Didactic Principles of Text Creation and Text Work in Mother Tongue Teaching

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Abstract: The article presents the pedagogical and psychological characteristics of the didactic principles of creating and working with texts in native language teaching, the need, essence and methodology for studying the laws and rules of new independent activities and exercises as a result of independent repetition of the knowledge gained in this area, their combination with the acquired skills and qualifications. The achievements achieved as a result of independent education of students are described.

Keywords: Native language, text, class, independent work, independent education, taxonomy, cognitive, affective, psychomotor, knowledge, understanding, application, analysis, synthesis, evaluation, student, methodology. Didactics, principle.

Introduction. The adoption of the Law on Education in our republic in the new edition of September 23, 2020 is of great importance in the spiritual and moral education of the school education system. The Decree of the President of the Republic of Uzbekistan dated April 29, 2019 No. PF 5712 - On Approval of the Concept for the Development of the Public Education System of the Republic of Uzbekistan until 2030" sets the tasks of achieving entry into the top 30 advanced countries in the world in the international assessment ranking by 2030 and creating a national system for assessing the quality of education aimed at assessing the level of literacy of students in reading, mathematics and natural sciences based on the organization of international research in the field of assessing the quality of education in the public education system. We live in the age of digital technologies, when education has become the main factor in achieving career success and improving well-being. Modern education is not only a criterion that determines our knowledge and skills, but also an important value that reflects our worldview, our contribution to world development. The essence of all reforms currently being implemented in the field of education is aimed at one thing: improving the quality of education, achieving greater efficiency with less effort in the learning process.

The formation of our country as a socially, economically, and politically independent state and the implementation of radical reforms in all spheres of public life have led to a complete renewal of the education system. In this area, the adoption of the new edition of the Law "On Education" has led to a radical modernization of the education system and is an important factor in creating an innovative educational environment, ensuring its full compliance with international standards, and successfully socializing our youth in today's rapidly changing social life. After all, such tasks as "Introducing modern information and communication technologies and innovative projects into the sphere of public education, expanding the use of modern educational technologies that provide students with the ability to master new skills, improving teaching methods, and

gradually introducing the principles of individualization into the educational process" have been set.

Object of research and methods used. If the main means of human social and spiritual activity in a certain time and place is communication, then the main means of conveying the achievements of humanity and its cultural and spiritual heritage to future generations in a unified form is the text. Expressing the product of creative thought in writing, that is, creating a text, requires the ability to work with text, to know the types of text, to distinguish the components of the text and to use the grammatical means that connect them.

This goal can be achieved if aspects of language structure and language level units are analyzed in the context of speech, not separately from speech, and if the study of language units is carried out in harmony with text analysis and text creation. This directly depends on how grammatical tasks are set.

It should be noted that today, as a result of having different views on grammatical knowledge, conflicting opinions on the issue of grammar are emerging. Our great compatriot Abu Nasr Al-Farabi said the following about the importance of lexicology, grammar, and logic in speaking correctly, drawing correct logical conclusions, and composing a meaningful and beautiful speech: "When we come to the question of how to teach and learn, how to express, explain, ask, and answer thoughts, the first knowledge in this regard is about bodies (substances - things) and "The second science is grammar; it teaches how to arrange the names given to objects, and how to construct wise words and speech that express the arrangement of substance and accident and the resulting results."

It is known that initially the word grammar was used in the sense of "learning to read and write." Later, in a broad sense, it was understood as the structural structure of the language, a set of theoretical rules related to linguistics, and in a narrow sense, as the levels of morphology and syntax. For many years, in the mother tongue classes in secondary schools, the morphological and syntactic levels of grammar (morphology and word formation, syntax and punctuation) have been taught for 4 years, starting from the 5th grade. However, it should be emphasized that the theoretical information provided at these levels has hardly served to develop speech skills. According to the methodologist G. Hamroyev, on the contrary, topics such as phonetics, correct writing, spelling rules (orthography), literary pronunciation rules (orthopeics), vocabulary of the language (lexicology, not lexicology) and punctuation (punctuation), which have been neglected in textbooks for many years and are taught in very few hours, help to increase the student's vocabulary, and improve their spelling skills. They were children who contributed greatly to the formation of literacy and literary pronunciation skills.

Working on the text helps the student form and develop skills in identifying the text and its types, the similarities and differences between parts of the text, acquiring information about the structural parts of the text - the introduction, the main part, and the conclusion, and selecting and using language units based on the style of the text. In methodological research on teaching the Uzbek language, different views of methodologists have been expressed on the problems of working with text and forming and developing skills in constructing coherent speech. In particular, in the research work of methodologist T. Ziyodova, devoted to the formation of independent text creation skills in students in native language lessons in secondary schools, the issue of creating an intensive-universal technology of text creation, developing a 4-stage system of text creation and introducing it into the practice of teaching the native language is discussed, while in the research work of Z. Salisheva, the issue of the development of students' independent text creation skills in higher education is discussed. It can be noted that the issue of developing monological speech has been studied.

In this research, the aim is to arm students with knowledge, skills and competencies in the correct use of grammatical means that connect complex syntactic wholes and ensure stylistic fluency, and to form skills in creating coherent texts by applying the acquired theoretical

knowledge to educational practice. The systematic improvement of the approach is being considered.

The widespread introduction of a system of linguistic psychological educational tasks aimed at creating text into the teaching of the mother tongue helps to reveal such needs as increasing the student's vocabulary, independent creative thinking based on comparing, analyzing and synthesizing the acquired knowledge, and selecting and using words in the process of expressing one's thoughts. Continuously shaping and developing these skills and competencies will help improve the student's speech skills, expand the scope of creative thinking, and gradually automate text creation skills.

