchili bog'lanish, ko'makchili bog'lanish, olmoshli bog'lanish va b.) umumiy tarzda sanalgan, misollar keltirilgan, lekin ayrim bog'lanish usullari, masalan, olmoshli bog'lanish, bog'lovchili bog'lanish ushbu so'z turkumlarining ma'no turlariga ko'ra o'ziga xosliklari talqiniga o'tilmagan, ya'ni gaplarni, matn qismlarini bog'lovchi vositalarning o'ziga xos jihatlarini yanada aniqlashtirish talab etiladi.

Murakkab sintaktik butunlik matn qismi sifatida o'zining tuzilish komponentlariga ega: kichik mavzuga ishora qiluvchi reja moddasi, xatboshi, boshlama, asosiy qism, xulosa, matnning birinchi gapi, gaplarning o'zaro mantiqiy, mazmuniy bog'lanish usullari, gaplarni o'zaro bog'lovchi vositalar: olmoshli bog'lanish, bog'lovchili bog'lanish, ko'makchili, yuklamali, modal so'zli bog'lanish, ko'chirma gaplar o'rnida maqol, hikmatli so'z, hadis, sitata, she'riy misralar qo'llanishi.

III. Tadqiqot oldida turgan navbatdagi masalalardan biri matn qismining ichki tuzilishi, uning birinchi va oxirgi gapi bilan bog'liq.

Matn qismida gaplarning o'zaro bog'lanish xususiyatlari matn turlariga ko'ra ham o'ziga xoslik kasb etadi. Bu o'rinda yaxlit matn strukturasi bilan matn qismining strukturasi orasidagi farqlanish ham hisobga olinishi lozim. "Insholardagi matniy xatolar, ularni tuzatish metodikasi" nomli metodik qo'llanmada mualliflar bir necha abzasdan iborat butun bir matnning kompozitsion qismlari bilan MSB (abzas) kompozitsion qurilishini o'zaro taqqoslab, umumiy va farqli jihatlarini ochib berishgan.

Tilshunoslikka va metodikaga oid adabiyotlarda MSBning ichki tuzilishida birinchi va oxirgi gapning (boshlama va xulosaning) shakllanish xususiyatlari ma'lum darajada yoritilgan bo'lsa-da, ushbu fikrlarni yanada oydinlashtirish, qoidalar tuzish uchun lingvistik asoslar (ta'limiy birliklar) shaklida aniqlashtirish taqozo etiladi.

IV. Matn qismida ayrim murakkab sintaktik qurilmalarning yuzaga kelishi asosan ko'chirma gaplar, qo'shma gaplar bilan bog'liq.

Matn qismining qurilishida ayrim o'ziga xosliklar kuzatiladi. Masalan, murakkab sintaktik butunlikning olmoshdan deyarli boshlanmasligi, unda lirik (ba'zan esa mavzuviy) chekinishlar kuzatilishi, tarkibida qo'shma gap turlarining,

ko‘chirma va o‘zlashtirma gaplarning, ko‘chirma gap sifatida maqol, hikmatli so‘z, hadis, she‘riy misralar, sitataning ishlatilishi tabiiy bir holdir.

Umuman, MSB qismida murakkablashgan gaplarning o‘quvchilar inshosida ko‘p, ammo turli xatolar bilan qo‘llanadigan ko‘rinishlarini qoidalashtirish uchun aniq tavsiflarga muhtojlik seziladi.

Tadqiqotning navbatdagi vazifasi sifatida maktab ona tili ta‘limida matn tuzilishiga oid qanday ma‘lumotlar o‘rganilayotgani, metodik adabiyotlarda nimalar yoritilgani va tavsiya qilingani, ona tili o‘quv fani davlat ta‘lim standarti va o‘quv dasturlari, darsliklar talablari, materiallari va imkoniyatlarini o‘rganib chiqish, metodik shart-sharoitlar aniqlash maqsadida quyidagi ishlar amalga oshirildi:

1) ona tili o‘qituvchilarining kasbiy tayyorgarligini ta‘minlash uchun xizmat qiluvchi rasmiy hujjatlar, metodik adabiyotlar tahlili;

2) ona tili o‘qituvchilarining kasbiy tayyorgarligi, ular orasida so‘rovnoma o‘tkazish va natijalarni tahlil qilish;

3) o‘quvchilarning matn tuzilishiga doir bilim, ko‘nikma va malakalarining bugungi holatini aniqlash.

“Ona tili” o‘quv dasturlarida belgilangan talablar doirasida yaratilgan darsliklarda matnning asosiy qismi kichik mavzularni ifoda etuvchi, xatboshidan boshlanadigan qismlardan, har bir qism (murakkab sintaktik butunlik yoki abzas) boshlama, asosiy qism, xulosa qismlardan iborat bo‘lishi, qismlarda gaplarning o‘zaro bog‘lanishi, qismlarning o‘zaro bog‘lanishi kabi ichki bo‘linishlar, bog‘lanishlar tizimli ravishda tushuntirilmagan. Aslida matn tuzilishi deganda ko‘proq mazkur jihatlar nazarda tutiladi.

Ona tili fanidan 1999-yili tasdiqlangan davlat ta‘lim standartida murakkab sintaktik butunlik, uning ichki tuzilishiga doir talablar aks etganligi, 2010-yilgi uzviylashgan davlat ta‘lim standartida va 2017-yilgi davlat ta‘lim standartida matnning ichki tuzilishiga doir talablarning katta qismi tushirib qoldirilgani, murakkab sintaktik butunlik tushunchasi umuman tilga olinmagani, ona tili o‘quv dasturida murakkab sintaktik butunlik haqidagi standart talablari oldindan (1999-yildan) ko‘rsatilmagani ma‘lum bo‘ldi. 2020–2021-o‘quv yili uchun e‘lon qilingan “Ona tili fani milliy o‘quv dasturi” loyihasida matn tuzib yozish talabi sinflar bo‘yicha aniqlashtirib borilgan. 9-sinf dasturida o‘quvchilarni matniy jihatdan savodxon qilib tarbiyalash, matniy savodxonlik asosida ularni hayotga tayyorlashdek mas‘uliyatli, o‘ta murakkab, ayni paytda amalga oshirish zarur bo‘lgan yo‘nalish e‘tiborsiz qoldirilmagan: matn tuzib yozish talabi boshlang‘ich sinflardan e‘tiboran belgilana boshlagan, 9-sinfda mazkur talablar yanada kengaytirilgan.

“Ona tili” darsliklaridagi nazariy ma‘lumotlar tahlilidan ma‘lum bo‘ladiki, ularda matn tuzilishiga doir nazariy ma‘lumotlar juda oz bo‘lsa-da, bor. 5–9-sinflar “Ona tili” darsliklarida keltirilgan sinfda yoki uyda bajarish uchun tavsiya qilingan matn tuzish, matn yaratish, insho yozish talab etiladigan ayrim mashq va topshiriqlar ham mavjud. Lekin darsliklarda uzluksizlik va uzviylik asosida beriladigan nazariy ma‘lumotlar (qoidalar va tavsiflar) tizimi o‘z ifodasini topmagan. Ayrim nazariy ma‘lumotlarda til birligining gaplarni o‘zaro bog‘lash

uchun xizmat qilishi ham aytilgan bo'lsa-da, bularga misollar keltirilmagan, mashq va topshiriqlar asosida mustahkamlash ko'zda tutilmagan.

So'rovnomadan ma'lum bo'lishicha, ayrim ona tili o'qituvchilari uchun matn tuzish mashqlari orqali nima tekshirilayotgani aniq emas, ular asosan imlo va ishoraviy xatolariga; matn hajmiga (mavzuning yoritilish darajasiga) e'tibor beradilar; matn tuzishga doir topshiriqni berishdan oldin uning tuzilish komponentini o'rgatish kerak emas, o'quvchilar matn tuzilishini amaliy o'rganaveradilar, deb o'ylaydilar; matn tuzilishi deganda matnning kirish, asosiy qism, xulosadan iborat ekanini, matnning abzaslardan, abzaslar esa o'zaro turli vositalar yordamida bog'langan gaplardan tuzilganini tushunadilar, matn tilshunosligiga oid nazariy adabiyotlar bilan tanish emaslar, "Ona tili" darsliklarida berilgan ayrim nazariy ma'lumotlar bilangina tanishlar; nazariy ma'lumotlarning o'zaro bog'lanayotgan gaplar degan jihati mashq bilan mustahkamlanmagan; matn tuzilishiga doir qoidalarni bilgan taqdirda ham uning uchun matnni tekshirganda matniy xatolarga e'tibor berish shart emas, deb o'ylaydilar; ayrim o'qituvchilarga matn tuzilishiga doir metodik qo'llanmalar kerak emas, ular darsliklardagi nazariy ma'lumotlarni yetarli deb hisoblaydilar.

Ushbu vaziyatda ona tili o'qituvchilarining kasbiy tayyorgarligini zamon talablari darajasiga yetkazish, ularda matn lingvistikasini o'rganish kasbiy tayyorgarlikni oshirishning ajralmas qismi degan g'oyani, lingvistik kompetensiyani shakllantirish, matniy yondashuv asosida o'quvchilarga matn tuzilishini o'rgatish borasida ham kasb mahoratini egallashga ishtiyoq uyg'otishi, mazkur bilimlar asosida o'quvchilarning yozma ishlarini tekshirganda matniy xatolarga e'tibor berib, ularning bosh sababi tegishli bilimlar berilmayotganini his etgan holda tahlil mundarijasiga kiritish sari undashi lozim.

Matn tuzilishini o'rgatish metodikasiga doir metodik adabiyotlarda bilim, ko'nikma va malakalar tavsiflanib, o'quvchilar matn tuzayotganda yo'l qo'yayotgan matniy xatolarni bartaraf etish uchun xizmat qiladigan mashq va topshiriq turlari ishlab chiqilgan bo'lsa-da, ularni matn tuzilishiga doir qoidalar sifatida shakllantirish maqsadga muvofiqdir.

**"Ona tili darslarida matn tuzilishiga doir yondashuvlar va ulardan foydalanish mazmuni"** deb nomlangan ikkinchi bobda matn tuzilishini o'rgatishning asosiy yondashuv va tamoyillari hamda 5–9-sinf ona tili darslarida matn tuzilishini o'rgatishga doir ta'lim mazmuni bayon qilingan.

Matn tuzish bilan bog'liq yo'l-yo'riqlar bir qator komponentlar yuzasidan bilim berish, ko'nikma va malakalarni shakllantirish, pirovardida matn yarata olish layoqatini egallash, ya'ni nutqiy va lingvistik kompetensiyalarni qo'lga kiritish sari qaratiladi. Ushbu maqsadlar uchun xizmat qiladigan, bugungi kun talablariga javob beradigan ta'lim mazmuni, shart-sharoitlari, vositalari, metod va usullarini ishlab chiqish jarayoni bunda amal qilinadigan asosiy yondashuv va tamoyillarni belgilashdan boshlanadi. Buning uchun, avvalo, pedagogikadagi eng oxirgi yondashuvlarga tayanish, xususiyl metodikada amal qilinadigan yondashuv va tamoyillarning umumiy pedagogikadagi tamoyillarga muvofiqligi, xususan, matn tuzilishini o'rganish jarayonida aynan qaysi jihatlarga tayanish lozimligiga e'tibor qaratildi.

“Matn lingvistikasi” nomli qo‘llanmada ta’kidlanishicha, “Konkret nutqiy asarlar – matnlarning asosida matn tuzishning umumiy tamoyillari yotadi; bu tamoyillar nutq sohasiga emas, balki til sistemasiga yoki til vakolatiga daxldordir. Bu jihatlar hisobga olinsa, matnni faqat nutq birligi emas, balki til birligi deb ham hisoblash kerak”<sup>13</sup>. Boshqacha aytganda, matn tuzilishini o‘rganish orqali, bir tomondan, nutq o‘stiriladi, ikkinchi tomondan, til hodisalari nutqda qo‘llay olish imkonini beradigan bilim, ko‘nikma va malakalar darajasida o‘rganiladi.

Til o‘qitishning asosiy tamoyillari A.G‘ulomov va u bilan hamkorlikda yozilgan bir qator ishlarda o‘z aksini topgan. Matn vositasida grammatik materiallarni o‘rganishga doir yondashuv va tamoyillar A.Nisanbayevaning “O‘zbek tili darslarida matn vositasida o‘quvchilar nutqini o‘stirish (ta’lim qozoq tilida olib boriladigan maktablar misolida)” mavzusidagi tadqiqot ishi va “O‘zbek tili darslarida matn vositasida o‘quvchilar nutqini o‘stirish (ta’lim qozoq tilida olib boriladigan maktablar uchun)” nomli metodik qo‘llanmasida izohlangan.

Metodist olimlarning til o‘qitish, bevosita matn yaratish bilan bog‘liq ravishda bayon qilgan asosiy yondashuv va tamoyillarni matn tuzilishining o‘ziga xosligidan kelib chiqqan holda matn yaratish metodikasiga daxldorlari tanlanib, uch nuqtayi nazardan ko‘rib chiqildi:

1) matn tuzishni o‘rgatishga oid bilimlarni (ta’lim mazmunini) ishlab chiqish va o‘rgatish yo‘nalishlarini aniqlashga qaratilgan;

2) bilimlarni dastlabki mustahkamlash, ko‘nikmalar hosil qilishda qo‘llanadigan mashqlar tizimini ishlab chiqishga qaratilgan;

3) matn yaratish, ijod qilish, uni takomillashtirish uchun xizmat qiladigan mashq hamda ish turlarini belgilashda amal qilinadigan asosiy yondashuv va tamoyillar.

Birinchi guruh: farqli yondashuv, funksional-semantik yondashuv, modulli ta’lim yondashuvi, pragmatik yondashuv, lingvistik yondashuv, integrativ yondashuv va b.; darslik imkoniyatlarini hisobga olish tamoyili, matniy xatolarning oldini olish tamoyili, ta’limni insonparvarlashtirish tamoyili, o‘quvchining bilim darajasiga moslik tamoyili, o‘quvchilarning yosh xususiyatlari, aqliy imkoniyatlari va nutqiy rivojlanish darajasini e’tiborda tutish va b.

Ikkinchi guruh: qoidani amalda qo‘llashga asoslanganlik yondashuvi, tanqidiy tafakkurni o‘stirishga qaratilgan yondashuv va b.; bilimlarni dastlabki mustahkamlash, ko‘nikmalar hosil qilish tamoyili, mashqlar tizimini ishlab chiqish tamoyili; o‘quvchilarning til hodisalarini tahlil qilish tajribasiga tayanish tamoyili va b.

Uchinchi guruh: kommunikativ yondashuv; kommunikativ-faoliyatli yondashuv; faoliyatli (faoliyatga yo‘naltirilgan) yondashuv; ijodiy yondashuv; kompetensiyaviy yondashuv, emotsional-ekspressiv yondashuv, estetik yondashuv va b.

Matnning tashkiliy-texnik komponentlaridan biri reja tuzishdir. O‘quvchilar bu borada ham ayrim xatolarga yo‘l qo‘yadilar: reja moddalarini qorishtiradilar. Reja moddalarining izchilligini aniqlash, tuzatish borasida boshlang‘ich sinflarda

<sup>13</sup> Yo‘ldoshev M., Muhamedova S., Saparniyozova M. Matn lingvistikasi. – Noshirlik ishi ta’lim yo‘nalishi uchun o‘quv qo‘llanma. – Toshkent: Ishonchli hamkor, 2021. – 10-6.

egallangan bilim va ko‘nikmalarga tayanish tamoyili muhim o‘rin tutadi. Zero, boshlang‘ich sinf “Ona tili va o‘qish savodxonligi”, shuningdek, yuqori sinflar “Ona tili” darsliklarida berilgan reja moddalarini izchillik jihatidan tartiblashga doir mashqlar tavsiya etilganki, bu mashqlar pirovardida kutilgan natijaga erishish imkonini vujudga keltiradi. Masalan, 7-sinf “Ona tili” darsligida berilgan quyidagi mashq yuqoridagi tamoyilga mos keladi:

***Berilgan gaplarni shunday tartib bilan yozingki, ular siz eshitgan audiomatn uchun reja vazifasini bajara olsin.***

Hasan ibn al-Haysam – optikaning otasi
Olimning ko‘z va uning tuzilishi bilan bog‘liq qarashlari
Qadimgi odamlarning ko‘rish va yorug‘lik haqidagi tasavvurlari
Hasan ibn al-Haysamning tajribasi

Matn tuzilishiga doir bilimlarni egallash, tegishli ko‘nikma va malakalarni hosil qilishda kommunikativ yondashuv alohida o‘rin tutadi. Ushbu yondashuvga ko‘ra o‘quvchi matn tuzish qoidalariga amal qilgan holda matn yaratar ekan, nutq kimga qaratilayotgani va unga nimalar demoqchi ekanini mo‘ljallab olishi kerak. Bunday vaziyatni F.Aminova muloqot matni yaratish deb izohlaydi<sup>14</sup>. Odamlarning monologik shakldagi matn orqali muloqot qilishlari yozishmalarga o‘xshab ketadi. Mazkur mazmundagi kommunikativ yondashuvga amal qilib, o‘qituvchi o‘quvchilarga shunday izoh berishi, ya’ni matn tuzish mashqini bajarishni topshirishdan avval: “Yaratadigan matningizni kimlar nima uchun o‘qishini taxmin qilib ko‘ringlar va o‘z oldingizga aniq bir maqsad qo‘yinglar”, – deb eslatib o‘tadi.

Matn tuzish qonun-qoidalarini o‘zlashtirish gap tuzishdan tortib to ish qog‘oz yoki asar yaratishgacha bo‘lgan kompetensiyani qo‘lga kiritish demakdir. Shunday ekan, butun ta’lim jarayoni o‘quvchilarda tegishli kompetensiyalarni shakllantirish, ya’ni ta’lim mazmuni va metodlariga kompetensiyaviy yondashuv asosida munosabatda bo‘lishni anglatadi.

“Ona tili fanidan milliy o‘quv dasturi”da “Nutqiy kompetensiyalar” nutqiy faoliyat turlari (og‘zaki nutq malakasi, yozma nutq malakasi, anglash malakasi, tinglab tushunish) bo‘yicha talablar orqali o‘z ifodasini topgan. “Lingvistik kompetensiya” ham nutqiy kompetensiyalarda belgilangani kabi nutqiy faoliyatning to‘rt turi bo‘yicha talablar tarzida belgilangan. Nutqiy kompetensiyalar ko‘proq nutqning kommunikativ jihatlariga yaqin talablarni aks ettiradi. Lingvistik kompetensiyalarda esa talablar “...izohlay olish”, “...qo‘llay olish” kabi ifodalar tarzida bayon qilinadi. Ushbu talablar til birliklarini anglash va nutqda qo‘llay olish mazmunida amalga oshadi. Ikkala kompetensiya nutqiy faoliyat bilan bog‘lanadi. Lekin matn tuzilishi bilan bog‘liq komponentlarni o‘rganmasdan turib lingvistik kompetensiyani qo‘lga kiritish qiyin: bunday

<sup>14</sup> Аминова Ф.Х. Ўқувчиларни мулоқот матни яратишга ўргатишнинг дидактик асослари: Пед.фан.номз. ... дисс.. – Тошкент, 2007. – 164 б.

vaziyatda uzoq mashq qilish orqali matn tuzish ko'nikmalarini amaliy yo'llar orqaligina egallash mumkin.

5-sinf ona tili darslarida o'quvchilarga matnning tuzilish elementlarini o'rgatishda, bir tomondan, shu sinf "Ona tili" darsligi imkoniyatlaridan kelib chiqiladi, ikkinchi tomondan, matn tuzilishi ustidagi ishlarda boshlang'ich sinflar va 5–9-sinflardagi uzluksiz ta'limni ta'minlash ko'zda tutiladi, uchinchi tomondan, shu sinfda matn tuzilishini egallashning dastlabki qadamlari qo'yiladi. Bu qadamlar ma'lum darajada boshlang'ich sinflarda olingan bilim, hosil qilingan ko'nikma va malakalarni tiklashga qaratiladi.

Matn tuzishga aloqador til hodisalari asosan o'quvchilarning bog'lanishli nutq saviyasi, ular yo'l qo'yayotgan matniy xatolarning yaqqol ko'zga tashlanadigan jihatlari orqali namoyon bo'ladi.

