LINGUISTIC AND METHODICAL BASES OF STUDYING TEXT STRUCTURE

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Abstract
In the course of research, what requirements are set in the state educational standard and curriculum of the subject of the mother tongue in relation to the structure of the text, what is being studied at school, what materials and opportunities are available in the textbooks, using a questionnaire to study the attitude of teachers to teaching the structure of the text, to study their professional preparation, to pay attention to some serious mistakes made by students in the process of composing a text, to draw methodical conclusions based on them, and on this basis to analyze the State educational standards, curricula and textbooks of the mother tongue subject, as well as the methodical manuals related to them; conducting a survey among native language teachers and analyzing the results; tasks such as identifying some serious mistakes made by students in composing a text were carried out. Mother tongue textbooks can clearly demonstrate the current state of teaching text structure: students can clearly demonstrate the range of information they are getting about the structure of the text, and the skills and abilities they are developing.

Keywords: textbook, text, text structure, text types, theoretical information, exercise, questions and assignments, essay, plan, editing, skill, qualification.

Introduction

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.

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.

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.

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.

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.

"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". 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 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 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.

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