



EUROPEAN SCHOLAR JOURNAL

**AN OPEN ACCESS, PEER REVIEWED
MULTIDISCIPLINARY JOURNAL**

<https://scholarzest.com/index.php/esj>

ISSN (E): 2660-5562

**Editor In- Chief
Dr. Lucia Santana Sardinia**

**Volume 1, Issue 3
November, 2020**

scholarzest.com

Calle Nelly, 4, 35240 Carrizal de Ingenio, Las Palmas, Spain



CONTENT OF DEVELOPING STUDENTS SKILLS ON TEXT STRUCTURE

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Article history:	Abstract:
Received: 21 th March 2021 Accepted: 6 th April 2021 Published: 18 th April 2021	The article discusses the need to develop students' writing skills in the 5th grade mother tongue classes of general secondary schools and the content of education.
Keywords: Text, text structure, rule, subject, title, plan, paragraph, word of wisdom, hadith, proverb, narration, poem, quotation.	

INTRODUCTION

In school education, in fact in the subject of mother tongue, word, word forms, methodical work on speech is focused on the development of pre-connected speech, the development of speaking skills. However, in order to make mother tongue teaching more effective today, it is advisable to teach students the basics of text syntax from the 5th grade onwards in order to ensure that students can develop oral competence. Only this knowledge can give a broad and deep understanding of the nature of related speech. Only then the content of education will have a clear algorithm, which will have both theoretical and practical significance, both as a learning outcome and as an object and subject of teaching.

Exploring the types of sentences, the interrelationships of sentences at the level of text creation, and at the same time acquiring knowledge and skills in the structure of the text can create a solid foundation for students to master the native language. After all, linguistic phenomena act mainly through connected speech and show their real communicative nature. In other words, as long as these materials and the rules associated with them are not studied through the structure of the text, the acquired knowledge and skills will remain at the level of the formation of more linguistic competence. In order to avoid this, it is necessary to include textual topics in the curriculum.

MAIN PART

The syntax of the text (linguistics) is widely covered in the linguistic literature¹. They describe the structure of the text and its components in some details.

These sources serve as a sufficient linguistic basis for solving methodological problems. It should be noted that in recent years, some literature on the study of text syntax (linguistics) has appeared in schools². The fact that the Russian language textbooks for grades 5–9 teach the components of text structure can be a rich source of experience for native language classes in Uzbek-language schools. Students in grades 5–9 also have the opportunity to build on the knowledge, skills, and competencies that they can develop in elementary school.

Among the key issues in related speech development techniques are what, how much, when, and how to teach, in fact defining and planning the content of education, enriching the content of mother tongue teaching, and adapting it to a new direction - these are the most vital concepts and play an important role in education. It is one thing to use related speech as a slogan, it is quite another to include specific topics in the curriculum, to provide

¹ Валгина Н.С. Теория текста. Москва, Логос. 2003. – 191 с.; Фридман Л.Г. Грамматические проблемы лингвистики текста. – Изд-во Ростовского университета, 1984. 133 с.; Kurbonova M. Matn tilshunosligi. – Tashkent. Universitet, 2014. – 114 b.; Mukhamedova S., Saparniyozova M. Matn lingvistikasi. – Tashkent, 2011.; Йўлдошев М. Бадиий матн лингвопоэтикаси. – Ташкент: Фан, 2008. – 160 бет.

² 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. – 38 с.; Садыхова С. Композиционно-смысловая структура синтаксического целого: Методическое пособие. – Баку: Нурлан, 2010. – 56 с.; Yo'ldoshev R., Rixsiyeva M. Insholardagi matniy xatolar, ularni tuzatish metodikasi. – Toshkent: Fan va texnologiyalar, 2019. – 157 bet.

relevant knowledge about the structure of the text, and to do exercises. In short, it is necessary to work on the development of speech, which is related only to the content of education at the level of text creation.

Undoubtedly, the following criteria are used to determine the content of text education:

- 1) to consider the latest achievements of linguistics;
- 2) take into account the topics studied from the primary school on the basis of existing textbooks "Mother tongue";
- 3) to figure out the recommendations in the methodological literature, in particular, the typographical errors in students' speech and their classification.

Today, in some methodological literature, information about the structure of the text and the types of text errors are partially covered³. The textbook "Insholardagi matniy xatolar, ularni tuzatish metodikasi" has a special place in this regard. In this handbook, Methodist scholars R.A.Yuldashev and M.M.Rixsiyeva have identified, classified, and interpreted textual errors in the creative writing of high school students, and made some suggestions for defining the content of knowledge that must be learned in the essay writing process, and also described the methodology of the work to be carried out in general. For the first time, the textbook provides a unique classification of teaching methods in the mother tongue in Uzbek-language schools. For example, text errors made by students are divided into four groups:

- 1) organizational and technical text errors in essays;
- 2) semantic-logical text errors;
- 3) textual errors in the lexical and grammatical connection of sentences (including punctuation);
- 4) textual errors in parts of the text related to its type-specific compositional structure⁴.