5-sinf ona tili darslarida matn tuzishga doir qoidalar mundarijasiga matn mavzusi, sarlavha, matn qismlari, reja, xatboshi bilan bog'liq masalalardan tashqari quyidagi qoidalar kiritilgan va izohlangan:

- matnga tasnif kiritish bilan bog'liq;
- matnda she'riy misralarni joylashtirish bilan bog'liq;
- matnga rivoyat, hadis, maqol va matallar, hikmatli so'zlarni ko'chirma gap shaklida kiritish bilan bog'liq;
- matn qismlarida gaplarning izchilligini ta'minlash bilan bog'liq.

6–9-sinflar sinflarda matn tuzish bo'yicha o'rganish maqsadga muvofiq deb topilgan til hodisalari sirasida gaplarni o'zaro bog'lovchi vositalar alohida ahamiyat kasb etadi. Ularga 7-sinfda yordamchi so'zlar o'rganilishi munosabati bilan keng o'rin ajratilgan. Chunonchi, *matn tuzilishida olmoshli bog'lanish o'ziga xos vazifa bajaradi: gaplar o'rtasidagi uslubiy va mazmuniy aloqani amalga oshiradi. Darslikda olmosh haqidagi ma'lumot uning asosan barcha mustaqil so'z turkumlari, ba'zan yordamchi so'zlar, so'z birikmasi va gap o'rnida almashinib qo'llanishi, ularga ishora qilishi yoki so'roq bildirishi ta'kidlangan. Masalan: Kitobni ko'p o'qisangiz, undan ko'p hikmat topasiz. Istagim shuki, doimo tinchlik bo'lsin.*

Birinci gapda *undan* olmoshi *kitob* so'zi (ot) o'rnida, ikkinchi gapda *shuki* olmoshi *doimo tinchlik bo'lsin* gapi o'rnida qo'llangan. Olmoshlarning aniq atash ma'nosi bo'lmaydi. Uning qaysi ma'noda kelayotgani matnda qaysi so'z yoki gap o'rnida almashinib kelishiga qarab belgilanadi.

Olmoshlar bajaradigan vazifasiga ko'ra izohlanganda, so'z, so'z birikmasi yoki gap o'rnida almashinish asosida qo'llanishi aytilsa, bu ularning uslub talabiga ko'ra sodir bo'ladi. Lekin bu almashinishda ma'no-mazmun jihati ham mavjud.

III shaxs kishilik olmoshlari avvalgi gapdagi so'z yoki so'z birikmasi o'rnida ortiqcha takrordan xalos bo'lish maqsadini ko'zda tutadi. Bu yerda ma'no-mazmuniy aloqa kamroq namoyon bo'ladi.

Ko'rsatish olmoshlarida ham uslub talabi, ham ma'no-mazmun aloqasi amalga oshiriladi. *U, bu, shu* olmoshlari avvalgi gap yoki gaplarda so'z yuritilgan predmet, harakat, belgiga ishora qiladi. *O'sha* olmoshi ancha oldinroq so'z yuritilgan predmet, harakat yoki belgiga ishora qiladi. *Bunday, shunday, shuncha*

kabi olmoshlar fikrni o'xshash predmetlar, belgilar, harakatlarga ko'chirish imkonini beradi.

Ko'rsatish olmoshi avvalgi gapda tilga olingan fikr predmetiga e'tiborni qaratadi. Masalan, ... (birinchi gapdagi ...ga ishora qilmoqda), *Bu kitob meniki* (bir gap tarkibida predmetni boshqalaridan ajratyapti).

O'zlik olmoshi (*o'z so'zi*) ikki gapni o'zaro bog'lash uchun xizmat qiladigan holatlar bor. Bu holatlar asosan ega kishilik olmoshlari bilan ifodalanganda ro'y beradi. Masalan, Men... O'zim... Sen... O'zing... Biz... O'zimiz... Siz... O'zingiz... kabi. Lekin ta'kid ma'nosini kuchaytirish uchun Men o'zim, Sen o'zing... kabi qo'llanish holatlari ham uchraydi. Kamdan kam holatlarda ega ot bilan ifodalanganda ham o'zlik olmoshi bilan almashtiriladi: Sodiq... O'zi nimjon,...

To'pdan ajratilgan shaxs, narsa, belgilarni bildiradigan belgilash va bo'lishsizlik olmoshlari bir-biriga qarama-qarshi ma'no anglatib, zidlash uchun ishlatiladi. Masalan: *Har kim o'z vazifasini bajarishi kerak. – Hech kim o'z vazifasini bajarmay qolmasligi kerak.*

*Hamma, barcha, bari, butun* olmoshlari uyushiq bo'laklarda umumlashtiruvchi so'z, bir necha gap yoki bir necha qismdagi shaxs, narsa-buyum, belgi, ish-harakatlarni jamlovchi, umumlashtiradigan gap vazifasida keladi.

Dissertatsiyada ta'lim mazmuni sirasida berilishiga ko'ra 8–9-sinflarda matn turlariga (tasvir-matn, rivoya-matn, muhokama matn), ularning ichki tuzilish xususiyatlariga e'tibor qaratilgan.

8-sinfda tasvir-matn, rivoya matn qismlarining birinchi gapi variantlari taqdim etilgan bo'lsa, 9-sinfda asosiy qism bilan bog'liq komponentlar o'rganilishi mumkin.

Muhokama-matnda abzas quyidagi mazmundagi gap yoki gaplardan boshlanadi:

- 1) biror muammoli masalani ilgari surish;
- 2) rejalashtirilgan navbatdagi masalani tilga olish (...masalasiga kelsak,...);
- 3) tasnif moddalaridan birini tilga olish (birinchi bosqichda, birinchidan, birinchi masala va h.k.);
- 4) o'rganilayotgan masalani tilga olish (...tahlil qilar ekanmiz,...) va b.

Nihoyat, matn tuzilishiga doir 5–8-sinflarda o'rganilgan qoidalarning tadrijiy davomi sifatida 9-sinfda o'rganiladigan mavzular bilan bog'lanmagan holda yangi qoidalar ishlab chiqiladi. Ushbu qoidalar ustida o'quv yili mobaynida o'tiladigan mavzular beradigan imkoniyatga qarab ish olib boriladi:

- 1) rivoya-matnning asosiy qismida voqea-hodisalar bayonidagi izchillik;
- 2) tasvir-matnning asosiy qismida voqea-hodisalar bayonidagi izchillik;
- 3) muhokama-matnning asosiy qismida voqea-hodisalar bayonidagi izchillik;
- 4) muhokama matn qismlarining oxirgi gapi;
- 5) matn tuzishda uslubiy qoidalarning amal qilishi.

Bir qator qoidalar o'quv yili oxirida takrorlanadi, shu maqsadda savol va topshiriqlar, mashqlar bajariladi.

5–9-sinf ona tili darslarida matn tuzilishi yuzasidan sinflar kesimida o'rganiladigan matniy tushunchalar asosidagi ta'lim mazmuni bosqichli ketma-ketlilik, tadrijiylik, yaxlit bir tizimni ko'zlagan holdagi tarkibiylikka asoslangan

holda, amaldagi darsliklar mavzulari bilan imkon qadar bog‘lanishda, nutqiy va lingvistik kompetensiyalarni shakllantirish ehtiyojlaridan kelib chiqqan holda belgilanadi, o‘quvchilarning shaxsini, aqliy qobiliyatlarini o‘stirish sari yo‘naltiriladi.

**“Matn tuzilishiga oid bilim, ko‘nikma va malakalarni rivojlantirish metodikasi”** deb nomlangan uchinchi bobda ona tili darslarida matn tuzilishiga doir qoidalar mazmuni, ularni o‘rgatish yo‘llari hamda ona tili darslarida matn tuzilishiga doir qoidalardan amalda foydalanishga qaratilgan mashqlar tizimi bayon qilingan.

Tilshunoslikning adabiy til me‘yorlarini barcha uchun barobar qilib, barcha amal qiladigan tarzda qoidalashtirish ustuvor ahamiyatga ega. “O‘zbek tilining izohli lug‘ati”da qoidaning baza, asos, poydevor, tub, qonun-qoida, nizom ekanligi aytilib, quyidagi uch xil ma‘nosi keltirilgan:

1. Turli hodisalar o‘rtasidagi bog‘lanish va munosabatlarni ifodalovchi ma‘lum sistema, amal va sh.k.larning asosini tashkil etuvchi tartib, qonun.

2. Biror ish-harakat, amalning qanday bajarilishi haqidagi rasmiy ko‘rsatma, yo‘l-yo‘riq yoki umum tomonidan qabul qilingan tartibot.

3. Rasm, odat<sup>15</sup>.

Tildagi qoida tushunchasining ma‘nosi ko‘proq ikkinchi izohga mos keladi: qoidani ko‘rsatma, yo‘l-yo‘riq deb ham, umum tomonidan qabul qilingan tartibot deb ham, qonun-qoida deb ham anglash mumkin.

“Hozirgi o‘zbek adabiy tili”, “O‘zbek tili grammatikasi” kabi kitoblarda har bir til hodisasi termin, ta‘rif, tasnif, tavsif, qoida tarzida bayon etilgan. Maktabda ona tili ta‘limi uchun ular mo‘jaz (qisqa) shaklga keltirib beriladi. Termin, ta‘rif, tavsif, tasnif til hodisasini nutqda qo‘llash uchun ko‘rsatmalik, yo‘l-yo‘riqlik qilmaydi. Faqat qoidagina shu vazifani bajaradi.

Metodist olimlarning fikricha, o‘qituvchi o‘qitish ishlarini to‘g‘ri tashkil etish uchun shuni tushunib olishi kerakki, o‘zi darsda o‘quvchiga uzatayotgan ma‘lumotlar axborot, ya‘ni kelgusidagi bilim yoki malaka uchun ashyo hisoblanadi, xolos. Ta‘lim jarayonining muvaffaqiyati o‘quvchilarda olinayotgan axborotlarni bilimga aylantirish malakasini shakllantirish bilan shartlanadi. Boshqacha aytganda, qoida til birligini to‘g‘ri qo‘llash haqidagi zaruriy bilimdir. O‘quvchi shu bilim bilan qurollangan taqdiridagina to‘g‘ri, savodli so‘zlay oladi, fikrini yozma ifodalay biladi.

Matn tuzilishiga doir qoidalarni bayon qilishda o‘qituvchi ularni mutlaqo yangi til birliklari deb bilmasligi, shuning uchun termin va unga ta‘rif, til sathiga mansubligini ko‘rsatuvchi tasnif, til birligiga doir tavsiflarni darslik asosida o‘rganilgan deb hisoblashi va bevosita matniy birlikka doir qoidanigina ajratib olishi mumkin va bu to‘g‘ri bo‘ladi.

Til birliklari sirasida mustasno holatlarda qo‘llanadiganlari ham mavjud bo‘lgani uchun ushbu mustasnolar asosiy qoida sifatida emas, balki eslatma tarzida berilishi kerak. Demak, qoidalar ikki xil bo‘ladi: asosiy qoidalar, eslatma-qoidalar. Masalan:

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<sup>15</sup> Ўзбек тилининг изоҳли луғати. Бешинчи жилд. Шукрона – Ҳ. Тузатилган 2-нашри. – Тошкент: O‘zbekiston milliy ensiklopediyasi, 2020. – 324-б.

*Eslatma: Va, hamda, ham biriktiruv bog'lovchilari gaplarni (qismlarni) tenglash, biriktirib bog'lash uchun xizmat qilmaydi, ular qo'shma gaplar hosil qilishdagina qatnashib, ko'proq sabab-natija ma'nosini ifodalaydi.*

Yoki:

*Qoida. Axir, hatto, faqat, ham, xuddi, go'yo, go'yoki, naq, hech, sira, nahotki, na ... na so'z yuklamalari ba'zan ikki mustaqil gapni yoki matn qismlarini o'zaro bog'lash uchun xizmat qiladi.*

*Eslatma: -mi, -chi, -gina (-kina, -qina), -dir, -u, -yu, -da, -a singari qo'shimcha-yuklamalar gaplarni o'zaro bog'lash uchun deyarli ishlatilmaydi.*

Yuqoridagi ikkala eslatma o'quvchilarni til birliklari bilan bog'liq mustasno holatdan: gapni gapga bog'lovchi vositalar emasligidan xabardor qiladi.

Metodik adabiyotlarda qoidalarning quyidagi turlariga ham e'tibor qaratiladi: yod olish darajasida o'zlashtirish talab etiladigan qoidalar, joriy (taktik) qoidalar, istiqbolda asqatadigan (strategik) qoidalar, variativ qoidalar. Lekin matn tuzilishiga doir qoidalar asosan joriy (taktik) qoidalar tusida bo'lishi kerak, chunki qoida bilan tanishilgandan keyinroq nutqiy mashqlarga o'tiladi, qoida mashq jarayonida undan amalda foydalanish orqali o'zlashtiriladi.

Matn tuzilishida qoidalar berish shart bo'lmagan til hodisalari uchraydi. Masalan, ritorik so'roq gapning matnga qay tarzda kiritilishi lozimligi aytilmaydi. U kuzatishlar natijasi sifatida empirik, intuitiv holda anglanadi.

Qoidalashtirishga nisbat berib aytganda, til hodisalarini quyidagi guruhlariga ajratish mumkin:

- 1) qoida bilan tushuntirilmaydigan til hodisalari;
- 2) qoida yordamida tushuntiriladigan til hodisalari;
- 3) darslikdagi nazariy ma'lumot yetarli bo'ladigan, qoidani misol keltirish yo'li bilan kengaytiradigan matniy til hodisalari;
- 4) qoidadan tashqari qo'shimcha izohlarni taqozo etadigan til hodisalari;
- 5) yangi tushunchani anglatish asosida beriladigan qoidalar.

5-9-sinflarda o'rganish ko'zda tutilayotgan qoidalarning ma'lum bir qismi o'quvchilarning matn tuzish yuzasidan amaliy, intuitiv egallagan bilimlariga ilmiy jihatdan tavsif berish mazmunida qabul qilinadi. Masalan, o'quvchilar *lekin, chunki, shuning uchun* va boshqa bir qator bog'lovchilarni nutqda qo'llay oladilar. Qoida ushbu amaliy malakalarni ongli ravishda idrok etishga undaydi. Onglilik kelgusida yo'l qo'yilishi mumkin bo'lgan xatolarning oldini oladi.

Alohida ta'kidlash lozimki, darsda o'quvchilardan tanishilgan qoidani yod olish talab qilinmaydi. O'quvchi tahliliy mashqlar jarayonida tegishli til birligining qo'llanishini qoida bilan asoslar ekan, o'zi sezmagan holda ushbu qoidani eslab qoladi, evristik mashqlar orqali ularni puxta o'zlashtiradi. Tuzilgan matnda yo'l qo'yilgan xatolar o'rganilgan qoidalarni eslash yo'li bilan tuzatilar ekan, qoidalar amaliy egallangan bilimga aylanib boradi.

Ona tili darslarida matn tuzilishini o'rganish jarayoni turli holatlarda tanishish mumkin bo'lgan, yo'l-yo'riqlar, tavsiflar tipida ixcham tuzilgan qoidalar ustidagi ishlarni ifoda etadi. Bu ishlar qoidalarni amaliyot, nutqiy tajriba orqali o'zlashtirishga qaratiladi.

Ona tili darslarida o'quvchilarga matn tuzishni o'rgatishga doir har bir ta'limiy qadamning natijasi mashq turlari yordamida lingvistik kompetensiyalarni shakllantirish bosqichida yakunlanadi. Zero, har bir til hodisasi ma'lum bir ta'lim mazmuni bilan belgilanuvchi metodik tizimga ega bo'lsa-da, barcha matniy til birliklari qoida bilan tushuntirilishi, mashqlar bilan mustahkamlanishiga ko'ra umumiylik, metodik jihatdan o'xshashlik kasb etadi. Qoidalar orqali taqdim etilgan bilimlarni qay tarzda o'zlashtirish, qanday mustahkamlovchi mashqlardan foydalanish, ya'ni nimalarini amaliyotga joriy etish, ushbu tizimga doir qanday ko'nikmalar shakllanishi lozimligi, ko'nikmalar qanday mashqlar va ish turlari yordamida malakaga aylanadi-yu tegishli kompetensiyalar shakllanadi kabi bir qator savollar yuzaga keladi.

Matn tuzilishini o'rganish, matn tuzish, bog'lovchi vositalarni qo'llash, maqol, hadis, hikmatli so'z, she'riy misralarni matn tarkibiga kiritish talab etiladigan mashqlarni quyidagi turlarga ajratish mumkin:

- 1) tahliliy (analitik) mashqlar;
- 2) konstruksiyalash-sintezlash mashqlari;
- 3) qisman ijodiy konstruksiyalash-sintezlash mashqlari;
- 4) matn tuzish va xatolar ustida ishlash mashqlari;
- 5) tuzilgan matnni tahrir qilish mashqlari.

Dissertatsiyada ushbu mashq turlari mufassal bayon qilingan.

I. Qoidadan matn tuzish jarayonida foydalanishni o'rgatish tahliliy (analitik) mashqlar bajarish jarayonidagina samarali amalga oshiriladi. Tahlil til hodisasini qoida bilan tushuntirish mazmunida kechadi. Tahliliy (analitik) mashqlar o'quvchilarning aqliy, o'quv-biluv faoliyatini faollashtiradi, onglilikka asoslangan amaliy harakatlar o'ziga xos malakalarni tezroq shakllantiradi.

Til hodisasini qoida bilan izohlab tahlil qilish jarayoni bora-bora og'zaki bajarilmaydigan, qisqargan tarzda ongda kechadigan jarayonga ko'chadi. Bu holat qoidadan og'zaki tahlilga murojaat etmay, ikki vositadan birini tahlil asosida tanlash paytida kuzatiladi. Faqat bir holatda – o'quvchi til vositasini noto'g'ri tanlaganda qoidani eslash orqali og'zaki muhokama o'tkazilishi mustasno emas. Quyidagi mashq turlarini tahliliy mashq deb hisoblash mumkin:

*Matndagi biror gapning mazmuniga ko'ra tushib qolgan tinish belgilarini o'z o'rniga qo'yish.*

*Berilgan mavzular nima haqida, ularning qaysi jihatini aks ettirib yozish kerakligini (namunadagidek) izohlash.*

II. Konstruksiyalash-sintezlash mashqlari gap yoki matn tuzish mazmunida bo'ladi. Bunda konstruksiya tushunchasi qolip, model tushunchalaridan tuzilganlik ma'nosiga ko'ra farqlanadi. Matn qolipi muayyan shaklga keltirilgan gaplar yig'indisini ifoda etadi: gaplar miqdori va matn hajmi qat'iy chegaralangan bo'ladi. Matn modeli tushunchasi ham shu kabi xususiyat kasb etadi. Lekin konstruksiya tuzish ma'nosini bildirgani uchun ham na miqdoriy, na hajm jihatdan chegaraga ega bo'lmaydi. Sinfda 30 o'quvchi bo'lsa, shu 30 o'quvchining tuzgan matnlari deyarli bir-biriga o'xshamaydi. To'g'ri, gap konstruksiyasi deganda ma'lum gap qurilishi nazarda tutiladi. Lekin matnga nisbatan aytganda muayyan

qurilma ko‘zda tutilmaydi. Zero, matn biror mavzuda bir-biriga deyarli shaklan o‘xshagan gaplar tuzish yo‘li bilan tuziladi, yaratiladi, yuzaga keltiriladi.

Sintezlash tushunchasi asosan birlashtirish ma‘nosini anglatadi, unda, tabiiyki, qo‘shish, kiritish ma‘nolari ham aks etadi. Matndagi gaplarga nuqtalar o‘rniga foydalanish uchun berilgan so‘zlardan, bog‘lovchi vositalardan birini qo‘yish, gaplarga yoki matnga maqollardan, hikmatli so‘zlardan, hadislardan, she‘riy parchalardan birini kiritish ham asosan sintezlash jarayonini, gaplarning shakli qisman o‘zgaradigan holatlarda konstruksiyalash amalini ifodalaydi.

Shuni ham eslatish lozimki, ushbu turdagi mashqlar vaziyatdan kelib chiqqan holda ba‘zan tahlilga murojaat etish zaruriyatidan xoli emas.

Quyida konstruksiyalash-sintezlash tipidagi mashqlardan namunalar keltiramiz.