The text is a product of creative thinking, and the first and main task of school education is, first of all, to teach children to speak fluently, logically and coherently in their native language. The better students can speak in their native language, the more vividly, beautifully and meaningfully they can express their thoughts both orally and in writing. Through the mother tongue, the linguistic landscape of the world, national cultures, and national pride are formed in the student's mind. The most important issue today is to bring the teaching of the mother tongue closer to life and strengthen its practical significance. In mother tongue classes, students learn the rules of using the language based on questions and assignments. The sentences and texts given in the exercise content serve to increase the student's vocabulary, but how to work on the texts still remains a problem. Therefore, in subsequent research, serious attention is being paid to the issue of directing educational tasks and exercises in native language lessons to develop student speech.

It can be noted that this issue is also problematic in the areas of teaching Uzbek as a second language and teaching foreign languages. In particular, in her doctoral dissertation on teaching Uzbek as a second language, H. Mukhitdinova focused on language teaching tasks and exercises, emphasizing the following: "Today, along with the principles of teaching the Uzbek language, the order and distribution of the educational materials provided in them, the composition of exercises aimed at teaching the Uzbek language in the lesson process and Improving the types of Uzbek language and finding ways to adapt them to modern educational practices is one of the most important tasks facing Uzbek language teaching specialists.

Results and their analysis. As a result of not limiting grammatical information and not setting the goal of forming speech skills, excessive theoretical information has entered school textbooks. As a result, if a graduate or first-year student is asked to analyze a sentence grammatically, he or she will be able to analyze words and phrases well, regardless of whether he or she is in the medical field or the financial field, but he or she will not have any practical benefit in his or her profession from dividing the sentence into a complex, adverbial, adverbial, adverbial, or adverbial complement. Excessive grammar makes the study of the native language irrelevant to life. In fact, it should be taught the culture of professional communication that a good doctor or bank employee needs. For this, schoolchildren should have fluent literary pronunciation, good spelling, and a sufficient vocabulary for effective speech.

To ensure systematicity in exercises and assignments, it is necessary to improve the types of exercises based on scientific and practical recommendations given in modern linguistic, psychological, and pedagogical research, and to develop a system of exercises and assignments that gradually increase in complexity, suitable for creating a specific text. This involves the use of subtext tasks that cover the process of preparing for writing a text on a specific topic, filling in the content of the text, expanding the text, working on the text aimed at compactification, editing the text, and working on errors. The systematic presentation of exercises in a specific sequence helps to gradually develop the student's knowledge and skills and to lead the student to speaking. In this regard, the opinion expressed by I.A. Zimnyaya is particularly noteworthy, as he emphasizes that if the main task of the first stage of language teaching is to organize the provision of linguistic knowledge to the student through previously prepared exercises, then at the next stage it is necessary to create such educational conditions that the student has the

opportunity to "absorb" the knowledge necessary to complete a communicative task from the teacher.

Creating independent text based on the practical application of students' acquired knowledge, skills, and abilities should become the main goal of each subject taught in native language lessons in secondary schools. By working on and editing the text, the level of logical-content and stylistic formation of the text is determined, and in the process of eliminating spelling and stylistic defects in the text, students' text creation skills are developed.

In order to effectively organize the educational and didactic activities of students during the lesson, the teacher should carefully plan the lesson and use examples of a system of tasks that create an environment for creative work for the student. An individual approach to each student, fostering in him/her the qualities of free, independent creativity, a thirst for knowledge, inquisitiveness, and a desire to create innovation, helps the student to understand the knowledge presented and to form skills and abilities for its practical use.

Today's era places the task of educating independent, critical, and innovative people as an important task for the teaching of the mother tongue. In the process of completing tasks for working on the text in language learning, students become familiar with various methods and means of using language capabilities, choose the most appropriate word for the sentence they are composing, appropriate for the speech situation, and determine the possibility of combining it with other words by working on the lexical meaning groups of this word, and by combining words to form word combinations, they learn how to use the language in a meaningful way. They have a certain idea of existing linguistic syntactic patterns, try to identify the main structural parts of the text to be created and arrange them in a sequence, and strive to acquire the skills of concise and fluent expression of thought. In the process of creating an independent text, the student independently observes, chooses words, independently analyzes the sentences he has composed, organizes the sequence of sentences, reflects on the content-normative structure and stylistic perfection of the text he has composed, demonstrates his knowledge, critical or positive views, and intellectual abilities.

Conclusion. Creating an independent text based on the practical application of the knowledge, skills, and abilities acquired by students in secondary schools should become the main goal of each subject taught in native language lessons. By working on and editing the text, the level of logical-content and stylistic formation of the text is determined, and in the process of eliminating spelling and stylistic errors in the text, students' text creation skills are developed. One of the most important factors in improving students' communicative literacy, guiding them to independent creative thinking, and teaching them to express their thoughts correctly, fluently, and in a manner that meets their needs and requirements is the development of effective text creation technology.

Expressing the product of creative thought in writing, that is, creating a text, requires mastering the skills of working with text, knowing the types of text, distinguishing the components of the text, and using the grammatical means that connect them. To this end, in native language lessons, students should be introduced to text types and their expressive means, given theoretical information about the structural and compositional parts of the text, supplemented, expanded, reworked, changed the form and style of the text, and worked on identifying logical and stylistic flaws in the text, that is, teaching students not only to create a text, but also to analyze and edit it. It will also be necessary.

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