



**APPROACH AND PRINCIPLES RELATED TO TEACHING TEXT
STRUCTURE IN MOTHER TONGUE CLASSES**

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ABSTRACT	KEYWORDS
<p>The article describes the methods and principles of teaching students to compose texts, and the methodology of teaching students to work on them and apply them in practice, were mentioned in the primary class mother tongue classes. This article focuses on the pedagogical approach and guiding principles associated with teaching text structure within mother tongue classes. Investigating how educators navigate the complexities of imparting textual comprehension and organization skills. This study provides a comprehensive exploration of the approach and principles related to teaching text structure in mother tongue classes. By drawing on metacognitive strategies, interactive methodologies, genre-based principles, cultural and linguistic considerations, and technology integration, the study contributes to a nuanced understanding of effective pedagogical practices for cultivating text comprehension skills within mother tongue education settings.</p>	<p>Text, text structure, methods and principles, reading, knowledge, interactive, methodologies.</p>

Introduction

The following scientists in defining the approach and principles to be followed in teaching students to compose a text: K. Kasimova, Q. Abdullaeva, T. Gafforova, Sh. Yusupova, Sh. Nurullieva, A. Hamroev, M. Rikhsieva, N. Bekniyazova, D. Boboeva, A. The research works of Nisanbaeva and other Methodist scientists, R.Ibragimov, G.N.Najmiddinova on didactics were reviewed.

We relied on methodological manuals and scientific articles of S. Tajbenova, A. Ergasheva and other methodologists. We also took into account the works of foreign Methodist scientists: M.R. Lvov, N.S. Rozhdestvensky, L.G. Peterson, N.M. Belyankova, O.O. Kharchenko.

The author emphasizes that today's Russian language textbooks are created based on a communicative approach. Accordingly, the principle of speech (communicative) direction of education is distinguished. Speech activity takes place in the form of reading, writing, speaking, listening to the speech of others.

Therefore, the principle of teaching speech activities separately and in connection with each other is applied. This, in turn, shows that the principle of functionality should be given priority in learning the mother tongue. N.S. Rozhdestvensky writes about speech development: "Cultivation of speech is not a special study of a section of the Russian language course, it is the development of speech culture in

general, therefore, it is a methodical principle of teaching speech in the native language" [1, 25]. From this point of view, the development of speech can be a principle with a wider meaning than the formation of communicative competence.

Literature Review

The technological approach is of particular importance in the methodology of teaching students to compose a text. "The principle of technological approach makes it possible to consider the process of formation of the information-receiving culture of a person as a pedagogical technology consisting of a certain set of methods and tools that ensure the achievement of the expected result" [2, 47]. The above opinion means that the content, form, tools, methods and methods of education that achieve the intended result of the educational process should be created in the form of methodical principles and methods based on the point of view of pedagogical technology. After all, "The rules based on the principle determine the selection and organization of educational goals, content, methods and are manifested in interconnection and mutual conditioning" [2, 47].

Methodist scientist Sh. Yusupova, referring to the difference between technology and method, says: "Technology and method differ from each other, because technology takes into account the effectiveness of educational forms, human resources. The teacher's business acumen and skills are reflected both in technology and methodology. Technology, as opposed to methodology, is a systematic method based on scientific and practical conclusions" [3, 25]. According to this opinion, the technology means the scientific basis of the content and methods of teaching text composition.

At the stage of preschool education, work is carried out on the development of children's connected speech.

Methodology

The content of these works is in the research work of Methodist scientist D. Boboeva on the topic "Development of connected speech of preschool-aged children in learning the environment" [4], "Methodology of language and speech development (development of connected speech of preschool-aged children in the process of learning the environment)" training [5] is somewhat scientifically based. We will consider the approaches and principles mentioned above, as well as interpreted in a number of other methodical literatures, based on the following classification. For example: According to the age characteristics, mental capabilities and level of speech development of students:

- the principle of taking into account speech skills acquired at the stage of preschool education, as well as acquired at school;
- the principle of recognition of knowledge, skills and qualifications acquired from the mother tongue;
- the principle of taking into account the age and personal characteristics of children;
- the principle of relying on students' experience of analyzing language phenomena;
- the principle of relying on the sense of language;
- the principle of taking into account errors in students' written speech;
- the principle of developing their thinking, logical reasoning and creative abilities;
- the principle of consciousness in language learning;
- the principle of level compatibility;
- principle of comprehensibility;
- the principle of taking into account the interests of students.

- "Principle of psychological comfort" [6, 12];
- "the principle of developing love for the mother tongue" [5].

It is clear that the work on connected speech provides a certain ground for teaching students to compose texts in primary grades. The teacher should determine the results achieved in the preschool education stage, that is, children's storytelling skills, and think of ways to rely on these skills.

The characteristics of the speech of preschool children are described in the works of D. Boboeva, as well as in the methodical recommendations of Methodist scientist L. Mirjalolova "Teaching children to tell stories" [7], "Increasing children's vocabulary based on fairy tales" [8]. It is shown on the basis of examples that the existing difficulties in children's storytelling are related to the communicative aspect of speech.