*Berilgan sarlavhalarni darak, so‘roq yoki undov gap shaklidagi mavzularga aylantirib yozish.*

*Berilgan mavzularni o‘qib, qay biri bosh, qay biri kichik mavzu bo‘la olishini aniqlash va ajratilgan ustunlarga yozish.*

III. Qisman ijodiy konstruksiyalash-sintezlash mashqlari o‘quvchilarning o‘z nutqiga bo‘lgan e‘tiborini kuchaytiradi, uni boyitish imkoniyatlarini ochib beradi, mustaqilligini oshiradi. Qisman ijodiy deyilganiga sabab matnga qo‘shiladigan faktik ma‘lumotlarni, bog‘lovchi vositalarni, maqol, matal, hikmatli so‘z, hadis va boshqalarni o‘quvchi o‘zi o‘ylab yoki biror manbadan qidirib topadi va matnga, matn tarkibidagi gapga kiritadi, ya‘ni ham ijodiy faoliyat ko‘rsatadi, ham konstruksiyalash-sintezlash bilan mashg‘ul bo‘ladi. Matn yoki gap mazmunidan kelib chiqib mazmun sofligini, ta‘sirchanligini ta‘minlaydi.

Bunday mashq turlari sirasida quyidagilarni ko‘rsatish mumkin:

*Berilgan matnlarga sarlavhalar tanlash.*

*Berilgan jadvalni matnning mazmuni va tuzilishi asosida to‘ldirish.*

*Berilgan matnga biror she‘r yoki she‘riy misralar kiritish, matnning davomini yozish.*

*Matn mazmuniga mos ikki yoki to‘rt misrali she‘r tanlash va yozish.*

*Berilgan matnga hadis (maqol, hikmatli so‘z) kiritish va qo‘yilgan tinish belgilarini izohlash.*

IV. “Ona tili” darsliklarida asosan matn tuzish va kamdan kam o‘rinlarda matndagi xatolarni aniqlash tavsifidagi mashqlar berilgan. Bunday mashqlar shartida ba‘zan ma‘lum topshiriq ham aks etadi. Masalan: *Berilgan mavzuda dialogli kichik insho yozish. Berilgan mavzuda bir yoki bir necha qismli matn tuzish.* Bu kabi maxsus topshiriqlarning berilishidan qat‘i nazar, o‘quvchilar nima haqida yozish kerakligi haqida o‘ylashdan tashqari qanday yozish kerakligi (matn tuzish qoidalari) haqida bosh qotiradilar. Eng muhimi, yozuvchilar kabi so‘z tanlash ustida ishlaydilar. Lekin matn tuzish ko‘nikmasi hosil bo‘lmaguncha bu ish qiyinlik qilaveradi.

O.O.Xarchenko matn tuzishga doir bilimlarning malakaga ko‘chish jarayoni haqida shunday yozadi: “Binobarin, nutqiy ishlarni shunday qurish talab etiladiki, matn haqidagi bilimlarni uni yaratish uchun zarur xususiy malakalarga transformatsiyalash ta‘minlansin, boshqacha aytganda, o‘quvchilarga matniy

kompetensiyani egallashni o'rgatish kerak. Ushbu tushuncha ilmiy muomalaga rus tilida matn yaratishga doir bilimlar asoslarini tadqiq etgan M.Y.Dimarskiy tomonidan kiritilgan"<sup>16</sup>.

V. Tuzilgan matnni tahrir qilish mashqlari eng kam bajariladigan mashq turi sanaladi. I.A.Sotova olib borgan kuzatishlardan ma'lum bo'lishicha, "o'quvchilar o'zlari tuzgan matnlarni takomillashtirishga zaruriyat sezmaydilar. N.Jinkin va V.Mamushinlar bu holatni o'ziga xos psixologik omilning: fikr bayon qilish ustidagi ishning tugallanishi bilan tug'ilgan qanoat hissi ta'siri bilan izohlaydilar, bu narsa matn muallifiga yaratilgan matnga tanqidiy baho berishga xalaqit beradi. Ta'lim oluvchining o'zi o'z xatolarini sezmaydi"<sup>17</sup>. Ilg'or ish tajribali ona tili o'qituvchilari o'quvchilarga bir-birining tuzgan matnini tekshirishni topshirar ekanlar, yuqorida bayon qilingan ruhiy holatni hisobga olganday bo'ladi: O'quvchilar o'zlarining xatolarini payqamaydilar, lekin sinfdoshlari yo'l qo'ygan ayrim xatolarni ko'ra oladilar. Aslida o'quvchilarning bir-birlarining tuzgan matnlarini tekshirib, xatolarini aniqlashlari pirovardida o'z ishlariga tanqidiy munosabat bilan qarash hissini paydo qiladi. 6-sinf "Ona tili" darsligida ushbu mazmundagi topshiriqlar keltirilgan:

*Yozgan tarjimayi holingizni partadoshingiz bilan almashtiring. Matn bilan tanishib, xatolaringiz ustida birgalikda ishleng.*

*Tarjimayi hol matnidagi xatoliklarni aniqlang va ularni to'g'rilab, matnni ko'chiring.*

*Uyga vazifa. O'rganganlaringiz asosida oila a'zolaringizdan biriga o'z tarjimayi holini yozdiring. Xatoliklar bo'lsa, aniqlab, uni tuzatishga yordamlashing. O'qituvchingizga bu haqda og'zaki ma'lumot bering.*

Matnda gaplarni o'zaro bog'lovchi vositalarni aniqlab, izohlash talab etiladigan mujassam mashq gaplarning o'zaro bog'lanish vositalarini matndan ko'ra olish, farqlay bilish, ma'no-mazmunini izohlash tavsifida tashkil etiladi. Shu maqsadda matn tanlanadi.

Tahlil uchun matn tanlashda ma'lum talablarga rioya qilinadi. G.N.Vladimirskaya tavsifli me'yorni ko'rsatib o'tadi: "...bunday ma'lumotlarni kiritishda sohalarni qamrab olish kengligi, matnlar qayerdan olingani emas, balki matnlarning o'zining emotsionalligi, originalligi, tushunariligi va maroqliligi asosiy rol o'ynaydi"<sup>18</sup>.

Kichik mavzuning ochib berilish izchilligini mujassam tahlil qilishning ahamiyati juda katta, chunki abzasda matn tuzilishining asosiy xususiyatlari namoyon bo'ladi. Bu yerda birinchi gapning mohiyati, unda asosiy fikr ifodalanishi, keyingi gaplar shu gap bilan turli mantiqiy-mazmuniy va grammatik ma'nolar orqali aloqaga kirishi, fikrni ma'lum izchillikda ochib berishi, shu maqsadda turli dalillar (maqol, hikmatli so'z, hadis, she'riy misralar, sitata, ayrim raqamli ma'lumotlar va b.) keltirilishi, aytilganlardan xulosa chiqarilishi kerak.

<sup>16</sup> Харченко О.О. Через постижение «тайн языка» — к текстовой компетенции. Начальная школа. 2007. №5. — С. 37.

<sup>17</sup> Сотова И.А. Мотивация самоконтроля над качеством письменного текста / Русский язык в школе. — 2007. № 4. — С. 8–14.

<sup>18</sup> Владимирская Г.Н.. Повышают ли культуру школьника современные учебники русского языка // РЯШ-2007. — С. 40.

“O‘zi yaratgan matnga sarlavha tanlash 5–9-sinf o‘quvchilari uchun juda muhim topshiriq. Bu ularda o‘z nutqiy-intellektual qobiliyatiga bo‘lgan ishonchni mustahkamlaydi. Shu topshiriqlar orqali o‘quvchiga matnni tanqidiy nuqtayi nazar bilan tahrir qilish, o‘zi va sinfdoshining nutqiy qobiliyatini baholash, matn mazmunidan kelib chiqib, sarlavha tanlash imkoniyati yaratiladi. O‘quvchi nomlash maqsadida o‘zi yaratgan matnni bir necha marta o‘qib chiqadi. Undan matn mazmuniga mos keladigan so‘z yoki so‘z birikmasini qidiradi va tanlaydi. So‘z tanlash kompetensiyasining o‘quvchi ongida mustahkamlanib, nutqiy kompetentlik darajasiga yetkazilishi pedagog mahoratiga bog‘liq. O‘quvchi tanlagan sarlavha, o‘qituvchiga uning so‘z tanlash mahorati, uslubiy savodxonlik, nutqiy kompetentlik darajasi haqida to‘g‘ri xulosa chiqarishga imkon beradi”<sup>19</sup>.

Shuningdek, mazkur bobda 5–9-sinflar kesimida matn tuzilishini o‘rgatishga oid “Men muharrirman”, “Tasvir va matn”, “Chizmani tavsifla”, “Begona qismni top”, “Gaplarni to‘g‘ri bog‘la”, “Matnni boyitamiz”, “Sarlavha tanlaymiz”, “Olmosh bilan almashtir”, “Taqqoslaymiz – farqlaymiz”, “Harakatsiz suhbat”, “Tahrir va tahlil”, “Qismdan butungacha” kabi innovatsion usullar ishlab chiqilgan.

Interaktiv usul ko‘proq guruhlarda ishlash jarayonida yaxshi samara beradi: guruhning muvaffaqiyati yo‘lida jon kuydirish guruh a‘zolarining hammasi bir xilda tayyorgarlik ko‘rishi uchun bir-biriga o‘rgatish mazmunidagi faollikka, hamjihatlikda qaror qabul qilish, birgalikda javob berish kabi muhim ruhiy-fiziologik holatlarga olib keladi.

“Sarlavha tanlaymiz”, “Sarlavha yoki mavzu”, “Mavzumi, sarlavha?”. Bu usul orqali o‘quvchilarga *sarlavha va mavzu* haqida ma‘lumot beriladi. Bunda matn mazmuniga mos *sarlavha tanlash* hamda ushbu sarlavhani yozish tartibi tushuntiriladi. Dastlab o‘quvchilarga matn nima haqida ekanini, uning mazmunini aniqlashga oid topshiriqlar beriladi. Matn mazmunidan xulosa chiqargan holda matnga olib kiruvchi, uning g‘oyasini ochib beruvchi sarlavha tanlash, sarlavha va mavzuni farqlash o‘rgatiladi. So‘ngra tanlangan sarlavhani shakllantirish: daftar markazida yozilishi, uning darak yoki so‘roq mazmunda shakllantirilishi, mazmuniga ko‘ra tinish belgidan foydalanilishi kabi ko‘nikmalar shakllantiriladi.

*Topshiriq.* Matn qismlariga mos sarlavhalarni aniqlang. Diqqat, 2 tasi ortiqcha. Matn qismlari uchun sarlavha tanlashda sizga qaysi jumlar yordam berdi? Ularni aniqlab, yozing.

Namuna: A – “Unutilmas voqea” – bolaning kissasidagi siyohdon ag‘darilib, kiyimlari rangga bo‘yalgani uchun onasidan tanbeh eshitgan kuni.

	<i>To‘polonchi – a‘lochi</i>
<i>A</i>	<i>Kitobxonlik: kecha va bugun</i>
<i>B</i>	<i>Unutilmas voqea</i>
<i>D</i>	<i>Mening xislatim</i>
<i>E</i>	<i>Ko‘pkari o‘yini</i>
	<i>Sevimli mashg‘ulotim</i>

<sup>19</sup> Ziyadova T. O‘quvchilarda matn yaratish kompetensiyasini shakllantirishning innovatsion texnologiyalari. – T.: Fan va texnologiya, 2019. 99-b.

Yuqorida keltirilgan topshiriq matn qismlariga mos sarlavha tanlashga qaratilgan. Bunda o'quvchilarga matn taqdim etiladi hamda matn xatboshilar orqali qismlarga ajratiladi. O'quvchilar har bir qismdan olgan xulosalari asosida berilgan sarlavhalaridan mosini tanlab qo'yishlari lozim.

5–9-sinf ona tili darslarida o'quvchilarning bog'lanishli nutqini o'stirish ishlari matn tuzilishini o'rganish va matn tuzish mashqlari mazmunida amalga oshiriladi. Matn tuzish talab etiladigan mashqlar ijodiy faoliyat ko'rsatgan holda bajarilib, o'quvchilar ushbu mashqlar asosida o'z fikrlarini izchil, tushunarli, aniq, ta'sirchan ifodalash, gap tuzish, ularni bir-biriga bog'lash, elementar ijod qilish tajribasini orttiradilar.

O'quvchining matn tuzish bilan bog'liq ijod jarayoni fikr-mulohaza yuritish, tasavvurida paydo bo'lgan manzaralarni turli yo'llar bilan xotirlangan so'z bilan ifodalash, shu jarayonda o'z his-tuyg'ularini, o'z nuqtayi nazarini aks ettirish kabi aqliy, estetik, kommunikativ faoliyat tarzida kechadi. Matn yaratish jarayonining eng qiyin tomonlari fikrni izchil rivojlantirishdan tashqari kerakli so'zni tez va to'g'ri esga tushira olish, gap tuzishda so'z topish tufayli yuzaga keladigan to'xtamlarni mashqlar orqali bartaraf etish, gaplarni to'g'ri tuzish hamda bog'lanishlilikni ta'minlash kabi holatlardan iborat bo'lishi maqsadga muvofiqdir.

O'quvchilar matn tuzish – ijodiy ish bilan band bo'lishlari uchun ularga imlo lug'atidan va boshqa xil lug'atlardan (ma'nodosh so'zlar lug'ati, izohli lug'at va b.) foydalanishlariga ruxsat berish, so'zlarning qanday yozilishi, ma'no jihatdan so'zning to'g'ri tanlanganligi, tinish belgilarining to'g'ri qo'yilganligi haqidagi savollar tufayli yuzaga keladigan reflektiv to'xtashlar uzoqqa cho'zilmaligi uchun imkoniyat yaratish maqsadga muvofiqdir.

Umuman olganda, ona tili darslarida matn tuzish talab etiladigan mashq va topshiriqlarga o'quvchilarni ijod sari undash vositasi deb qarash, barcha ta'limiy tadbirlarni shunga yo'naltirish maqsadga muvofiqdir.

**“Ona tili darslarida matn tuzilishini o'rgatish samaradorligi”** deb nomlangan to'rtinchi bobda bir necha sinf uchun mo'ljallab tayyorlangan tajriba-sinov materiallari, tajriba-sinov darslarini tashkil etish masalalari va nazorat ishlarini o'tkazish parametrlari bayon etilgan.

Tadqiqotning birinchi bosqichida ta'kidlovchi tajriba-sinov ishlari olib borildi: o'quvchilarning matn tuzishga doir mashqlarni qanday bajarganliklari o'rganildi, o'qituvchilar orasida so'rovnoma o'tkazildi va tegishli metodik xulosalar chiqarildi (bu haqda dissertatsiyaning 1.1-paragrafiga qarang).

Tadqiqotning ikkinchi izlanuvchi bosqichida matn tuzilishiga doir qoidalar, ularni mustahkamlashga qaratilgan topshiriqlar, mashq turlari ishlab chiqila boshlandi, ayni paytda ayrim tajriba darslari tashkil qilindi. (bu haqda dissertatsiyaning II va III boblarida ma'lumot berib o'tilgan).

Tadqiqotning yakuniy (uchinchi) bosqichi uchun maxsus materiallar tayyorlandi. Materiallar matnning tuzilish komponentlariga doir qoidalar va mashqlar tizimidan iborat bo'ldi.

Quyida sinflar kesimida o'quvchilarning matn tuzilishiga oid bilim, ko'nikmalarini aniqlashga qaratilgan tajriba-sinov orqali ko'zda tutilgan parametrlar keltiriladi:

5-sinf:

1. Matn mavzusini aniqlash.
  2. “Mavzu” soʻzidan keyin matn mavzusini yozish.
2. Ikki moddadan iborat reja tuzib yozish.
3. Epigraf tanlab, uni ham oʻz oʻrniga yozish.
4. 1. Matnni xatboshilarga ajratgan holda koʻchirish.
  2. Matnning “adashgan” gapini aniqlab, joyiga qoʻyish.

6-sinf:

1. Berilgan gaplar juftini olmoshlardan biri yordamida bogʻlash.
2. 1. Boshlamaga qarab matn turini aniqlash.
  2. Bergan javobini qisqa izohlash.
3. Gaplarning bogʻlanish izchilligini tiklash, ketma-ketlikda ularga raqam qoʻyish.

7-sinf:

Berilgan gap juftliklarini olmoshlar va bogʻlovchilardan biri bilan bogʻlash.

8-sinf:

1. 1. Atov gaplardan keyingi gaplarda yoʻl qoʻyilgan xatolarni aniqlash.
  2. Davom ettirish mumkin boʻlgan gaplarni aniqlash.
- 2.1. Gaplardagi notoʻgʻri qoʻllangan kirish soʻzni aniqlash.
  2. Mos kirish soʻzni yozish.
3. Tasvir matnning birinchi gapidagi xatolikni aniqlash va ushbu matnning birinchi gapini yozish.
4. Rivoya matnning birinchi gapidagi xatolikni aniqlash va ushbu matnning birinchi gapini yozish.
5. Matnni tahrir qilish.
6. Gaplardagi takrorlangan soʻzni aniqlash va oʻrniga mos soʻzni yozish.

9-sinf:

1. Berilgan qoʻshma gaplar orasidan sodda gaplarga ajratib boʻlmaydiganlarini aniqlash, qavs ichiga “-” ishorasini qoʻyish.
2. Berilgan gaplar juftini qavs ichidagi bogʻlovchi vositalardan mosini tanlab, tagiga chizib koʻrsatish.
3. 1. Berilgan qoʻshma gaplar orasidan sodda gaplarga ajratish mumkin boʻladiganlarini aniqlab, qavs ichiga “+” ishorasini qoʻyish.
  2. Bogʻlovchi vosita maʼnosini toʻgʻri chiziq bilan ajratilgan joyga yozib koʻrsatish.

Tajriba-sinov jarayonida yuqorida aniqlangan kamchiliklarni bartaraf etish, oʻquvchilarga sinflar kesimida soddadan murakkabga tomon zanjirli oʻqitish yondashuvi asosida matn tuzilishini oʻrgatishga oid oʻquv topshiriqlari, evristik mashqlar, nazariy va amaliy materiallar tayyorlandi va taqdim etildi.

Tajriba-sinov ishlari bir necha hududda (Namangan viloyati, Toshkent va Nukus shaharlarida) tashkil etildi. Namangan viloyati Chust tumanidagi 21-maktab (oʻqituvchilar: I.Normuhamedova, O.Soatova, R.Nabiyeva), Toshkent shahri Yashnobod tumanidagi 149-maktab (oʻqituvchilar: D.Tursunova, N.Sherqulova, F.Baratova), Qoraqalpogʻiston Respublikasi Nukus shahridagi 3-maktab (oʻqituvchilar: G.Masharipova, F.Ruzimbetova, Sh.Delekeyeva).

**Umumiy o‘rta ta’lim maktablari ona tili darslarida matn tuzilishini o‘rgatish samaradorligi darajasining hududlar bo‘yicha ko‘rsatkichlari**

Hududlar	Tajribadan oldin					Tajribadan keyin				
	5-sinf	6-sinf	7-sinf	8-sinf	9-sinf	5-sinf	6-sinf	7-sinf	8-sinf	9-sinf
Namangan	138	120	27	216	96	150	120	26	261	104
Nukus	150	120	23	207	108	132	145	19	207	96
Toshkent	180	150	35	270	96	210	155	32	279	120
Jami:	<b>468</b>	<b>390</b>	<b>85</b>	<b>693</b>	<b>300</b>	<b>492</b>	<b>420</b>	<b>77</b>	<b>747</b>	<b>320</b>
Umumiy:	<b>1936</b>					<b>2056</b>				

**Umumiy o‘rta ta’lim maktablari ona tili darslarida matn tuzilishini o‘rgatish samaradorligi darajasining jami ko‘rsatkichlari**

Nazorat ishining vaqti: tajriba-sinovdan	Topshiriq turini bajargan jami o‘quvchilar soni	To‘g‘ri bajargan	Matniy xato
Oldin	1936	697	1239
Keyin	2056	1217	839

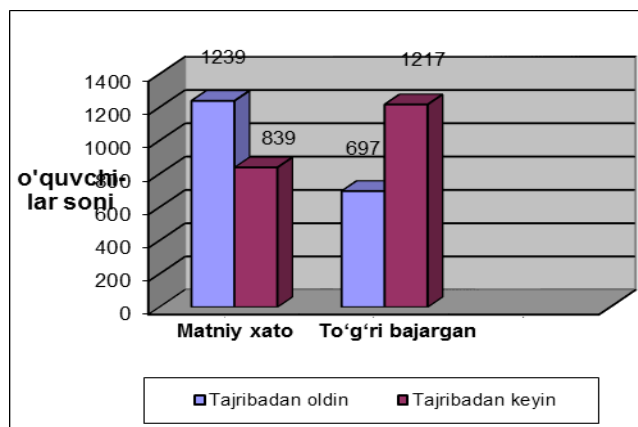
Tajriba-sinovdan oldin va undan keyin nazorat ishlari sifatida matn tuzish mazmunidagi yozma nazorat ishlari tashkil etildi. Bunda o‘quvchilar tomonidan matn tuzilishi komponentlariga oid yo‘l qo‘yilgan xatolar hisobga olindi.