Examination of students' essays has shown that they are sometimes unable to place the title or the epigraph, on the page. They include poems, wise sayings, hadiths, proverbs, and quotations in accordance with the content of the text, but they make mistakes by not placing punctuation correctly. These shortcomings were rightly called organizational and technical errors because they were not related to the content of the text and did not interfere with the reading of the essay.

The authors included the following types of errors in organizational and technical errors:

- 1) not to write the text, its relevant parts from the paragraph;
- 2) not making a plan (making a mistake in the plan, not following the plan in the essay);
- 3) inability to choose an epigraph for an essay;
- 4) inability to include hadiths, proverbs and sayings in the text of the essay;
- 5) inability to quote the essay correctly;
- 6) inability to place poetic passages correctly in an essay⁵.

Since the topics of the semantic structure of the essay can be studied mainly in grades 6-9, it is advisable to start the work in the 5th grade, as it is possible to correct organizational and technical mistakes made by students.

setting the boundaries of sentences in the text;

an understanding of the main (major) and minor topics of the text;

text title;

parts of the text separated by small themes;

plan the text (essay);

paragraphs;

add classification to the text;

placement of poetic verses in the text;

to include in the text narrations, hadiths, proverbs and sayings, wise sayings *in the form of quotations*;

ensuring consistency of sentences in parts of the text.

Defining the boundaries of sentences is one of the organizational and technical errors. This is due to the fact that organizational and technical errors are often associated with the external formation of the text, directly determining its semantic aspect and not affecting it. For example, let's compare the following two texts:

Recommendations for excellence

Know your purpose, set a big goal to study well, why do you come to school, why do you study, who do you want to be in the future? Take advices from your parents and your teacher given the fact that one can't achieve anything without particular aims. Never shy to

Recommendations for excellence

Know your purpose, set a big goal to study well, why do you come to school, why do you study, who do you want to be in the future? Take advices from your parents and your teacher given the fact that one can't achieve anything without particular aims. Never shy to ask questions because there is a wise

³ Львов М. Р. 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. – С. 327–335. (464 с); Yuldashev R., Rikhsiyeva M. Insholardagi matniy xatolar, ularni tuzatish metodikasi. – Tashkent: Fan va texnologiyalar, 2019. – page 157 .

⁴ Yuldashev R., Rikhsiyeva M. Insholardagi matniy xatolar, ularni tuzatish metodikasi. – Tashkent: Fan va texnologiyalar, 2019. – page 34.

⁵ Yuldashev R., Rixsiyeva M. Name manual, page 34.

ask questions because there is a wise saying like a scholar who learns by asking what he does not know, is a tyrant to himself who does not ask.

Despite the organizational and technical errors, the boundaries of the sentences are not defined, the end of the sentences is not punctuated, the new sentences do not start with a capital letter. The difference is felt in the absence of signs indicating communicativeness, in the difficulty of smooth flow. So, according to the requirement of today's unique written speech, the boundaries of the sentences must be indicated in the text.

Apparently, the first topic aimed at eliminating organizational and technical errors is related to the delimitation of sentences, which is to a lesser extent related to the topics studied in native language classes: only some of the required exercises are recommended. It is a good idea to set aside some time at the beginning of the course, especially in the 5th grade, to focus students' attention.

Giving an idea of the main (major) and minor topics of the text is included in the organizational and technical knowledge of the formation of parts of the text that are distinguished by sub-topics. While this is conditional and serves to pre-plan the internal content structure of the text, what it is about, it externally forms the text into parts and serves as a key indicator for the correct use of paragraphs.

Indicating the topic of the text or expressing the topic in the form of a title, planning the text (essay) gives a meaningful direction to the text to be created, but plays an organizational and technical role in the design of the written work.

The inclusion of classifications, theses, narrations, hadiths, proverbs, and sayings in the text in the form of quotations, in which the placement of poetic verses is related to the content, raises problems related to the difficulty of solving more organizational and technical issues. Therefore, this aspect of text formation is a priority among the knowledge imparted to students.

CONCLUSION

The occurrence of organizational and technical errors is reflected not only in the content of the creative work, but also in compliance with the requirements of the design. After all, starting with a paragraph, applying paragraphs to parts of the text, showing the topic, expressing the plan, presenting the topic as a title, and many other issues arise as a result of compliance with organizational and technical requirements.

The reader enters into the text verses, hadiths, narrations, proverbs and wise sayings, but makes mistakes in the text due to ignorance of the requirements for their formalization, and the correction of these errors with the help of organizational and technical means, requires strengthening work through exercise.

In conclusion, the goal of consistently shaping students' textual skills can be achieved by defining the content of education within the framework of the above-mentioned topics and developing methodological recommendations.

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FOR PUBLICATION OF PAPER ENTITLED:
CONTENT OF DEVELOPING STUDENTS SKILLS ON TEXT STRUCTURE
In volume 2, Issue 4 of European Scholar Journal (ESJ)
April 2021

IMPACT
FACTOR:
7.235

ISSN (E):
2660-5562



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