One of the important methodical principles is the principle of taking into account the knowledge, skills and qualifications of the students from the 1st grade. According to it, it is necessary to determine what kind of knowledge, what skills and competencies are being formed, based on the relevant materials of DTS, curriculum, textbooks created in the mother tongue.

Teaching text structure to students, the principle of taking age characteristics into account when forming text composition skills in them is followed. Information on child psychology is referred to.

One such information is that in the process of creating a text, thinking goes beyond writing down what comes to mind, and as a result, some events are omitted from the narrative. Age characteristics of primary school students are an important criterion for choosing educational content and methods.

The principle of relying on students' sense of language is of particular importance in studying text structure.

After all, from the moment a child begins to speak his mother tongue, he begins to observe some language phenomena, "researches", tries to correctly compose sentences based on his own conclusions, to express his thoughts in a coherent manner. This feature - drawing conclusions based on the observation of the text - represents the reliance on the sense of language.

According to N.S. Rozhdestvensky, "The development of the sense of language can even be considered one of the methodical principles, therefore, the school can introduce this principle.

The sense of language develops during the general mental and language development of a person (in particular, a child) and can serve as a criterion of speech and cultural maturity in many cases [1, 25]. Studying the structure of the text based on the sense of language of the students is evident in the process of observing and analyzing it. Sh. Yusupova's conclusion about this is worthy of attention: "It is known," she writes, "when the student directly participates in the activity, a conscious need and interest in learning is created [3, 31]. The principle of awareness in language learning refers to the need to ensure literacy in text creation. A student who knows that parts of the text should be written from the beginning of the letter will not make a mistake in this regard, he works with the understanding of what the beginning of the letter is. A reader who knows that a new sub-topic is being passed after the words about one sub-topic can divide the text into parts. Practical conclusions based on observations of the text gradually create a thorough ground for such awareness. L. G. Peterson expresses motivation through three different terms (motives), noting that students are consciously involved in learning activities:

- a) to form the understanding that it is necessary;
- b) arousing desire (I want);
- c) knowing the limit (I can do it) [6, 12].

The principle of comprehensibility is of great importance when considering the age and intellectual characteristics of students. Terms and explanations related to the structure of the text should be explained in a simple way, but revealing the essence of the language phenomenon. The principles defined above should fully cover the process of selection and application of forms, tools, methods and methods of education. According to the personal participation of students in learning, the following principles can be indicated:

- the principle of independence;
- principle of activity;
- the principle of striving for cooperation.

Discussion

Creating a text in cooperation arouses great interest in students, each child tries to show himself. Every success made inspires him. The encouragement of the teacher gives him joy. That's why it is advisable to periodically alternate the task of creating a text individually with the task of creating a text as a team. One of the main principles used in teaching elementary students to compose is appropriateness to the student's level. According to this principle, theoretical knowledge about the structure of the text, acquired practical skills and skills should be in the content and volume that the students can afford. A number of principles relate to the definition of educational content. They include:

- the principle of developmental education;
- principle of consistency;
- the principle of continuity;
- principle of integrity;
- scientific principle;
- concentric principle;
- "variability principle" [6, 12];
- minimax principle.

When applying the principle of developmental education to the study of text structure, it should be understood that something new must be added to the knowledge learned today. For example, if it is announced in the 1st grade that the first sentence of the text should be written at the beginning of the letter, the knowledge of the students about this should be enriched in the following grades, and in the 4th grade, it should also reflect the fact that dialogue pieces are written with hyphens at the beginning of the letter. In practice, three situations are studied according to the textbooks created in the native language: writing the first sentence of the text from the beginning of the letter; starting text parts from the beginning of the letter; writing each line of the poem from the beginning of the letter. In this case, the principle of developmental education is not sufficiently followed.

Conclusion

In this case, the results of the research on the development of the theoretical and practical foundations of teaching students to create texts in native language classes made it possible to draw the following conclusions:

1. According to the implemented interpretation of the text, it is appropriate to define the content of education based on the beginning of the letter in the following way: in any case, the writing (including the first sentence of the text) starts from the beginning of the letter; in cases where the text is divided

into several paragraphs, the first sentence of each paragraph is written from the beginning of the letter. The subject-specific knowledge content is limited as follows: a topic is used for a single-paragraph text, a general topic is used for a multi-paragraph text, and a small topic is used for each of several paragraphs.

2. From the point of view of connectedness, sentences should be connected with each other, and the connection methods should be understood in practical terms. Special attention is paid to the first and last sentence of the text, depending on the uniqueness of its structure and function.

3. Observing the speech of the students and analyzing the written works showed that, although they have a certain experience in composing texts, they sometimes make mistakes in the external aspects of the text (headings of letters, paragraphs) and in the internal aspects (connecting sentences with each other). they allow. Among such errors, logical errors are also committed to some extent.

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