Umumiy o‘rta ta’lim maktablari ona tili darslarida matn tuzilishini o‘rgatish samaradorligi darajasini aniqlash yuzasidan o‘tkazilgan tajriba-sinov natijalari bo‘yicha o‘quvchilarning tajribadan keyin va tajribadan oldingi o‘rtacha o‘zlashtirishlari Styudentning matematik-statistika metodi yordamida tahlil qilindi. Tajriba-sinovda jami 3992 nafar o‘quvchi, shundan tajribadan oldin 1936, tajribadan keyin 2056 nafari qatnashdi.

Masalaning qisqacha mohiyati quyidagilardan iborat: ikkita bosh to‘plam berilgan bo‘lsin. Biri tajribadan keyin o‘quvchilar bilimining o‘rtacha ballari, ikkinchisi esa tajribadan oldin o‘quvchilar bilimining o‘rtacha ballari. Baholar normal taqsimotga ega deb hisoblanadi. Bunday faraz o‘rinlidir, chunki normal taqsimotga yaqinlashish shartlari sodda bo‘lib, ular bajariladi.

Yuqoridagi jadvallar asosida tajriba va tajribadan oldingi o‘quvchilar o‘zlashtirishlari samaradorligini ko‘rsatuvchi  $H_1$  gipoteza va unga zid bo‘lgan  $H_0$  gipotezani tanlaymiz.

Bu tanlanmalarga mos kelgan diagramma quyidagicha ko‘rinishni oladi:



1-rasm

Olingan natijalarga asoslangan holda matematik statistik tahlil qilinib, tajriba yakunidagi holat uchun topilgan natijalardan o'rtacha kvadratik chetlanish, tanlanma dispersiya, variatsiya ko'rsatkichlari, Styudentning tanlanma mezoni, Styudent mezoni asosida erkinlik darajasi va ishonchli chetlanishlari topildi. Bular quyidagi jadvalda aks etgan:

$\bar{X}$	$\bar{Y}$	$S_x^2$	$S_y^2$	$C_x$	$C_y$	$T_{x,y}$	$K$	$\Delta_x$	$\Delta_y$
1,59	1,36	0,2419	0,2304	1	1	14,38	4056,3	0,02	0,02

Demak, tajriba yakunida tajribadan keyingi o'rtacha o'zlashtirish tajribadan oldingiga nisbatan 11,5 foizga oshgan.

Yuqoridagi natijalarga asoslanib, tajriba-sinov ishlarining sifat ko'rsatkichlari quyidagicha hisoblandi.

Bizga ma'lum  $\bar{X}=1,59$ ;  $\bar{Y}=1,36$ ;  $\Delta_x = 0,02$ ;  $\Delta_y = 0,02$  ga teng.

Bundan sifat ko'rsatkichlari:

$$K_{yc\delta} = \frac{(\bar{X}-\Delta_x)}{(\bar{Y}+\Delta_y)} = \frac{1,59-0,02}{1,36+0,02} = \frac{1,57}{1,38} = 1,14 > 1;$$

$$K_{\delta\delta\delta} = (\bar{X}-\Delta_x) - (\bar{Y}-\Delta_y) = (1,59-0,02) - (1,36-0,02) = 1,57 - 1,34 = 0,23$$

> 0.

Olingan natijalardan o'qitish samaradorligini baholash mezoni birdan kattaligi va bilish darajasini baholash mezoni noldan kattaligini ko'rish mumkin. Bundan ma'lumki, tajribadan keyingi o'zlashtirish tajribadan oldingi o'zlashtirishdan yuqori ekan.

Demak, umumiy o'rta ta'lim maktablarida ona tili darslarida matn tuzilishini o'rgatish samaradorlik darajasini aniqlash bo'yicha o'tkazilgan tajriba-sinov ishlari samarador ekani statistik tahlildan ma'lum bo'ldi.

## XULOSA

1. Tilshunoslik va ayrim metodik adabiyotlar tahlili asosida aniqlangan lingvistik asoslarga ko'ra har qanday kattalikdagi matndan ajratib olinganda kichik mavzu doirasida sintaktik tuzilishi jihatidan o'z mustaqillik va tugallanganlik xususiyatlarini saqlab qoluvchi murakkab sintaktik butunlik ta'limiy birlik sifatida belgilanishi, abzas uning nomi, shakl beruvchi, ta'sirchanlikni oshiruvchi komponenti deb qaralishi kerak.

2. Murakkab sintaktik butunlik matn qismi bo'lgan kichik mavzuga ishora qiluvchi reja moddasi, xatboshi, boshlama, asosiy qism, xulosa, matnning birinchi gapi, gaplarning o'zaro mantiqiy, mazmuniy bog'lanish usullari, gaplarni o'zaro bog'lovchi vositalar: olmoshli bog'lanish, bog'lovchili bog'lanish, ko'makchili, yuklamali, modal so'zli bog'lanish, ko'chirma gaplar o'rnida maqol, hikmatli so'z, hadis, sitata, she'riy misralar qo'llanishi kabi komponentlarning ta'limiy birlik sifatida belgilanishi matn tuzilishini o'qitish samaradorligini ta'minlashga xizmat qiladi.

3. "Ona tili" davlat ta'lim standartlari, o'quv dasturlari tahlillariga ko'ra 1999-yili tasdiqlangan davlat ta'lim standartida murakkab sintaktik butunlik, uning ichki tuzilishiga doir talablar aks etgan, uzviylashgan davlat ta'lim standartida (2010-yil) va davlat ta'lim standartida (2017-yil) matnning ichki tuzilishiga doir talablarning katta qismi tushirib qoldirilgan, murakkab sintaktik butunlik tushunchasi ham berilmagan, ona tili o'quv dasturida murakkab sintaktik butunlik haqidagi standart talablari (1999-yildan) aks etmagani ma'lum bo'ldi.

4. 5–9-sinf o'quvchilariga matn tuzilishini o'rgatish jarayonida "Ona tili" darsliklari materiallari bilan bog'lashda biror jihati bilan matn tuzilishi haqida tushuncha beradigan ayrim nazariy ma'lumotlar; nazariy bilimlarning misol bilan tushuntiriladigan, matn tuzilishi bilan bog'lash hamda qo'shimcha mashq yordamida mustahkamlash mumkin bo'lgan jihatlar; sinfda yoki uyda matn tuzish talab etilgan mashq va topshiriqlar; matn tuzilishiga doir biror komponent bilan bog'liq mashqlar; yozma ish va uni tahlil qilish darslaridan foydalanish samarali hisoblanadi.

5. Ona tili o'qituvchilari uchun matn tuzish mashqlari orqali nima tekshirilayotgani aniq emas, ular asosan imlo va ishoraviy xatolarga; matn hajmiga (mavzuning yoritilish darajasiga) e'tibor berishlari so'rovnomadan ma'lum bo'ldi. O'qituvchilar matn lingvistikasini o'rganish kasbiy layoqatning ajralmas qismi ekanini anglashlari, matn tuzilishiga doir qoidalar, ushbu qoidalarni mustahkamlashga qaratilgan mashq va topshiriqlar bilan bog'liq yozma ishlarni matniy xatolar nuqtayi nazaridan tekshira olishlari, tahlil jarayonida matniy xatolarga yo'l qo'ygan o'quvchilarga tegishli tushuntirishlar bera olishlari, ularda matn bilan bog'liq ham nutqiy, ham lingvistik layoqatni shakllantirishlari zarur.

6. Matn tuzishni o'rgatishga doir bilimlarni (ta'lim mazmunini) ishlab chiqish va o'rgatish jarayonida farqli, funksional-semantik, modulli ta'lim, pragmatik, lingvistik, integrativ yondashuvlar; bilimlarni dastlabki mustahkamlash, ko'nikmalar hosil qilishga doir mashqlar tizimini ishlab chiqishda (qoidani amalda qo'llashga asoslanganlik, tanqidiy tafakkurni o'stirishga qaratilgan yondashuv va b.; matn yaratish, ijod qilish, uni takomillashtirish uchun xizmat qiladigan mashq hamda ish turlarini belgilashda (kommunikativ, kommunikativ-faoliyatli, ijodiy, kompetensiyaviy yondashuvlar tarzida) uch nuqtayi nazardan tasniflab berish maqsadga muvofiq deb topildi.

7. 5–9-sinf ona tili darslarida matn tuzilishi yuzasidan sinflar kesimida o'rganiladigan matniy tushunchalar asosidagi ta'lim mazmuni bosqichli ketma-ketlilik, tadrijiylik, yaxlit bir tizimni ko'zlagan holda ishlab chiqilishi, ushbu ta'lim

mazmuni amaldagi darsliklar mavzulari bilan imkon qadar bog‘lanishda, nutqiy va lingvistik kompetensiyalarni shakllantirish ehtiyojlaridan kelib chiqib belgilanishi hamda o‘quvchilarning shaxsi, aqliy qobiliyatlarini o‘stirish sari yo‘naltirilishi lozim.

8. Matn tuzilishiga doir qoidalarni bayon qilishda o‘qituvchi ularni mutlaqo yangi til birliklari deb bilmaligi, shuning uchun termin va unga ta’rif, til sathiga mansubligini ko‘rsatuvchi tasnif, til birligiga doir tavsiflarni darslik asosida o‘rganilgan deb hisoblashi va bevosita matniy birlikka doir qoidanigina ajratib olishi maqsadga muvofiqdir. Lekin til birliklari sirasida mustasno holatlarda qo‘llanadigan qoidalar ham mavjud bo‘lgani uchun ular asosiy qoida sifatida emas, balki eslatma tarzida berilishi kerak. Til hodisalarini qoida bilan tushuntirilmaydigan, qoida yordamida tushuntiriladigan, darslikdagi nazariy ma’lumot yetarli bo‘lgan, qoidani misol keltirish yo‘li bilan kengaytiradigan matniy til hodisalari, qoidadan tashqari qo‘shimcha izohlarni taqozo etadigan til hodisalari hamda yangi tushunchani anglatish asosida beriladigan qoidalar tarzida guruhlash maqsadga muvofiq.

9. Matn tuzilishiga oid qoidalar o‘quvchilarga darsliklardagi nazariy ma’lumotlar, o‘quv qo‘llanmasi yoki grammatik jadvallar orqali ma’lum qilinadi. O‘rganilgan matniy qoidalarni umumlashtirgan holda takrorlash va faollashtirishda guruhlar bo‘yicha tuzilgan jadvallar hamda Klaster tipida tasvirlangan rasmlardan foydalanish, ular ustida ishlashda o‘quvchilarni faollashtirishni samarali ish usuli deb hisoblash lozim. Qoidalarni o‘quvchilarning diqqat markazida bo‘lishi uchun guruhlab jamlangan holda namoyish etiladigan chizmalar (rasmlar) va jadvallardan foydalanib o‘rgatish ta’lim samardorligini oshirishga xizmat qiladi.

10. Ona tili darslarida matn tuzilmasiga oid qoidalarni amalda qo‘llash, matn tuzishda bog‘lovchi vositalarni qo‘llash, matnga maqol, hadis, hikmatli so‘z, she’riy misralarni kiritish talab etiladigan tahliliy (analitik), konstruksiyalash-sintezlash, qisman ijodiy konstruksiyalash-sintezlash, matn tuzish va xatolar ustida ishlash, tuzilgan matnni tahrir qilish kabi mashqlardan foydalanish o‘quvchilarda matniy kompetensiya shakllanishiga xizmat qiladi.

11. 5–9-sinflar uchun matn tuzilishiga doir bilim, ko‘nikma va malakalarga asoslangan “Men muharrirman”, “Tasvir va matn”, “Chizmani tavsifla”, “Begona qismni top”, “Gaplarni to‘g‘ri bog‘la”, “Matnni boyitamiz”, “Sarlavha tanlaymiz”, “Olmosh bilan almashtir” kabi innovatsion usullarning o‘quvchilarda matn tuzish va xatolar ustida ishlash ko‘nikmasini rivojlantirishga xizmat qilishi tajriba-sinov ishlari orqali isbotlandi.

12. O‘quvchining matn tuzish bilan bog‘liq ijod jarayoni fikr-mulohaza yuritish, tasavvurida paydo bo‘lgan manzaralarni turli yo‘llar bilan xotirlangan so‘z bilan ifodalash, shu jarayonda o‘z his-tuyg‘ularini, o‘z nuqtayi nazarini aks ettirish kabi aqliy, estetik, kommunikativ faoliyat tarzida kechadi. Matn yaratish jarayonining eng qiyin jihati fikrni izchil rivojlantirishdan tashqari kerakli so‘zni tez va to‘g‘ri esga tushira olish, gap tuzishda so‘z topish tufayli yuzaga keladigan to‘xtamlarga yo‘l qo‘ymaslik, gaplarni to‘g‘ri tuzish hamda bog‘liqlikni ta’minlash kabilardan iborat ekanini hisobga olgan holda tavsiya etiladigan topshiriqlarni aynan ushbu qiyinchiliklarni bartaraf etishga qaratish, matn tuzilishi bilan bog‘liq

mashq va topshiriqlar ishlab chiqishda 4K: kritik, kreativ fikrlash, kommunikativlik va kollaboratsiya yondashuvini qo‘llash maqsadga muvofiqdir.

Tadqiqot natijalari asosida quyidagi tavsiyalar ishlab chiqildi:

ona tili fanidan kelgusida ishlab chiqiladigan malaka talablari hamda o‘quv dasturida matn tuzishiga oid bilim, ko‘nikma, malaka va kompetensiyalarni tizimli tarzda berilishini inobatga olish;

10–11-sinflarda matn tuzilishini o‘rgatishga oid ilmiy tadqiqot olib borish; muhokama-matn, tasvir-matn, rivoya (xabar)-matn tuzilishiga oid ilmiy tadqiqot olib borish;

matn tuzilishini o‘qitishga doir sinflar kesimida o‘quv qo‘llanmalar ishlab chiqish;

maktab o‘quvchilari uchun matn tuzish, matn yaratishga oid “Mashq daftari” ishlab chiqish;

matn qismlari, bog‘lovchi vositalarni o‘rgatishga qaratilgan multimedia ilovalari yaratish;

o‘quvchining pedagogik-psixologik hamda nazariy-amaliy tayyorgarligi asosida turli uslubdagi matnlar jamlanmasidan iborat platforma yaratish;

sinflar kesimida yaratilgan matnlarni baholash mezonlarini ishlab chiqish;

ona tili ta’limida sinfdan tashqari mashg‘ulotlar sirasida “Muharrir”, “Musahhih” kabi to‘garaklarni tashkil qilish.

**ONE-TIME SCIENTIFIC COUNCIL BASED ON THE SCIENTIFIC  
COUNCIL AWARDING SCIENTIFIC DEGREES  
DSc. 03/30.12.2019.Fil.19.01 AT TASHKENT STATE UNIVERSITY OF  
UZBEK LANGUAGE AND LITERATURE NAMED AFTER ALISHER  
NAVOI**

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**TASHKENT STATE UNIVERSITY OF UZBEK LANGUAGE AND  
LITERATURE**

**MAVLONOVA KLARAXON MAXMUTOVNA**

**METHODS OF TEACHING THE STRUCTURE OF THE TEXT IN THE  
LESSONS OF THE MOTHER TONGUE**

**13.00.02 – Theory and methodology of education and training (Uzbek)**

**ABSTRACT  
of the dissertation of doctor (DSc) of pedagogical sciences**

**Tashkent – 2023**

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The dissertation can be found at the Information Resource Center of Tashkent State University of Uzbek Language and Literature named after Alisher Navoi (registered by \_\_\_\_\_). (Address: 100100, Tashkent, Yakkasaray district, Yusuf Khos Hojib Street, 103. Tel.: (99871) 281-42-44; fax: (99871) 281-42-44, ([www.tsuull.uz](http://www.tsuull.uz)).

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## INTRODUCTION (abstract of the DSc dissertation)

**Actuality and necessity of the research theme.** Teaching the language at the level of creating a text in the world education system, planning the process of developing the ability to compose a text, improving the ability of students to compose a text based on instructional materials, the impact of developing written speech on human thinking, evaluating the text structure, such issues as the content of lessons which based on writing, methods of stimulating creative writing activity have been researched. In the leading higher education institutions in Japan, Germany, France, America, Korea, Switzerland, Turkey, Hungary, Russia and China, the tasks of teaching language and literature with a focus on text creation (writing an essay) were set, increasing the quality of language education by clarifying the content and methods of teaching, and focusing on the integration of communicative and linguistic skills.

In the formation of the linguistic and communicative competence of learners in the world, teaching the language features of texts of different styles at the level of text creation, learning strategies of text composition, cognitive problems of text composition: text topic, the learner's awareness of the subject knowledge in text composition, planning text composition: determining the content, the process of organization, summarization, text composition: units in the text, syntactic integrity, formation of paragraphs, the question of its revision and evaluation at the end of text composition, theoretical issues of the development of educational content and methods of text composition are being researched. Scientific research is being carried out in priority areas such as increasing the quality of education by using the norms and theoretical information of the native language related to the structure of the text to teach the written speech in the description of creativity, to reflect the language features specific to the structure of the text (complex syntactic unit) in the educational content, to improve the learners' ability to perform creative works in the form of expressing ideas in logical consistency and interconnection.

In the process of reforming the content of education started raising it to a new level of quality in our republic, improving the methodology of teaching the native language has become an urgent issue, the concept of teaching the subject of the native language, the National curriculum<sup>20</sup> has been developed, and a new generation of "Mother tongue" textbooks will be created based on communicative and cognitive-pragmatic approaches.

Today, "fundamental improvement of the quality of teaching Uzbek language and literature at all levels of the educational system and the training of highly qualified personnel in this field"<sup>21</sup>, improving the content and methods of education that ensure the creation of creative texts, developing a system of rules, exercises and types of work related to the structure of the text, has expanded the

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<sup>20</sup> O'zbekiston Respublikasi Prezidentining "2022–2026-yillarda xalq ta'limini rivojlantirish bo'yicha milliy dasturni tasdiqlash to'g'risida"gi PF-134-sonli farmoni. <https://lex.uz/docs/6008663> 2022.11.05.

<sup>21</sup> Ўзбекистон Республикаси Президентининг "Алишер Навоий номидаги Тошкент давлат ўзбек тили ва адабиёти университетини ташкил этиш тўғрисида"ги ПФ-4797-сонли Фармони // Халқ сўзи, 2016 йил 14 май, № 94.

possibilities of special research on the appropriate use of today's "Mother tongue" textbooks, the formation of learners' communicative competence and creative thinking at the required level.

This dissertation research will serve to a certain extent for the implementation of the assigned tasks by the Decree of the President of the Republic of Uzbekistan dated May 13, 2016 No. PF-4797 "On the founding of the Tashkent State University of Uzbek Language and Literature named after Alisher Navoi", No. PF-5313 dated January 25, 2018 "On measures to fundamentally improve the system of general secondary, secondary special and vocational education", No. PF-5712 dated April 29, 2019 "On approval of the concept of development of the public education system of the Republic of Uzbekistan until 2030", No. PF-5850 dated October 21, 2019 "On measures to radically increase the prestige and position of the Uzbek language as a state language", No. PF-6084 dated October 20, 2020 "On measures to further develop the Uzbek language and improve the language policy in our country", Decree No. PF-134 of May 11, 2022 "On approval of the national program for the development of public education in 2022–2026", Decision of PQ No. 2909 of April 20, 2017 "On measures to further develop the higher education system" and other relevant legal documents.

**Relevant research priority areas of science and developing technology of the Republic.** This study is carried out in accordance with the priority of the development of science and technology of the republic I. "Spiritual, moral and cultural development of a democratic and legal society, the formation of an innovative economy".

**Comments on foreign scientific researches on the theme of the dissertation.**<sup>22</sup> The world's leading research centers and higher education institutions for teaching text linguistics, especially text structure, in mother tongue education, including Center of increasing to pedagogical qualification on base Manchesters university (England), Princeton university, Association for Educational Communications and Technology – AECT (USA), Rheinische Friedrich-Wilhelms-Universität Bonn (Germany), Seoul National University, Puchong University, Yonsei University, Sungkyunkwan University, Pohang University of Science and Technology, Pusan National University, Chonbuk National University (South Korea), Academy of Education (Russia), University of Strasbourg (France), Miyagi Pedagogical University (Japan).

Some scientific results were obtained on the basis of the research conducted on the methodology of teaching the text structure at the educational stages: it is based on the fact that by teaching the text structure in language education, it is effective to create the skills of creating narrative, descriptive, and argumentative texts in students (America); the influence of learning strategies on writing is

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<sup>22</sup> Dissertatsiya mavzusi bo'yicha xalqaro ilmiy tadqiqotlar sharhi quyidagi manbalar asosida yoritilgan: Bandura A. (Ed.). Self-efficacy in changing societies. – New York: Cambridge University Press, 1995.; John H. Holland Redwood City, California. – Addison-Wesley, 1998; Botcheva, L., Shih, J., Huffman, L. C. Emphasizing Cultural Competence in Evaluation: A Process-Oriented Approach / L. Botcheva, J. Shih, L.C. Huffman // American Journal of Evaluation. 2009. Volume 30. №2. – P. 176– 88.

studied on the development of writing skills, by analyzing how the text is written, that is, by paying attention to the coherence of the title, language units and the content of the text, the levels of learners' ability to write freely and creatively it was found that it increased and they were able to evaluate it (Turkey); the problem of modeling the process of text creation by studying writing strategies was studied (America), the arrangement of parts of the text, the conversion of sentences into words using a dictionary, the criteria of text composition are defined (Turkey); based on cognitive problems of text composition (England); the role of the teacher in studying the structure of the text, the formation of students' writing skills, the methods of formalizing the text were developed (America); it has been proven that writing activities have an emotional impact on the student and develop the student's imagination (Japan), the methodology of teaching students to compose texts in Uzbek language classes of Russian-language schools and the technology of text creation in native language classes were developed (Uzbekistan).

In world language didactics and language teaching methodology, researches are conducted in the following priority areas related to text types, teaching text structure, working on text errors, text editing, and its processing: the impact of the development of writing on human thinking, the functions of text composition and its role in the development of writing skills, planning the process of text composition, improving pupils' text composition skills based on instructional materials, developing pupils' visual text creation skills, forming text competence.

**Level of study of the problem.** In our republic, the development of pupils' connected speech is connected with the process of writing an essay. U. Dolimov, O. Madayev's methodical works<sup>23</sup>, N. Sattorova's research<sup>24</sup> are among them.

Issues of teaching mother tongue and Uzbek (state language) in the process of general secondary education, formation of students' speech and linguistic competence related to text creation, development of creative thinking M.Rikhsiyeva, T.Ziyodova, R.Yoldoshev, R.Safarova, Sh.Yusupova, By H.Mukhitdinova, F.Aminova, N.Alavutdinova, N.Bekniyozova, A.Hamroyev, G'.Hamroyev, Z.Salishevalar, the issue of teaching text structure in the process of teaching the Russian language studied by Y.M. Sorokina, G.N.Urinbayeva, S. Sadikhova<sup>25</sup>.

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<sup>23</sup>Долимов У. Иншо қандай ёзилади? / Олий ўқув юртига қирувчилар учун иншо ёзиш бўйича методик кўрсатмалар. – Т.: ТошДУ нашри, 1985. – 32 б.; Мадаев О. Иншо қандай ёзилади? / Ўрта махсус ўқув юртларининг ўқитувчилари учун методик қўлланма. – Т.: Ўқитувчи, 1991. – 88 б.; Madayev O., Sobirov A., Xolmanova Z. va b. Yozma ish turlari: insho, bayon, diktant. – Т., 2020. – 103 б.

<sup>24</sup> Сатторова Н. Ўқувчиларнинг иншо ёзиш малакаларини такомиллаштириш (5-синфда она тили ўқитиш жараёнида): Пед. фан. ном. ... дисс. – Т., 1995. – 141 б.

<sup>25</sup> Рихсиева М. Таълим рус тилида олиб борилаётган мактабларнинг ўзбек тили дарсларида ўқувчиларга матн тузишни ўргатиш методикаси. Пед.фан.номз. ...дисс. – Т., 2009.; Зиёдова Т.У. Матн яратиш технологияси. Монография. – Т.: Фан, 2008. – 160 б.; Yo'ldoshev R.A., Rixsiyeva M.M. Insholardagi matniy xatolar, ularni tuzatish metodikasi. – Т.: Fan va texnologiyalar, 2019.; Сафарова Р. Она тили таълимининг янгиланган мазмуни ва унинг дидактик асослари. – Т.: Фан, 1995. – 108 б.; Юсупова Ш.Ж. Хозирги ўзбек адабий тили дарсларида ўқувчилар тафаккурини ўстиришнинг илмий-методик асослари (академик лицейлар мисолида): Пед. фан. док. дисс. – Т., 2005. – 279 б.; Мухитдинова Х.С. Ўзбек тилини ўқитишда узлуксизликни таъминлашнинг илмий-методик асослари: Монография. – Т.: Fan va texnologiya, 2008. – 238 б.; Аминова Ф.Х. Ўқувчиларни мулоқот матни яратишга ўргатишнинг дидактик асослари: Пед.фан.номз. дисс. – Т., 2007. – 23 б.; Алавутидинова Н.Ф. Она тили дарсларида ижодий фикрлаш кўникмасини шакллантириш методикаси (5-синф мисолида): Пед. фан. номз. дисс. – Т., 2008. – 156 б.; Бекниязова Н.

From the CIS scientists: I.R.Galperin, T.A.Ladijenskaya, L.I.Velichko, L.M.Loseva, M.R.Lvov, V.G.Goresky, O.V.Sosnovskaya researches and methodical manuals researched issues such as the content and methods of working on text structure in Russian language classes<sup>26</sup>.

From foreign scientists: R. Bracewell, M. Scardamalia, C. Bereiter, J. Britton, P. Burtis, J. Tetroe, C. Englert, E. Hiebert researches have been carried out on the problems of the impact of teaching text composition on the development of comprehension skills, creating text, organizing written work<sup>27</sup>.

The internal structure of the text in the mother tongue lessons of schools taught in the Uzbek language: methods of conjunctive, pronoun, auxiliary, predicate connection of sentences, rules on the structure of the text within the framework of grades 5-9, tools and methods of their interpretation, special issues of the system of exercises that serve to strengthen not studied.

**Relevance of the dissertation research with the plans of the scientific-research works of the higher education.** The dissertation was completed within the framework of the research plan of the Tashkent State University of Uzbek Language and Literature named after Alisher Navoi on the topic “The modern methods of teaching Uzbek language and literature”.

**The aim of the research work** is to improve the methodology of teaching students the organizational-technical and content-logical structure of the text in the mother tongue classes of general education schools.

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Бошланғич синфлар она тили дарсларида ўқувчиларга матн яратишни ўргатиш методикаси (таълим ўзбек ва қорақалпоқ тилларида олиб бориладиган мактаблар мисолида): Монография. – Т.: Фан ва технологиялар, 2012. – 160 б.; Салишева З.И. Ўзбек тили машғулотларида талабалар монологик нутқини ривожлантириш методикасини такомиллаштириш (рус гуруҳларида). Пед.ф.б.ф.док-ри ... дисс. – Т., 2019. – 141 б.; Ҳамроев А.Р. Она тили таълимида ўқувчиларнинг ижодий фаолиятини лойиҳалаштириш. Пед. фан.док-ри ... дисс. – Т., 2020. – 248 б.; Ҳамроев Ғ.Ҳ. Она тили таълимида ўқув топшириқларини ишлаб чиқишнинг лингводидактик асосларини такомиллаштириш. Пед. фан.док-ри ... дисс. – Т., 2022. – 218 б.; Сорокина Е.М. Обучение построению сложного синтаксического целого на уроках русского языка в узбекской школе: Автореф. дис.канд.пед.наук. – Т., 1991. – 20 с.; 192.; Урумбаева Г.Н. Лингводидактические основы обучения учащихся 7–9-классов сложному синтаксическому целому как базовой структуре русской монологической речи (на материале школ с каракалпакским языком обучения): Автореферат канд.дисс... педнаук. – Т.: 2001. – 19 с.; Садыхова, С. Композиционно-смысловая структура синтаксического целого. – Баку: Нурлан, 2010.

<sup>26</sup> Гальперин И. Р. Текст как объект лингвистического исследования. – М.: Наука, 1981. 138 с.; Обучение русскому языку в 7 классе: Метод.рекомендации к учеб. для 8 класса общеобразовательных учреждений / Т.А.Ладыженская, Л.А.Тростенцова, М.Т.Баранов и др. – М.: Просвещение, 2002. – 94 с.; Обучение русскому языку в 8 классе: Метод.рекомендации к учеб. для 8 класса общеобразовательных учреждений / Л.А.Тростенцова, Т.А.Ладыженская, И.А.Шеховцева и др. – М.: Просвещение, 2003. – 70 с.; Л.И.Величко. Работа над текстом на уроках. – Москва: Просвещение, 1983. 128 с.; Лосева Л.М. Как строится текст: пособие. для учителей. – М.: Просвещение, 1980. 96 с.; Львов М.Р. Методика развития речи младших школьников: Пособие для учителя. – 2-е изд., перераб. – М.: Просвещение, 1985.; Методика преподавания русского языка в начальных классах: учеб. пособие для студ. высш. пед. учеб. заведений / М. Р. Львов, В. Г. Горещкий, О. В. Сосновская. – 3-е изд., стер. – М.: Издательский центр «Академия», 2007. – 464 с.

<sup>27</sup> Bracewell, R. J., Scardamalia, M., & Bereiter, C. (1978). The development of audience awareness in writing // Paper presented at the annual meeting of the American Educational Research Association, Toronto, March. (ERIC Document Reproduction Service No. 154 433). <https://eric.ed.gov/?id=ED154433>; Britton, James. The Composing Processes and the Functions of Writing // In Research on Composing: Points of Departure. Eds. Cooper and Odell. Urbana: NCTE, 1978. 13–28. <https://sci-hub.se/https://doi.org/10.2307/1170204>; Burtis, P. J., Bereiter, C., Scardamalia, M., & Tetroe, J. (1983). The development of planning in writing. In B. Kroll & C. G. Wells (Eds.), Explorations in the development of writing (pp. 153–174). Chicester, England: Wiley.; Englert, C. S., & Hiebert, E. H. (1984). Children’s developing awareness of text structures in expository materials. Journal of Educational Psychology, 76(1), 65–74. <https://sci-hub.se/https://doi.org/10.1037/0022-0663.76.1.65>.

**The tasks of the research work:**

determining the linguistic bases of text composition through the analysis of literature on linguistics and methodology;

determining the main approach and principles related to the methodology of text creation;

recommending rules on the basis of pedagogical, psychological and methodical determination of knowledge, skills and qualifications given to students regarding text structure;

identify opportunities for studying text structure in “Mother Tongue” textbooks and develop recommendations aimed at expanding them;

clarifying topics by classes within the components related to text structure and defining theoretical information (rules) based on topics related to text structure for 5–9 classes;

development of exercises and types of work for teaching text structure and selection of didactic materials;

to develop a methodology for teaching text structure in native language classes based on today’s requirements, to determine the effectiveness of educational content and methods for teaching text structure in native language classes, and to perform mathematical and statistical analysis.

**As the object of the research work**, the process of teaching text structure in 5th-9th mother tongue classes was determined, and 3992 pupils from schools in Tashkent, Namangan region and Nukus city participated in the experiments.

**The subject of the research work** is the content, form, method and means of teaching text structure in native language classes.

**Methods of the research.** Pedagogical observation, study of advanced pedagogical experiences, sociological methods (questionnaire, interview), pedagogical experiment-test, mathematical-statistical analysis were used to cover the research work.

**Scientific novelty of the research work:**

the main approach and principles related to the methodology of text creation from the point of view of the originality of the text structure: organization of the educational process based on a different, functional-semantic, modular, pragmatic, linguistic, integrative approach; applying an approach aimed at strengthening knowledge and developing critical thinking skills; improved by directing the development of the exercise system based on communicative, creative and competence approaches;

rules on teaching text structure in mother tongue classes: definition, description, classification are differentiated, current-tactical, strategic and variable rules aimed at forming text competence in students are improved according to cognitive-pragmatic aspects;

within the components related to text structure, the educational process of text structure for 5th-9th classes and construction-synthesizing, adaptive, non-adaptive, heuristic and algorithmic exercises used in this process 4C approach: based on Critical, Creative thinking, Communication and Collaboration developed;

the contents of the 6th-7th classes “Mother Tongue” textbooks are enriched with didactic materials specific to the compositional construction of functional-semantic types of text: narrative-text, image-text, discussion-text, and on teaching text structure for 5th-9th classes the method of spiral teaching of text structure has been improved based on innovations such as “From the part to the whole”, “I’m an editor”, “Image and text”, “Describe the drawing”, “Compare, differentiate”, “Edit and analyze”;

to call a text part a complex syntactic whole, a paragraph or a text part for mother tongue education; linguistic principles, such as connecting text parts with pronouns, connectives, auxiliary, predicates, and modal words, are clarified based on the principles of educational theory and practice.

**Practical results of the research work** consist of the followings:

approaches to the study of the text structure of “Mother Tongue” textbooks were used in the development of the concept of teaching native language science, the project of the national curriculum in native language science, and the curriculum for creative schools;

for the 5th class, a teaching-methodical manual entitled “Rules on text structure” and a methodical manual entitled “Development of life skills in schoolchildren” were developed and applied to the educational process;

“Mother Tongue” textbooks for 6-7 classes, “Mother Tongue” textbooks for 7th class of creative schools were created;

“Methodology of teaching the Uzbek language” training manual consisting of 2 parts was developed for bachelor students of higher education;

the results of the research were used to improve the content of the teaching programs of the subjects of Mother Language Teaching Methodology, Basics of Linguistic Didactics, Methodology of Oral and Written Speech Development in higher education.

**Authenticity of the research results** is based on the fact that the applied approach and principles, used methods and theoretical information are obtained from official sources, based on the ideas of our republican and foreign scientists, the experiences of practicing teachers, the effectiveness of the presented analyzes and experimental tests is based on mathematical statistical methods, conclusions, suggestions and recommendations, it is determined by the fact that it has been put into practice, and that the obtained results have been approved by the competent authorities.

**Scientific and practical value of the research work.** The scientific significance of the research is the study of views on text composition in linguistics and methodological literature and the identification of linguistic foundations; theoretical information (rules) for 5th-9th classes have been developed on the basis of knowledge, skills and qualifications given to students regarding text structure; the development of the content of topics based on knowledge, skills and qualifications of text structure; that theoretical information (rules) are defined based on topics related to text structure for 5th-9th classes; within the scope of the subject, experimental work was conducted, the effectiveness of educational content

and methods for teaching text structure was determined, mathematical and statistical analysis was given.

The practical significance of the research results is the ideas and practical recommendations put forward in the research to create “Mother Tongue” textbooks, to increase the quality of integrative teaching of the mother tongue with all general education subjects, to create textbooks and manuals of specialized subjects in higher education, to teach specialized subjects, in advanced courses, as well as the mother tongue and literature teachers are determined by their use in the course of the lesson.

**Implementation of the research results.** The results of this study, were used in:

the main approach and principles related to the text creation methodology, content of topics based on knowledge, skills and competencies of text structure for 5–9 classes within the components related to text structure, practical exercises; writing and working on errors; structured text editing exercises and innovative types of work were used in the development of the National curriculum for the subject of the mother tongue prepared in cooperation with UNICEF (Republican Education Center under the Ministry of Preschool and School Education dated March 23, 2023; 01/11-01/6-168- reference number). As a result, the part of the National Curriculum prepared for general secondary education subject to the linguistic and written speech competence of students has been improved.

on the basis of theoretical rules on text structure, exercises and tasks, recommendations on types of work, it was used in the creation of 6th and 7th classes “Mother Tongue” textbooks, in particular, in the improvement of educational tasks related to working with text, creating and editing text (Reference No. 01/11-01/6-172 dated March 23, 2023 of the Republican Education Center under the Ministry of Preschool and School Education). As a result, it served to enrich the content of the textbooks of the mother tongue in terms of imparting knowledge related to text composition, forming skills and competences, increasing the ability of students to create a text, as well as developing communicative and linguistic competences;

research results on the formation of speech and linguistic competence by working with text: linguistic foundations of text structure for native language classes, content of topics based on knowledge, skills and competences of text structure for 5–9 classes within the components related to text structure, heuristic exercises and innovative types of work, from the methodical manual prepared for 5th class “Methodology for the development of mother tongue and literature in accordance with the new alphabet and spelling rules of the Karakalpak language” No. “FZ – 2016-0908165532” carried out in the Karakalpakstan branch of the Research Institute of Pedagogical Sciences of Uzbekistan in 2017–2020 was used in the fundamental project on the methodology of developing the mother tongue and literature in accordance with the rules. (Reference No. 177 dated April 5, 2023 of the Karakalpakstan branch of the Research Institute of Pedagogical Sciences of Uzbekistan). As a result, the methodology of working on the text has been improved through tasks requiring the application of the rules of text structure, the

use of connectives in the composition of the text, the introduction of proverbs, hadiths, wise sayings, and poetic verses in the lessons of the mother tongue;

innovative methods related to text structure, text creation and editing tasks were used to create the 7th class “Mother Tongue” (Part I) and 7th class “Mother Tongue” (Part II) textbooks of special schools in the system of the Agency of Specialized Educational Institutions (Information No. 01-11-1523 dated September 8, 2023 of the Agency of Specialized Educational Institutions). As a result, the content of the native language textbook was enriched with the column “We create”, “Editing and research”; descriptive text writing, essay structure, text title, text parts, text-related theoretical information and educational tasks served to develop pupils’ ability to compose a text and work on errors.

**Approbation of the research results.** The results of the research were discussed at 8 international and 6 national scientific-practical conferences.

**Publication of the research results.** A total of 33 scientific works on the subject of the dissertation, including 1 monograph, 5 study guides, the main scientific results of doctoral dissertations of the Higher Attestation Commission of the Republic of Uzbekistan are recommended for publication in 13 scientific publications (10 in the republic and 3 in foreign in the journal) published.

**The structure and volume of the dissertation.** The dissertation consists of an introduction, 4 chapters, a conclusion, a list of references and appendices, and its volume is 243 pages.

## **THE MAIN CONTENT OF THE DISSERTATION**

The **introductory** part is based on the relevance and necessity of the dissertation topic, its response to the priorities of the development of science and technology of the republic, the degree of exploration of the problem, the review of foreign and domestic literature on the research topic, the goals and objectives, object and subject of research, the methods used in the research, the scientific novelty and practical significance of the research, the reliability of the obtained results are described, the results are put into practice, the published works and dissertation structure are given.

The first chapter of the dissertation is entitled “Theoretical-methodological foundations of teaching text structure in mother tongue classes” defines the scientific and linguo-methodical foundations of studying text structure in native language classes, the issue of pedagogical conditions and didactic possibilities of teaching students in native language classes is analyzed.

In the mother tongue classes of general secondary schools, it is necessary to provide students with knowledge about the literate and conscious composition of texts, to form skills and abilities, speech and linguistic competence, to prepare them for the necessary speech communication, to identify and separate the components related to the structure of the text, in a word, for the rules. It is time to develop and put into practice the content of textual education in the form of a linguistic framework.

Teaching text structure is one of the most important educational goals in developing pupils’ connected communication. The development of communicative

skill by teaching students the features of the functional-semantic structure specific to the whole text, the laws of text creation, is of urgent importance. Studying the types of sentences and their interrelation at the level of text creation, thus acquiring knowledge and skills about the text structure creates a strong foundation for the effective acquisition of the native language by creating a desire for a specific goal in students. After all, language phenomena mainly act through connected speech and show their real communicative nature. As long as these materials and the rules related to them are not learned through the structure of the text, the acquired knowledge and skills remain at the level of forming more linguistic competence.

According to the interpretation in linguistics literature, text structure is understood in two different ways: broad and narrow. In a broad sense, it is assumed that the text consists of an introduction, the main part, and a conclusion, and there are some language units related to them that are important to study, while in a narrow sense, it is meant a complex syntactic whole and a text structure related to the paragraph, which is distinguished in the sources related to the syntax of the text. The structure of the text in the narrow sense has a wide scope, it is possible to separate educational units and organize learning activities based on these units, to determine and develop knowledge, skills and abilities, and to formulate this knowledge as a system of rules and exercises.

The problem of clarifying the components that allow students to learn the structure of the text in the classes of the 5th-9th classes of the mother tongue, that is, the components that reflect the educational units, the problem of how to give knowledge about them in the form of rules, can be solved only by determining the linguistic foundations. Based on this idea, the analysis related to the study of scientific-theoretical sources of text linguistics, clarification of the components defining the structure of the text was carried out. After all, through a small part of the text, it is possible to separate a whole component (a set of concrete language units) that is convenient to teach the structure of the whole text, to name it, and on the basis of this component to have information about the structural features of the text, to formulate rules for composing a text, and to create a system of exercises.

Today, in the field of native language education, there is a need to clarify the linguistic foundations related to the following issues:

- 1) how to call the part of the text (complex syntactic unit, paragraph or part of the text) is appropriate;
- 2) characteristics and means of interconnection of sentences in the text;
- 3) the first (partially the last) sentence of the text part;
- 4) some complex syntactic devices in the text.

In order to study and collect information on these issues and draw conclusions, the sources of text linguistics (text linguistics) and linguodidactics were analyzed in the dissertation<sup>28</sup>.

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<sup>28</sup> Расулов И. Мураккаб синтактик бутунлик // Ўзбек тили ва адабиёти, 1983, 1-сон.; Тухсанов М. Микротекст и система выражения эго когерентности в узбекской художественной речи: Автореф. дисс.к-та фил. наук. – Т., 1987.; Мамажонов А. Текст лингвистикаси. – Т., 1989.; Ирискулов М. Тилшуносликка кириш. Дорилфунун ва педагогика ин-тлари талабаларига қўлл./ [Махсус муҳаррир Л. Т. Бобохонова]. – Т.: Ўқитувчи, 1992.; Мамажонов А., Абдулаттоев М. Матн синтаксиси. – Фарғона, 2002.; Валгина Н.С. Теория текста. – Москва, Логос. 2003.; Левченко Е.В. О первичных и вторичных свойствах текста // Стереотипность

It is known from the sources of text linguistics that what is appropriate to call a part of a text (complex syntactic unit, paragraph or part of a text) has been the cause of long-standing debates. Currently, there are three main and widespread descriptions of the text phenomenon. First, the text is viewed in relation to the phoneme, morpheme, word, and sentence units of the language system and is interpreted as the highest level unit of this system. Naturally, in such an approach, the text is studied from the point of view of grammar, and the main attention is directed to the definition of the syntactic-content relations that provide the structure of the text, and the set of lexical-grammatical tools that form syntactic relations. Secondly, the idea of “language in action” is at the center of the description, and the text is interpreted as a speech product of the language system. Finally, according to the third interpretation, the text is a unit of the speech communication system, which expresses the relationship between the participants of the communication – the addresser and the addressee, and the purpose<sup>29</sup>.

“In the methodology, the text is interpreted in two ways: 1) grammatically, 2) pragmatically. While grammar studies concepts related to text structure, pragmatics teaches the use of text-language phenomena in speech.

In mother tongue classes, grammar appears as a means of imparting knowledge, while pragmatics involves the application of knowledge at the level of skill and competence through exercises”<sup>30</sup>. The branch of grammar dealing with textual parts is called textual syntax (text linguistics), and at the moment there is no clear agreement on how the components related to textual structure should be named. Dissertation is defined as a complex syntactic unit that preserves the characteristics of independence and completeness in terms of its syntactic structure when extracted from a text of any size based on the search for a solution to this problem, the paragraph is its formal component, increasing the impact of the complex syntactic unit on the reader, it was concluded that it should be considered as a means of presenting in several paragraphs for the purpose of logical emphasis. At the same time, it should not be forgotten that there is a concept of paragraph in the Uzbek language, and the term paragraph is not used in the sense of this

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и творчество в тексте. – Пермь, 2004, Вып.7. – С. 174–184; Антонова Е.С. Где искать ресурсы для обновления школьной методики?// Русский язык в школе. – 2007. № 6.; Боймирзаева С. Бадий матнда кўшма гап. Монография. – Самарканд: СамДУ нашри, 2008.; Yo‘ldoshev M. Badiiy matn lingvoroetikasi. – T.: Fan, 2008. – 160 b.; Юртаев С.В. Содержание языкового образования и речевого развития учащихся. «Начальная школа», 2009. № 10.; Осипова Э.Н. Лингвистика текста и текстовый аспект изучения синтаксиса в школе. Учебно-методические рекомендации. Издание 3-е, дополненное. – Архангельск: Поморский государственный университет им. М.В.Ломоносова, 2009.; Рихсиева М. Таълим рус тилида олиб бориладиган мактабларнинг ўзбек тили дарсларида ўқувчиларни матн тузишга ўргатиш. Пед.фан.номз.... дисс. – Т., 1996.; Brinker K. Linguistische Textanalyse. Eine Einfu‘tung in Grindbegriffe and Methoden. – Berlin, 1997.; Ҳакимов М. Ўзбек тили прагматикасини ўрганиш: Услубий кўлланма. – Фарғона, 2011.; Худойберганаева Д. Матнинг антропоцентрик тадқиқи. – Т.: Фан, 2013.; Qurbonova M. Matn tilshunosligi. – T.: Universitet, 2014. – 114 b.; Muhamedova S., Saparniyozova M. Matn lingvistikasi. – T., www.ziyouz.com kutubxonasi, 2011.; Yo‘ldoshev R., Rixsiyeva M. Insholardagi matniy xatolar, ularni tuzatish metodikasi. – T.: Fan va texnologiyalar, 2019.; Yo‘ldoshev M., Muhamedova S., Saparniyozova M. Matn lingvistikasi. [Matn]: o‘quv qo‘llanma. – T.: Ishonchli hamkor, 2021. – 188 b.

<sup>29</sup> Левченко Е.В. О первичных и вторичных свойствах текста // Стереотипность и творчество в тексте. – Пермь, 2004, Вып.7. – С. 174– 184; Brinker K. Linguistische Textanalyse. Eine Einfu‘tung in Grindbegriffe and Methoden. – Berlin, 1997.

<sup>30</sup> Антонова Е.С. Где искать ресурсы для обновления школьной методики?// Русский язык в школе. – 2007. № 6. – С. 12.

concept, because in Uzbek linguistics, a paragraph is mentioned as a complex syntactic entity.

There is no denying the awkwardness of using the term complex syntactic unit (CSU) in school mother tongue education to teach students to compose a text on a given sub-topic. How to call CSU can only be clarified through practice. In the textbooks of the new generation, the combination “text part/parts” is used in the meaning of this term.

II. Determining information about features and means of interconnection of sentences in the text is one of the main tasks facing the research. Determining the linguistic foundations of the internal structure of text parts (complex syntactic units) allows creating important linguo-didactic foundations for teaching text structure. This issue is also generally covered in existing sources on text linguistics.

In sources related to linguistics and methodology, the methods of connecting sentences in CSU (conjunctive connection, auxiliary connection, pronoun connection, etc.) are listed in general, examples are given, but some connection methods, for example, pronoun connection, conjunction with a conjunction, are specific according to the meaning types of these word groups. It is necessary to further clarify the specific aspects of the means that have not been translated, that is, the means that connect sentences and parts of the text.

A complex syntactic unit as a part of the text has its own structural components: a plan article referring to a sub-topic, a paragraph, an introduction, the main part, a conclusion, the first sentence of the text, the methods of logical and meaningful connection of sentences, means of connecting sentences: pronoun connection, conjunction connection, auxiliary, predicate, modal word connection, use of proverbs, wise sayings, hadiths, quotations, poetic verses, quotations.

III. One of the next issues facing the research is related to the internal structure of the text, its first and last sentence.

The characteristics of the interconnection of sentences in the text part are also unique according to the text types. At this point, it is necessary to take into account the difference between the structure of the whole text and the structure of the text part. In the methodical manual entitled “Textual errors in essays, methods of their correction”, the authors compared the compositional construction of CSU (paragraph) with the composite parts of a unit text consisting of several paragraphs, and revealed their common and different aspects.

Although the features of the formation of the first and last sentences (introduction and conclusion) in the internal structure of CSU are explained to a certain extent in the literature on linguistics and methodology, it is necessary to clarify these points in the form of linguistic bases (educational units) for further clarification and formulation of rules.

IV. The emergence of some complex syntactic devices in the text is mainly related to quotations and conjunctions.

Some peculiarities are observed in the construction of the text part. For example, it is natural that a complex syntactical unit almost does not begin with a pronoun, lyrical (and sometimes thematic) digressions are observed, it contains

types of compound sentences, quotations and possessive sentences, proverbs, wise sayings, hadiths, poetic verses, quotations as quotations.

In general, there is a need for clear descriptions in the CSU section to regulate the forms of complex sentences that are used in pupils' essays with many but different errors.

As the next task of the research, what information is being studied about the text structure in the education of the mother tongue at school, what is covered and recommended in the methodological literature, the state educational standard and curricula of the mother tongue subject, the requirements, materials and possibilities of textbooks, methodological conditions in order to determine the conditions, the following works were carried out:

1) analysis of official documents and methodical literature serving to ensure the professional training of native language teachers;

2) professional training of native language teachers, conducting a survey among them and analyzing the results;

3) the determining current state of pupils' knowledge, skills and qualifications regarding text structure.

In the textbooks created within the framework of the requirements defined in the "Mother Tongue" educational programs, the main part of the text should consist of parts starting with a paragraph, representing sub-topics, each part (complex syntactic unit or paragraph) should consist of the beginning, the main part, and the conclusion. internal divisions, such as binding, are not systematically explained. In fact, text structure refers to more than these aspects.

The complex syntactic integrity and the requirements for its internal structure are reflected in the state educational standard for the subject of the mother tongue, approved in 1999, and in the integrated state educational standard of 2010 and the state educational standard of 2017, most of the requirements for the internal structure of the text have been omitted, the concept of complex syntactic integrity it turned out that it was not mentioned at all, that the standard requirements for complex syntactic integrity were not specified in the mother tongue curriculum in advance (since 1999). In the project "National Curriculum for the Science of Mother Tongue" announced for the 2020–2021 school year, the requirement of writing a text has been clarified by classes. In the program of the 9th class, the responsible, extremely complex, and at the same time necessary direction of educating students to be textually literate, preparing them for life on the basis of textual literacy, has not been neglected: the requirement to compose a text has been determined from the primary grades, and these requirements have been further expanded in the 9th class.

The analysis of the theoretical data in the "Mother Tongue" textbooks shows that they have very little theoretical data on text structure. For 5–9 classes "Mother Tongue" textbooks include some exercises and tasks that require composition, text creation, and essay writing, recommended for completion in the classroom or at home. However, the system of theoretical information (rules and descriptions) given on the basis of continuity and coherence has not found its expression in the textbooks. Although it is stated in some theoretical information that the language

unit serves to connect sentences, examples of these are not provided, and strengthening based on exercises and assignments is not provided. In the textbooks, some components of textual language are recommended in terms of exercises and assignments. They both teach and reinforce text structure.

The survey revealed that for some native language teachers, it is not clear what is being checked through writing exercises, they mainly focus on spelling and punctuation errors; they pay attention to the size of the text (level of coverage of the topic); before giving the task of composing a text, it is not necessary to teach the component of its structure, they think that the student will learn the structure of the text practically; text structure means that the text consists of introduction, main part, and conclusion; they understand that the text is made up of paragraphs, and paragraphs are made up of sentences connected with each other using different means; they are not familiar with theoretical literature on text linguistics, they are only familiar with some theoretical information given in “Mother Tongue” textbooks; that the aspect of theoretical information as interconnected sentences is not strengthened by the exercise; even if they know the rules of text structure, they think that it is not necessary to pay attention to text errors when checking the text; some teachers do not need methodological guides on text structure, they consider theoretical information in textbooks to be sufficient.

In this situation, it is necessary to raise the professional training of native language teachers to the level of modern requirements, to instill in them the idea that studying text linguistics is an integral part of professional training, to form linguistic competence, to teach students the text structure based on the textual approach, and to create a desire to acquire professional skills based on this knowledge. When checking their work, they should pay attention to textual errors and, feeling that their main reason is not providing relevant knowledge, should encourage them to include them in the content of the analysis.

Although knowledge, skills, and abilities are described in the methodical literature on the teaching method of text structure, and types of exercises and assignments have been developed that serve to eliminate the text mistakes made by students when composing a text, it is appropriate to formulate them as rules on the text structure.

The second chapter entitled **“Approaches to text structure in mother tongue classes and the content of their use”** describes the main approaches and principles of teaching text structure and the educational content of teaching text structure in native language classes of 5–9 classes.

The instructions related to the composition of the text are aimed at imparting knowledge about a number of components, forming skills and competences, and finally acquiring the ability to create a text, that is, acquiring speech and linguistic competences. The process of developing educational content, conditions, tools, methods and methods that serve these purposes and meet today's requirements begins with defining the main approaches and principles to be followed. For this, first of all, attention was paid to relying on the latest approaches in pedagogy, the compatibility of the approach and principles used in the private methodology with

the principles of general pedagogy, in particular, which aspects should be relied on in the process of studying the structure of the text.

According to the manual “Text Linguistics”: “Concrete communication – texts are based on the general principles of text composition; these principles concern the language system or language authority rather than the domain of speech. If these aspects are taken into account, the text should be considered not only as a unit of speech, but also as a unit of language”<sup>31</sup>. In other words, by studying the structure of the text, on the one hand, speech is developed, and on the other hand, language phenomena are studied at the level of knowledge, skills and abilities that allow to use them in speech.

The main principles of language teaching are reflected in A.Gulomov and a number of works written in collaboration with him. The approach and principles of studying grammatical materials through the medium of text A. Nisanbayeva's research work on the topic “Development of pupils’ speech through texts in Uzbek language classes (in the case of schools where education is conducted in the Kazakh language)” and “Development of pupils’ speech through texts in Uzbek language classes (education is conducted in the Kazakh language) for schools)” explained in the methodological manual.

Based on the originality of the text structure, the main approach and principles stated by Methodist scientists related to language teaching and text creation were selected and considered from three points of view:

1) aimed at determining directions for developing and teaching knowledge (educational content) related to teaching composition;

2) aimed at developing a system of exercises used in initial strengthening of knowledge and skills formation;

3) the main approach and principles to be followed in determining the types of work and exercises that serve to create, and improve the text.

The first group: differential approach, functional-semantic approach, modular educational approach, pragmatic approach, linguistic approach, integrative approach, etc.; the principle of taking into account the possibilities of textbooks, the principle of preventing textual errors, the principle of humanizing education, the principle of matching the pupils’ level of knowledge, taking into account the age characteristics of students, mental capabilities and the level of speech development, etc.

The second group: the approach based on the practical application of the rule, the approach aimed at developing critical thinking, etc.; the principle of initial strengthening of knowledge, the principle of skill formation, the principle of developing a system of exercises; the principle of relying on pupils’ experience of analyzing language phenomena, etc.

Third group: communicative approach; communicative-active approach; active (activity-oriented) approach; creative approach; competentative approach, emotional-expressive approach, aesthetic approach, etc.

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<sup>31</sup> Yo‘ldoshev M., Muhamedova S., Saparniyozova M. Matn lingvistikasi. – Noshirlik ishi ta’lim yo‘nalishi uchun o‘quv qo‘llanma. – Toshkent: Ishonchli hamkor, 2021. – 10-6.

One of the organizational and technical components of the text is planning. Students also make some mistakes in this regard: they mix up plan items. The principle of relying on the knowledge and skills acquired in the primary classes in determining and correcting the consistency of plan items is important. After all, it is recommended to do exercises on the consistency of the plan items given in the “Mother Tongue and Reading Literacy” textbooks of the primary class, as well as the upper classes “Mother Tongue”, so that these exercises will ultimately make it possible to achieve the expected result. For example, the following exercise given in the 7th class “Mother Tongue” textbook corresponds to the above principle:

***Write the given sentences in such a way that they can act as an outline for the audio text you have heard.***

Hasan ibn al-Haysam is the father of optics
A scientist’s views on the eye and its structure
Ancient people’s ideas about vision and light
The experience of Hasan ibn al-Haysam

Communicative approach has a special place in acquiring knowledge about text structure, forming relevant skills and competencies. According to this approach, the reader, while creating a text following the rules of text composition, should aim at whom it is addressed to and what it wants to say to him. F. Aminova explains such a situation as creating a communication text<sup>32</sup>. The way people communicate through monologue text is similar to correspondence. Following the communicative approach in this content, the teacher gives the following explanation to the pupils, i.e., before assigning them to complete the exercise of creating a text: “Try to guess who will read the text you will create and why, and set a specific goal in front of you”.

Mastering the rules of composition means gaining competence from creating a sentence to creating a paper or a work. Therefore, the entire educational process means the formation of appropriate competencies in students, that is, the attitude to the content and methods of education on the basis of a competency approach.

“Communicative competences” in the “National Curriculum of the Mother Tongue” are expressed through the requirements for the types of speech activities (speaking, writing, reading, listening). “Linguistic competence” is also defined in the form of requirements for four types of speech activity, as defined in speech competences. Speaking competences reflect the requirements close to the communicative aspects of speech. In terms of linguistic competences, the requirements are expressed in the form of expressions such as “... being able to explain”, “... being able to apply”. These requirements are fulfilled in terms of understanding language units and being able to use them in speech. Both competences are connected with speech activity. But it is difficult to acquire linguistic competence without learning the components related to text structure: in

<sup>32</sup> Аминова Ф.Х. Ўқувчиларни мулоқот матни яратишга ўргатишнинг дидактик асослари: Пед.фан.номз. ... дисс.. – Тошкент, 2007. – 164 б.

such a situation, the skills of text composition can be acquired only through practical ways, through long practice.

In teaching students the structural elements of the text in the 5th class mother tongue lessons, on the one hand, this grade is based on the capabilities of the “Mother Tongue” textbook, on the other hand, it is envisaged to provide continuous education in primary grades and 5–9th classes in the work on the text structure, and thirdly, this the initial steps of mastering the text structure are taken in the class. These steps focus to a certain extent on restoring the knowledge, skills and competencies acquired in the primary grades.

Linguistic phenomena related to the composition of the text are mainly manifested by the pupils’ level of connected speech, clearly visible aspects of the textual errors they make.

In addition to issues related to the subject of the text, title, parts of the text, plan, paragraph, the following rules are included in the content of the rules for composing a text in the 5th class mother tongue classes and are explained in a sufficiently broad way:

- related to the classification of the text;
- related to the placement of poetic verses in the text;
- related to the introduction of narrations, hadiths, and proverbs, wise words in the form of excerpted sentences;
- related to ensuring consistency of sentences in parts of the text.

Among the language phenomena that are considered appropriate to study in the 6th-9th classes, the means of connecting sentences are of particular importance. They are given a lot of space in connection with the study of auxiliary words in the 7th class. For example, in the structure of the text, *the conjunction of pronouns* performs a specific task: it implements a stylistic and substantive connection between sentences. In the textbook, it is noted that the pronoun is used interchangeably with all independent word groups, sometimes with auxiliary words, word combinations, and in place of the sentence, pointing to them or expressing a question. For example in Uzbek: *Kitobni ko‘p o‘qisangiz, undan ko‘p hikmat topasiz. Istagim shuki, doimo tinchlik bo‘lsin.*

In the first sentence the pronoun *undan* used instead of noun *kitob*, in the second sentence, the pronoun *shuki* used instead of *doimo tinchlik bo‘lsin*. Pronouns do not have a specific naming meaning. Its meaning is determined by the word or sentence it replaces in the text.

When pronouns are interpreted according to their function, if they are used interchangeably in place of a word, phrase or sentence, this happens according to their stylistic requirements. But there is also an aspect of meaning in this exchange.

Third person personal pronouns replace the word or phrase in the previous sentence with the aim of avoiding redundancy. Here, the semantic connection is less evident.

In demonstrative pronouns, both stylistic requirement and semantic connection are implemented. The pronouns *u*, *bu*, *shu* refer to the subject, action, or character mentioned in the previous sentence or sentences. The pronoun *o‘sha* refers to an object, action, or character that was spoken about much earlier.

Pronouns *bunday, shunday, shuncha* allow to transfer the thought to similar objects, signs, and actions.

A demonstrative pronoun focuses on the subject of the thought mentioned in the previous sentence. For example, ... (referring to ... in the first sentence), *Bu kitob meniki* (separates the subject from others in a sentence).

There are cases where the personal pronoun ( the word *o‘z*) serves to connect two sentences. These cases occur mainly when expressed by possessive pronouns. For example, Men... O‘zim... Sen... O‘zing... Biz... O‘zimiz... Siz... O‘zingiz... But in order to strengthen the meaning of emphasis, there are cases of use such as myself, yourself.... In rare cases, it is replaced by a possessive pronoun in Uzbek: Sodiq... O‘zi nimjon,...

Determining and indivisibility pronouns, denoting a person, thing, signs separated from the group, are used to contradict each other. For example: *Har kim o‘z vazifasini bajarishi kerak. – Hech kim o‘z vazifasini bajarmay qolmasligi kerak.*

Pronouns *of hamma, barcha, bari, butun* act as a generalizing word, several sentences or several parts of a person, object, sign, actions, summarizing sentence.

In the dissertation, attention is paid to the types of texts (picture-text, narrative-text, discussion text) and their internal structure characteristics in the 8th-9th class according to the educational content.

In the 8th class, the first sentence options of the picture-text, narrative text parts are presented, and in the 9th class, the components related to the main part can be studied.

In a discussion text, a paragraph begins with the following sentence or sentences:

- 1) to put forward a problematic issue;
- 2) to mention the planned next issue (as for the issue of...);
- 3) to mention one of the articles of classification (at the first stage, from the first, the first issue, etc.);
- 4) to mention the issue under study (...while analyzing,...) and etc.

Finally, as a gradual continuation of the rules learned in 5-8 classes about text structure, new rules are developed that are not related to the topics studied in 9 class. These rules will be worked on during the academic year depending on the opportunities provided by the subjects:

- 1) consistency in the description of events in the main part of the narrative text;
- 2) consistency in the description of events in the main part of the image-text;
- 3) consistency in the description of events in the main part of the discussion-text;
- 4) the last sentence of the discussion text parts;
- 5) application of methodological rules in text composition.

A number of rules are repeated at the end of the academic year, for this purpose, questions, assignments, and exercises are completed.

The educational content based on the textual concepts learned in the 5th-9th classes mother tongue in terms of the structure of the text is based on the step-

sequence, gradualism, structure with a view to a single system, in connection with the topics of the actual textbooks as much as possible, from the needs of the formation of speech and linguistic competences. It is determined based on its origin, it is directed towards the development of learners' personality and mental abilities.

The third chapter, entitled **“Methodology for the development of knowledge, skills and competences related to the structure of the text”**, describes the content of the rules on the structure of the text in the mother tongue classes, the ways of teaching them, and the system of exercises aimed at the practical use of the rules on the structure of the text in the classes of the native language.

It is a priority to regulate the standards of the literary language of linguistics in such a way that they are equal for all and applied by all. In the “Explanatory Dictionary of the Uzbek Language” it is said that the rule is the base, the foundation, the rule, the regulation, and the following three different meanings are given:

1. A certain system representing connections and relationships between various events, an order, a law that forms the basis of actions, etc.
2. An official instruction, guide or generally accepted procedure on how to perform an action.
3. Ceremony, habit<sup>33</sup>.

The meaning of the concept of a rule in the language corresponds more to the second explanation: a rule can be understood as an instruction, a guide, as a generally accepted procedure, or as a law.

Books such as “Current Uzbek Literary Language” and “Uzbek Language Grammar” describe each language phenomenon in the form of terms, definitions, classifications, descriptions, and rules. For mother tongue education at school, they are reduced to a short form. A term, definition, description, classification does not serve as a guideline for the use of a language phenomenon in speech. Only the rule can do this.

According to methodist scientists, in order to properly organize teaching activities, the teacher should understand that the information he is passing on to the student in the lesson is only information, that is, material for future knowledge or skills. The success of the educational process is determined by the formation of students' ability to transform the received information into knowledge. In other words, a rule is the necessary knowledge about the correct use of a language unit. Only if the student is armed with this knowledge, he can speak correctly and literately, and can express his thoughts in writing.

When explaining the rules of the text structure, the teacher may not consider them as completely new language units, therefore, the term and its definition, the classification indicating its belonging to the language level, the descriptions of the language unit may be considered to have been learned on the basis of the textbook,

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<sup>33</sup> Ўзбек тилининг изоҳли луғати. Бешинчи жилд. Шукрона – Ҳ. Тузатилган 2-нашри. – Тошкент: O‘zbekiston milliy ensiklopediyasi, 2020. – 324-б.

and it is possible to extract only the rule directly related to the text unit, and this will be correct. .

Since there are some language units that are used in exceptional cases, these exceptions should be given not as a general rule, but as a note. Therefore, there are two types of rules: basic rules and reminder rules. For example:

*Note: In Uzbek va, hamda, and conjunctions do not serve to equalize and connect sentences (parts), they participate only in the formation of compound sentences and express a more cause-and-effect meaning.*

Or:

*Rule. Axir, hatto, faqat, ham, xuddi, go‘yo, go‘yoki, naq, hech, sira, nahotki, na ... na conjunctions sometimes serve to connect two independent sentences or parts of the text.*

*Note: Prepositions like -mi, -chi, -gina (-kina, -qina), -dir, -u, -yu, -da, -a are almost never used to connect sentences.*

Both of the above notes make readers aware of an exception to linguistic units: they are not sentence-to-sentence devices.

Methodical literature also pays attention to the following types of rules: rules that require learning at the memorization level, current (tactical) rules, prospective (strategic) rules, variable rules. However, the rules for text structure should mainly be in the form of current (tactical) rules, because immediately after getting acquainted with the rule, it is transferred to communicative exercises, the rule is mastered by using it in practice during the exercise.

In the text structure, there are linguistic phenomena that do not require rules. For example, it is not said how a rhetorical interrogative sentence should be included in the text. It is understood empirically, intuitively as a result of observations.

According to regularization, language phenomena can be divided into the following groups:

- 1) language phenomena that cannot be explained by the rule;
- 2) language phenomena explained using a rule;
- 3) textual language events that are sufficient for the theoretical information in the textbook, expand the rule by giving an example;
- 4) language phenomena that require additional comments except for the rule;
- 5) rules based on the meaning of a new linguistic unit.

A certain part of the rules intended to be studied in 5–9 classes is accepted in the context of scientifically describing the learners’ practical, intuitive knowledge of text composition. For example, students can use *but, because, therefore*, and a number of other connectives in speech. The rule encourages conscious awareness of these practical skills. Awareness prevents future mistakes.

It should be noted that pupils are not required to memorize the introduced rule in the lesson. When the student justifies the use of the relevant language unit with a rule in the process of analytical exercises, he remembers this rule without realizing it, and thoroughly learns them through heuristic exercises. As errors in the structured text are corrected by recalling the learned rules, the rules become practical acquired knowledge.

The process of learning the structure of the text in the native language classes represents work on the rules that are concisely structured in the form of instructions, descriptions, which can be met in different situations. These works focus on mastering the rules through practice and speaking experience.

The result of each educational step in teaching students to compose a text in native language classes is completed at the stage of formation of linguistic competences with the help of exercises. After all, although each language event has a methodical system defined by a certain educational content, all textual language units are explained by rules and strengthened by exercises, and they gain commonality and methodological similarity. How to master the knowledge presented through the rules, how to use strengthening exercises that what to put into practice, what skills should be formed regarding this system, what exercises and types of work will be used to turn skills into skills, and relevant competencies A number of questions arise.

The exercises required to study the structure of the text, to compose a text, to use connecting devices, to include proverbs, hadiths, wise sayings, and poetic verses in the text can be divided into the following types:

- 1) analytical exercises;
- 2) construction-synthesis exercises;
- 3) partially creative construction-synthesis exercises;
- 4) exercises on writing and working on mistakes;
- 5) structured text editing exercises.

These types of exercises are described in detail in the dissertation.

I. Teaching how to use a rule in the process of composing a text is effectively carried out only in the process of performing analytical exercises. The analysis takes place in the context of explaining the language phenomenon by rules. Analytical exercises activate the mental, educational and cognitive activities of pupils, and practical actions based on awareness form specific skills faster.

The process of analyzing a language phenomenon by explaining it with a rule gradually moves to a process that is not performed verbally, but takes place in the mind in a shortened form. This situation is observed when choosing one of the two tools based on the analysis, without resorting to the verbal analysis of the rule. Only in one case – when the student chooses the wrong language tool, oral discussion is not excluded by remembering the rule. The following types of exercises can be considered analytical exercises:

*Replace the missing punctuation marks according to the content of a sentence in the text.*

*Explain what the given topics are about, which aspect of them should be written (as in the example).*

II. Construction-synthesizing exercises are in the content of sentence or text composition. In this case, the concept of construction differs from the concepts of mold and model according to the meaning of structure. A text template represents a set of sentences in a certain form: the number of sentences and the size of the text are strictly limited. The concept of a text model is similar. However, since the construction implies the meaning of composition, it will not have a limit either in

terms of quantity or volume. If there are 30 pupils in a class, the texts written by these 30 pupils are almost not similar to each other. It is true that sentence construction refers to the construction of a certain sentence. But when it comes to text, a specific device is not intended. After all, the text is composed, created, brought to life by composing sentences that are not similar in form to each other.

The concept of synthesizing mainly means combining, naturally, it also includes the meanings of adding and including. Putting one of the given words to be used instead of points in the sentences in the text, connecting means, introducing one of the proverbs, wise sayings, hadiths, poetic fragments into the sentences or the text is basically the process of synthesis, the form of the sentences is partly its own represents the act of construction in changing situations.

It should also be noted that these types of exercises are not without the need to resort to analysis depending on the situation.

Below are examples of construction-synthesizing exercises.

*Write the given titles by turning them into topics in the form of statements, questions or exclamations.*

*Read the given topics and determine which one can be the main topic and which one can be the minor topic and write in the separated columns.*

III. Partially creative construction-synthesizing exercises increase students' attention to their own speech, reveal opportunities to enrich it, and increase their independence. The reason why it is called partly creative is that the reader finds factual information, connectives, proverbs, wise words, hadiths, and others added to the text by himself or from a source, and adds to the text, the sentence in the text. introduces, that is, he performs both creative activity and engages in construction-synthesizing. Based on the content of the text or sentence, it ensures the purity and effectiveness of the content.

Among such types of exercises, the following can be indicated:

*Selecting headings for given texts.*

*Fill in the given table based on the content and structure of the text.*

*Adding a poem or verse to the given text, writing a continuation of the text.*

*Choose and write a two- or four-line poem appropriate to the text.*

*Adding a hadith (proverb, wise saying) to the given text and explaining punctuation marks.*

IV. In the “Mother Tongue” textbooks, mainly exercises are given in the description of text composition and in rare cases, identifying errors in the text. In the conditions of such exercises, sometimes a specific task is reflected. For example: Writing a small essay with a dialogue on a given topic. Compose one or more parts of a text on a given topic. In addition to thinking about what to write, students are confused about how to write (composition rules) regardless of the assignment of such special tasks. Most importantly, they work on word choice like writers. But until the skill of composing text is formed, this work will be difficult.

O.O. Kharchenko writes about the process of transfer of knowledge of text composition to competence: “O.O. Kharchenko writes about the process of transfer of knowledge about text composition to competence: “Therefore, it is necessary to build speech works in such a way that the transformation of knowledge about the

text into special skills necessary for its creation is ensured, in other words, pupils should be taught to acquire textual competence. This concept was introduced into the scientific circulation by M.Y. Dimarsky, who researched the foundations of knowledge about the creation of a Russian language text<sup>34</sup>.

V. Structured text editing exercises are the least frequently performed type of exercise. According to I.A. Sotova's observations, "pupils do not feel the need to improve their texts. N. Jinkin and V. Mamushin explain this situation with the effect of a specific psychological factor: the feeling of satisfaction born with the completion of the work on expressing thoughts, which prevents the author of the text from making a critical assessment of the created text. The learner himself does not notice his mistakes"<sup>35</sup>. When teaching pupils to check each other's writing, experienced mother tongue teachers tend to take into account the following state of mind: Pupils don't notice their own mistakes, but their classmates do. They can see some mistakes. In fact, the fact that students examine each other's texts and identify their mistakes ultimately creates a feeling of critical attitude to their work. The 6th class "Mother Tongue" textbook contains assignments in this content:

*Exchange the biography you wrote with your partner. Study the text and work together on your mistakes.*

*Identify mistakes in the text of the biography and correct them and copy the text.*

*Homework. Write a biography of a family member based on what you have learned. Please help us identify any errors and fix them. Tell your teacher about it orally.*

The embodied exercise, which is required to identify and interpret the means of interconnection of sentences in the text, is organized in the description of seeing, distinguishing, and interpreting the meaning of the means of interconnection of sentences in the text. For this purpose, the text is selected.

Certain requirements are followed when selecting a text for analysis. G.N. Vladimirskaia points out the descriptive criterion: "...in the inclusion of such information, the main role is played not by the breadth of coverage of the fields, where the texts are taken from, but also by the emotionality, originality, comprehensibility and interest of the texts themselves"<sup>36</sup>.

The importance of a comprehensive analysis of the consistency of the disclosure of the sub-topic is very important, because the main features of the text structure are revealed in the paragraph. Here is the essence of the first sentence, the main idea is expressed in it, the subsequent sentences are related to this sentence through various logical-content and grammatical meanings, reveal the idea in a certain consistency, for this purpose, various evidences (proverb, wise saying, hadith, poetic verses, quotation, some numerical data, etc.) should be given, the most conclusion should be drawn from what was said. "Choosing a title for a text created by oneself is a very important task for students of 5-9 classes. This

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<sup>34</sup> Харченко О.О. Через постижение «тайн языка» – к текстовой компетенции. Нач школа. 2007. №5. – С. 37.

<sup>35</sup> Сотова И.А. Мотивация самоконтроля над качеством письменного текста / Русский язык в школе. – 2007. № 4. – С. 8–14.

<sup>36</sup> Владимирская Г.Повышают ли культуру школьника современные учеб.русс. языка // РЯШ7-2007. – С. 40.

strengthens their confidence in their speech-intellectual abilities. Through these tasks, the student will be able to edit the text from a critical point of view, evaluate his or her classmate's speaking ability, and choose a title based on the content of the text. The student reads the text he/she has created several times in order to name it. Searches for and selects a word or phrase that matches the content of the text. It depends on the skill of the pedagogue that the competence of choosing words is strengthened in the pupil's mind and brought to the level of speech competence. The title chosen by the student allows the teacher to draw a correct conclusion about his word choice skills, methodological literacy, and the level of speaking<sup>37</sup>.

Also, in this chapter, "I am an editor", "Image and text", "Describe a drawing", "Find the extraneous part", "Connect the sentences correctly" for teaching the structure of the text in the section of 5-9th classes. Innovative methods such as "Enrich the text", "Choose a title", "Replace with a pronoun", "Compare – contrast", "Silent conversation", "Edit and analyze", "From part to whole" have been developed.

The interactive method has a good effect in the process of working in more groups: passion for the success of the group leads to activity in the content of teaching each other so that all the members of the group can prepare in the same way, it leads to important mental and physiological states such as joint decision-making and joint response.

"Let's choose a title", "Title or topic", "Subject or title?". Through this method, the readers are informed about the *title and the topic*. It explains how to choose a title suitable for the content of the text and how to write this title. First, students are given tasks to determine what the text is about and its content. By drawing conclusions from the content of the text, it is taught to choose a title that introduces the text and reveals its idea, to distinguish between the title and the topic. Then, skills such as forming the selected title: writing in the center of the notebook, forming a picture or question in the content, and using punctuation according to the content are formed.

*Assignment.* Identify appropriate headings for sections of text. Note, 2 are too many. What sentences helped you choose titles for your text pieces? Identify them and write them down.

*Example:* A – "Unforgettable incident" - the day when the child was reprimanded by his mother because the inkwell in his pocket was overturned and his clothes were stained.

	Rioter is excellent
A	Literacy: yesterday and today
B	An unforgettable event
D	My personality
E	Kupkari
	My hobby

<sup>37</sup> Ziyadova T. O'quvchilarda matn yaratish kompetensiyasini shakllantirishning innovatsion texnologiyalari. – T.: Fan va texnologiya, 2019. 99-b.

The task presented above is aimed at choosing a suitable title for the text parts. In this, the text is presented to the students and the text is divided into parts using paragraphs. Students should choose the appropriate headings based on their conclusions from each part.

In the 5th-9th mother tongue classes, the development of pupils' connected speech is carried out in the context of text structure study and text composition exercises. Exercises that require writing are performed with creative activity, and on the basis of these exercises, students gain the experience of expressing their thoughts coherently, clearly, effectively, making sentences, connecting them, and elementary creativity.

The pupil's creative process related to writing a text takes place in the form of mental, aesthetic, communicative activity, such as thinking, expressing the scenes that appear in his imagination with remembered words in different ways, reflecting his feelings and his point of view in this process. It is desirable that the most difficult aspects of the process of text creation, in addition to the consistent development of ideas, should be the ability to quickly and correctly remember the necessary word, to eliminate the interruptions caused by finding words in the construction of sentences through exercises, to make sentences correctly, and to ensure coherence.

Allowing students to use the orthography and other dictionaries (synonymous dictionary, explanatory dictionary, etc.) in order for pupils to be engaged in creative work, questions about how words are written, the correct choice of words in terms of meaning, and the correct placement of punctuation marks. It is desirable to create an opportunity so that the upcoming reflective stops do not last long.

In general, it is appropriate to look at the exercises and tasks that require the creation of a text in the mother tongue classes as a means of encouraging students to creativity, and to direct all educational activities to this.

The fourth chapter, entitled "**Effectiveness of teaching text structure in mother tongue classes**", describes experimental-test materials designed for several classes, issues of organizing experimental-test lessons, and control parameters.

At the first stage of the research, emphatic experimental work was carried out: it was studied how pupils performed text composition exercises, a survey was conducted among teachers and appropriate methodological conclusions were drawn (see paragraph 1.1 of the dissertation about this).

In the second research phase of the research, the rules on the structure of the text, tasks aimed at strengthening them, types of exercises were developed, and at the same time, some experimental lessons were organized (information about this is provided in chapters II and III of the dissertation).

Special materials were prepared for the final (third) stage of the research. The materials consisted of a system of rules and exercises on the structural components of the text.

Below are the parameters provided by the experiment-test aimed at determining the knowledge and skills of students regarding text composition in the section of classes:

5th class:

1. 1. Determining the topic of the text.
2. Write the subject of the text after the word “Subject”.
2. Write a two-part plan.
3. Choose an epigraph and write it in its place.
4. 1. Copy the text divided into paragraphs.
2. Identify and replace the “missing” sentence of the text.

6th class:

1. Connect the given pair of sentences using one of the pronouns.
2. 1. Determining the type of text based on the beginning.
2. Briefly explain your answer.
3. Restoring the coherence of sentences, numbering them in sequence.

7th class:

Match the given pairs of sentences with one of the pronouns and conjunctions.

8th class:

1. 1. Identify the mistakes made in sentences after adjective clauses.
2. Identifying sentences that can be continued.
2. 1. Identifying the wrongly used preposition in sentences.
2. Write a suitable introduction.
3. Identify the error in the first sentence of the image text and write the first sentence of this text.
4. Identify the error in the first sentence of the narrative text and write the first sentence of this text.
5. Text editing.
6. Identify the repeated word in the sentences and write the appropriate word instead.

9th class:

1. Identify those that cannot be divided into simple sentences from among the given compound sentences, put the sign “-” in” parentheses.
2. Underline the given pair of sentences by choosing the appropriate one from the connectives in parentheses.
3. 1. Determine the ones that can be divided into simple sentences and put the sign “+” in the parenthesis.
2. Write down the meaning of the conjunction in the space separated by a straight line.

In the course of the experiment, training aids, heuristic exercises, theoretical and practical materials were prepared and presented to students to eliminate the shortcomings identified above, to teach students the structure of the text based on the chain teaching approach from simple to complex.

Experimental work was organized in several regions (Namangan region, Tashkent and Nukus cities). School 21 in Chust district of Namangan region

(teacher I. Normuhamedova, O. Soatova, R. Nabiyeva), school 149 in Yashnabad district of Tashkent city (teacher D. Tursunova, N. Sherkulova, F. Baratova), Karakalpak 3rd school in Nukus, Republic of Karakalpakstan (teacher G. Masharipova, F. Ruzimbetova, Sh. Delekeyeva).

Table 1

**Indicators of the level of effectiveness of teaching text structure in mother tongue classes of general secondary schools by region**

Places	Before the experiment					After the experiment				
	5 <sup>th</sup> class	6 <sup>th</sup> class	7 <sup>th</sup> class	8 <sup>th</sup> class	9 <sup>th</sup> class	5 <sup>th</sup> class	6 <sup>th</sup> class	7 <sup>th</sup> class	8 <sup>th</sup> class	9 <sup>th</sup> class
Namangan	138	120	27	216	96	150	120	26	261	104
Nukus	150	120	23	207	108	132	145	19	207	96
Tashkent	180	150	35	270	96	210	155	32	279	120
Total:	<b>468</b>	<b>390</b>	<b>85</b>	<b>693</b>	<b>300</b>	<b>492</b>	<b>420</b>	<b>77</b>	<b>747</b>	<b>320</b>
Overall:	<b>1936</b>					<b>2056</b>				

Table 2

**Total indicators of the level of effectiveness of teaching text structure in mother tongue classes of general secondary schools**

The timing of the control work: from the experiment	The total number of pupils who completed the task type	Done right	With mistake related to the text
Before the experiment	1936	697	1239
After the experiment	2056	1217	839

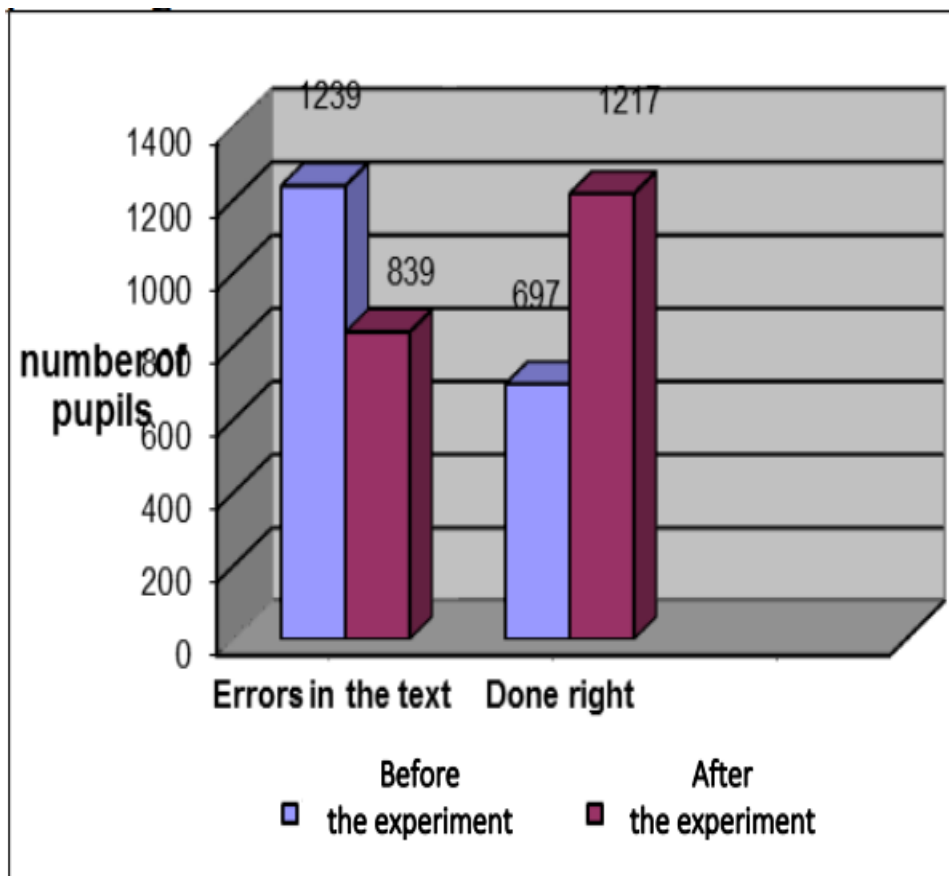
Before and after the experiment, written control tasks in the content of text composition were organized as control tasks. The mistakes made by the pupils regarding the components of the text structure were taken into account.

According to the results of the experiment conducted to determine the level of effectiveness of teaching text structure in the mother tongue classes of general secondary schools, the average learning of pupils after the experiment and before the experiment using the Student's mathematical-statistical method was analyzed. A total of 3,992 pupils took part in the experiment, including 1,936 before the experiment and 2,056 after the experiment.

The brief essence of the problem is as follows: Let two prime sets be given. One is the mean scores of the pupils' knowledge after the experiment, and the other is the mean scores of the pupils' knowledge before the experiment. The scores are assumed to have a normal distribution. Such an assumption is reasonable, because the conditions of approximation to the normal distribution are simple and they are fulfilled.

Based on the above tables, we choose the  $H_1$  hypothesis, which shows the efficiency of the pupils' learning before and after the experiment, and the  $H_0$  hypothesis, which is contrary to it.

The chart corresponding to these selections looks like this:



Picture 1

Based on the obtained results, a mathematical statistical analysis was performed, and the mean square deviation, sample variance, variation indicators, Student's selection criterion, degrees of freedom and reliable deviations based on the Student's criterion were found from the results found for the state at the end of the experiment. These are reflected in the table below:

$\bar{X}$	$\bar{Y}$	$S_x^2$	$S_y^2$	$C_x$	$C_y$	$T_{x,y}$	$K$	$\Delta_x$	$\Delta_y$
1,59	1,36	0,2419	0,2304	1	1	14,38	4056,3	0,02	0,02

So, at the end of the experiment, the average absorption after the experiment increased by 11.5% compared to before the experiment.

Based on the above results, the quality indicators of experimental works were calculated as follows.

Known as to  $\bar{X}=1,59$ ;  $\bar{Y}=1,36$ ;  $\Delta_x = 0,02$ ;  $\Delta_y = 0,02$  .

Here are some quality indicators:

$$K_{yc\delta} = \frac{(\bar{X}-\Delta_x)}{(\bar{Y}+\Delta_y)} = \frac{1,59-0,02}{1,36+0,02} = \frac{1,57}{1,38} = 1,14 > 1;$$

$$K_{\delta\delta\delta} = (\bar{X}-\Delta_x) - (\bar{Y}-\Delta_y) = (1,59-0,02) - (1,36-0,02) = 1,57 - 1,34 = 0,23 > 0.$$

From the obtained results, it can be seen that the criterion for evaluating the effectiveness of teaching is greater than one, and the criterion for evaluating the

level of knowledge is greater than zero. It is known that the post-experimental acquisition is higher than the pre-experimental acquisition.

So, it was found out from the statistical analysis that the experimental work carried out to determine the level of effectiveness of teaching the structure of the text in the classes of the mother tongue in general secondary schools is effective.

## CONCLUSION

1. According to the linguistic principles determined on the basis of the analysis of linguistics and some methodical literature, a complex syntactic unit that preserves its independence and completeness in terms of syntactic structure within the framework of a sub-topic when separated from a text of any size, is defined as an educational unit, the paragraph is its name, formative, impact-increasing component should be considered.

2. A complex syntactic unit refers to a small topic that is part of the text, paragraph, introduction, main part, conclusion, first sentence of the text, methods of logical and meaningful connection of sentences, means of connecting sentences: pronoun connection, conjunction connection, auxiliary, loading, linking with modal words, using proverbs, wise sayings, hadiths, quotations, poetic verses as an educational unit serves to ensure the effectiveness of text structure teaching.

3. According to the analyzes of state education standards and curricula, “Mother Tongue” is a complex syntactic unit in the state education standard approved in 1999, and the requirements for its internal structure are reflected in the unified state education standard (2010) and the state education standard (2017). It turned out that most of the requirements for the internal structure of the text were omitted, the understanding of complex syntactic unit was not given, and the standard requirements for complex syntactic unit (since 1999) were not reflected in the mother tongue curriculum.

4. In the process of teaching text structure to pupils of 5th-9th classes, some theoretical information that gives an understanding of the structure of the text in connection with the materials of the “Mother Tongue” textbooks; aspects of theoretical knowledge that can be explained by example, connected with the structure of the text, and reinforced with the help of additional exercises; exercises and tasks requiring text creation in class or at home; exercises related to a text structure component; the use of written work and its analysis lessons is effective.

5. For mother tongue teachers, it is not clear what is being checked by the text composition exercises, which mainly focus on orthography and punctuation errors; it became clear from the survey that they pay attention to the size of the text (the level of coverage of the topic). Teachers should understand that the study of text linguistics is an integral part of professional competence, they should be able to check written works related to the rules of text structure, exercises and tasks aimed at strengthening these rules from the point of view of text errors, according to the students who made text errors during the analysis process. It is necessary to be able to give explanations, to form in them both communicative and linguistic ability related to the text.

6. Differentiative, functional-semantic, modular education, pragmatic, linguistic, integrative approaches in the process of developing and teaching knowledge (educational content) about teaching text composition; in the development of a system of exercises for preliminary strengthening of knowledge, skills formation (based on the practical application of the rule, an approach aimed at developing critical thinking, etc.; in defining the types of exercises and work that serve to create, and improve the text (communicative; communicative-active, it was found appropriate to classify it from three points of view in the form of creative, competence approaches.

7. In 5th-9th mother tongue classes, the educational content based on the textual concepts learned in the classrooms regarding the structure of the text should be developed with a view to a step-by-step sequence, gradualism, and a holistic system and, it should be determined based on the needs of formation of linguistic competences and should be directed towards the development of personality and mental abilities of pupils.

8. When explaining the rules of the text structure, the teacher should not consider them as completely new language units, therefore, it is advisable to consider the term and its definition, the classification indicating belonging to the language level, the descriptions of the language unit as learned on the basis of the textbook, and to isolate only the rule directly related to the text unit. However, since there are rules that are used in exceptional cases among language units, they should be given not as a basic rule, but as a note. It is appropriate to group language phenomena in the form of rules that are not explained by a rule, that are explained with the help of a rule, that have sufficient theoretical information in the textbook, that expand the rule by giving an example, language phenomena that require additional comments other than the rule, and rules that are given based on the meaning of a new language unit.

9. Text structure rules are communicated to pupils through theoretical information in textbooks, study guides, or grammar tables. To summarize and activate learned textual rules, the use of tables organized by groups and pictures described in the Cluster type, and the activation of pupils while working on them, should be considered an effective way of working. Teaching the rules using drawings (pictures) and tables, which are grouped together to focus pupils' attention, serves to increase the effectiveness of education.

10. Analytical (analytical), construction-synthesis, partially creative construction-synthesis, text construction and work on mistakes, which require the introduction of proverbs, hadiths, wise sayings, poetic verses, to apply the rules of text structure in the lessons of the mother tongue, the use of exercises such as editing structured text serves to form text processing skills in pupils.

11. For 5th-9th classes, based on the knowledge, skills and competencies of text structure "I am an editor", "Image and text", "Describe a drawing", "Find a foreign part", "Connect sentences correctly", it has been proven through experimental work that innovative methods such as "enrich the text", "choose a title", "replace with a pronoun" serve to develop the ability of pupils to compose a text and work on mistakes.

12. The pupil's creative process related to writing a text takes place in the form of mental, aesthetic, communicative activity, such as thinking, expressing the scenes that appear in his imagination with remembered words in different ways, reflecting his feelings and his point of view in this process. Taking into account that the most difficult aspect of the process of text composition consists of, in addition to the consistent development of ideas, the ability to quickly and correctly recall the necessary word, avoid the interruptions caused by finding words when composing a sentence, correctly form sentences and ensure connection, and others and it is appropriate to focus on eliminating these difficulties, it is advisable to use 4C: Critical, Creative thinking, Communicative and Collaborative approach when developing exercises and tasks related to text structure.

Based on the research results, the following recommendations were developed:

- taking into account the future qualification requirements for the subject of the mother tongue and the systematic provision of knowledge, skills, and competencies related to text composition in the curriculum;

- conducting scientific research on teaching text structure in 10th-11th classes;

- conducting scientific research on the structure of discussion-text, image-text, narrative (message)-text;

- development of instructional manuals for teaching the structure of the text across classes;

- creating a text for schoolchildren, developing an "Exercise Book" on text composition;

- creation of multimedia applications aimed at teaching text fragments, text conjunctions and connectives;

- creating a platform consisting of a collection of texts in different styles based on the pupil's pedagogical-psychological and theoretical-practical preparation;

- development of evaluation criteria for texts composed in cross-section of classes;

- organization of clubs such as "Muharrir", "Musahhah" during extracurricular activities in mother tongue education.

**РАЗОВЫЙ НАУЧНЫЙ СОВЕТ DSC.03/30.12.2019.FIL.19. 01 ПО  
ПРИСУЖДЕНИЮ УЧЕНЫХ СТЕПЕНЕЙ ПРИ ТАШКЕНТСКОМ  
ГОСУДАРСТВЕННОМ УНИВЕРСИТЕТЕ УЗБЕКСКОГО ЯЗЫКА И  
ЛИТЕРАТУРЫ ИМЕНИ АЛИШЕРА НАВОИ**

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**ТАШКЕНТСКИЙ ГОСУДАРСТВЕННЫЙ УНИВЕРСИТЕТ  
УЗБЕКСКОГО ЯЗЫКА И ЛИТЕРАТУРЫ ИМЕНИ АЛИШЕРА НАВОИ**

**МАВЛОНОВА КЛАРАХОН МАХМУТОВНА**

**МЕТОДИКА ОБУЧЕНИЯ СТРУКТУРЕ ТЕКСТА НА УРОКАХ  
РОДНОГО ЯЗЫКА**

**13.00.02 – Методика и теория обучения и воспитания  
(узбекский язык)**

**АВТОРЕФЕРАТ  
диссертации доктора педагогических наук (DSc)**

**Ташкент – 2023**

**Тема диссертации доктора наук (DSc) зарегистрирована в Высшей аттестационной комиссии при Министерстве высшего образования, науки и инноваций Республики Узбекистан за № B2023.2.DSc/Ped246.**

Диссертация выполнена в Ташкентском государственном университете узбекского языка и литературы имени Алишера Навои.

Автореферат диссертации доступен на трех языках (на узбекском, английском и русском (резюме)), размещен на веб-странице Научного совета ([www.vocedu.uz](http://www.vocedu.uz)) и на Информационно-образовательном портале Ziyonet ([www.ziyonet.uz](http://www.ziyonet.uz))

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**Бухарский государственный**

**педагогический университет**

Защита докторской диссертации (DSc) 03/30.12. 2019.Fil.19.01 состоится на разовом научном заседании Ташкентского государственного университета узбекского языка и литературы имени Алишера Навои « \_\_\_\_ » \_\_\_\_\_ 2023 года.

(Адрес: 100100, г. Ташкент, ул. Юсуфа Хос Ходжиба, дом 103. Тел.: (0371) 281-45-11; факс: (0371) 281-45-11; e-mail: [interdep@navoiy-uni.uz](mailto:interdep@navoiy-uni.uz).)

С диссертацией можно ознакомиться в информационно-ресурсном центре Ташкентского государственного университета узбекского языка и литературы имени Алишера Навои (зарегистрирована под номером \_\_\_\_). (Адрес: 100100, г. Ташкент, ул. Юсуфа Хос Ходжиба, Дом 103. Тел.: (0371) 281-45-11.)

Автореферат докторской диссертации разослан: « \_\_\_\_ » \_\_\_\_\_ 2023 года

(Объявление \_\_\_\_\_ цифрового реестра в « \_\_\_\_ » \_\_\_\_\_ 2023 года

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## **ВВЕДЕНИЕ (аннотация диссертации доктора наук (DSc))**

**Цель исследования** – совершенствование методики обучения учащихся общеобразовательных школ организационно-технической и содержательно-логической структуре текста на уроках родного языка.

**Объектом исследования** является процесс обучения структуре текста на уроках родного языка в 5–9 классах. В экспериментальной работе приняли участие 3992 учащихся школ города Ташкента, Наманганской области и города Нукуса.

### **Научная новизна исследования:**

с точки зрения специфических особенностей построения текста совершенствованы основные подходы и принципы, связанные с методикой создания текста: процесс обучения организован на основе дифференцированного, функционально-семантического, модульного, прагматического, интегративного подхода; применение при закреплении знаний, формировании навыков и подходов, направленных на развитие критического мышления; принципы создания текста улучшены путем направления развития системы упражнений на основе коммуникативного, творческого и компетентностного подхода;

совершенствована методика формирования текстовой компетенции у учащихся на основе дифференцирования компонентов теоретических сведений: определение, пояснение, классификация, правило; выделения правил, обеспечивающих с точки зрения их тактической, стратегической и вариативной необходимости, когнитивно-прагматической направленности для осознания структуры текста на уроках родного языка;

на основе подхода 4К (критического, креативного мышления, коммуникация, коллаборации) разработан процесс обучения в рамках компонентов структуры текста для 5–9 классов и упражнения по конструированию-синтезированию, адаптивные, неадаптивные, эвристические и алгоритмические упражнения, применяемые в этом процессе;

содержание учебников по родному языку для 6–7 классов обогащено дидактическими материалами, свойственными функционально-семантическим типам текста: повествование, описание, рассуждение; совершенствована методика обучения построению текста по спиральной форме на основе таких инноваций, как «От части к целому», «Я редактор», «Изображение и текст», «О характеризуй форму», «Сравни, различи», «Редактирование и анализ»;

на основе принципа единства теории и практики обучения определены с точки зрения обучения родному языку такие лингвистические основы, как наименование части текста сложным синтаксическим целым, абзацем или частью текста; соединение предложений частей текста: связь с помощью местоимений, союзов, предлогов, частиц и модальных слов.

**Внедрение результатов исследования.** На основе полученных научных результатов по методике обучения структуре текста на уроках родного языка: при разработке Национальной учебной программы по предмету «Родной язык», подготовленной совместно с ЮНИСЕФ, использованы основные подходы и принципы, связанные с методикой создания текста, содержание тем, основанных на знаниях, умениях и навыках по структуре текста для 5–9 классов в рамках компонентов, связанных со структурой текста, внедрены практические упражнения; создание текста и работа над ошибками; упражнения по редактированию созданного текста и инновационные виды работ (справка № 01/11-01/6-168 Республиканского образовательного центра при Министерстве дошкольного и школьного образования от 23 марта 2023 г.) В результате совершенствована та часть Национальной учебной программы, подготовленной для общего среднего образования, где изложены требования к учащимся по лингвистической и письменной речевой компетенций;

на основе теоретических правил по структуризации текста, упражнений и заданий, рекомендаций по видам работ использованы в создании учебников «Родной язык» для 6 класса; «Родной язык» для 7-класса, в частности, при совершенствовании учебных заданий по работе с текстом, созданию и редактированию текста (справка № 01/11-01/6-172 Республиканского образовательного центра при Министерстве дошкольного и школьного образования от 23 марта 2023 г.). Это послужило обогащению содержания учебников по родному языку в плане подачи знаний, связанных с составлением текста, формирования умений и навыков, повышения умений учащихся создавать текст, а также развития речевых и языковых компетенций;

результаты исследования по формированию речевой и лингвистической компетентности путем работы с текстом: лингвистические основы структуры текста для уроков родного языка; содержание тем, основанных на знаниях, умениях и навыках по структуре текста для 5–9 классов в рамках компонентов, связанных со структурой текста, эвристические упражнения и виды инновационных работ, а также методическое пособие, подготовленное для пятиклассников использованы в фундаментальном проекте № 2016-0908165532 «FZ – 2016-0908165532» – «Новый алфавит и орфография каракалпакского языка» по методике развития родного языка и литературы, осуществленного в соответствии с правилами в 2017–2020 годах в Каракалпакстанском филиале НИИ педагогических наук Узбекистана. (справка № 177 Каракалпакского филиала НИИ педагогических наук Узбекистана от 5 апреля 2023 года). В результате совершенствована методика работы над текстом на уроках родного языка с помощью заданий, требующих применения на практике правил построения текста, использования связующих средств при составлении текста, введения в текст пословиц, хадисов, афоризмов, стихотворных строк;

инновационные методы, связанные со структурой текста, учебные задания по созданию и редактированию текста использованы при создании

учебника «Родной язык» (часть I) для 7 класса; учебника «Родной язык» (часть II) для 7 класса творческих школ при Агентстве специализированных образовательных учреждений (справка № 01-11-1523 Агентства специализированных образовательных учреждений от 8 сентября 2023 г. ). В результате содержание учебников по родному языку обогатилось рубрикой «Создаём», «Редактирование и исследования»; теоретической информацией и учебными заданиями, связанными с составлением иллюстративного текста, структурой сочинения, заголовком текста, фрагментами текста, текстом, послужили развитию у учащихся навыков создания текста и работы над ошибками.

**Структура и объем диссертации.** Диссертация состоит из введения, четырех глав, заключения, списка использованной литературы и приложений. Общий объем работы составил 243 страницы.

**E'LON QILINGAN ISHLAR RO'YXATI**  
**СПИСОК ОПУБЛИКОВАННЫХ РАБОТ**  
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**(I bo'lim; I часть; I part)**

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