

# The Significance Of Enhancing The Structural Content Of Text-Based Instruction In Mother Tongue Education

Kurbanova Aisha Beknazarovna<sup>1</sup>, Utanbaeva Dildora Abdikhadirovna<sup>2</sup>, Yarmatov Shermomin Rahmatovich<sup>3</sup>, Ashirbaeva Nafisa Aminbaevna<sup>4</sup>, Dustboboev Aziz Azamatovich<sup>5</sup>

<sup>1</sup> Associate Professor, Phd, Department Of Uzbek Language And Teaching Methodology, Uzbekistan National Pedagogical University Named After Nizami.

<sup>2</sup> Senior Teacher Of The Department Of "Primary Education Methodology" Gulistan State Pedagogical Institute, Phd In Pedagogical Science.

<sup>3</sup> Physical Education Teacher At The Republican Academic Lyceum Named After S.Kh. Sirojiddinov, Specializing In "Natural And Exact Sciences".

<sup>4</sup> Assistant Professor, Department Of "Uzbek Linguistics", Faculty Of Uzbek Philology, Karakalpak State University Named After Berdaq.

<sup>5</sup> Senior Teacher Of The Academic Lyceum Of The Uzbek State University Of World Languages.

*Received: 20th Feb, 2026; Revised: 4th Mar, 2026; Accepted: 25th Mar, 2026; Available Online: 10th Apr, 2026*

---

## Abstract

This article examines the significance of enhancing the structural content of text-based instruction in mother tongue education. Accurate and effective comprehension of a text, as well as a deep understanding of its internal structure and semantic organization, plays a decisive role in the language learning process. The study emphasizes that working with texts is not limited to surface-level reading but requires conscious analysis of their structural components. In this regard, the interconnection between the main structural elements of a text — namely the introduction, the main body, and the conclusion — is analyzed, along with their pedagogical potential in developing learners' thinking, interpretation, and analytical skills. The article highlights that systematic and purposeful work on text structure contributes significantly to improving learners' language competence and overall educational outcomes.

**Keywords:** Mother Tongue, Inductive Approach, Behavioristic Approach, Systemic Approach, Activity-Based Approach, Educational Process.

**How To Cite This Article:** Beknazarovna Ka, Abdikhadirovna Ud, Rahmatovich Ys, Aminbaevna An, Azamatovich Da. The Significance Of Enhancing The Structural Content Of Text-Based Instruction In Mother Tongue Education. *Int J Drug Deliv Technol.* 2026;16(25s):871-876. Doi: 10.25258/ijddt.16.25s.103

**Introduction.** In global educational systems and research institutions, extensive scientific studies are being conducted to enhance international reading literacy through the integration of ideas and information, to improve reading literacy levels, and to develop literary reading competence. Particular attention is given to research aimed at fostering the ability to understand the laws of literary art, to draw logical conclusions based on artistic ideas, and to perceive the figurative and expressive means of language in accordance with their functions within a literary work.

**The main part.** In the process of reading and comprehending a text, it is essential to consider that students in the classroom possess different reading speeds. Therefore, it is not advisable to require all learners to read passages of equal length within the same time frame; instead, greater emphasis should be placed on managing reading time effectively. When a

new story begins, the teacher initially reads the text aloud, enabling students to comprehend it consciously. Subsequently, the teacher invites all students to begin reading simultaneously and continue for one minute. Naturally, during the second attempt, learners read a greater number of words. An increase in reading speed evokes positive emotions among students and gradually enhances their motivation to read further. However, the same passage should not be read more than three times. It is necessary to learn how to develop reading speed aloud efficiently within a limited period.

Based on the classification proposed by the methodologist scholar M. Rixsiyeva, we have systematized the errors and shortcomings most frequently observed in students' speech as follows: deficiencies related to semantic coherence between parts of a text and between sentences; lack of consistency in the presentation of ideas; errors concerning word structure within sentences;

## The Significance of Enhancing the Structural Content of Text-Based Instruction in Mother Tongue Education

4. inability to correctly identify and mark paragraphs in a text;
5. incorrect use of lexical and grammatical means for linking sentences;
6. particularly, the inability to use word repetition appropriately;
7. improper use of pronouns and pronominal constructions;
8. inability to use conjunctions, postpositions, postpositional constructions, and adverbial phrases effectively;
9. inability to determine the appropriate placement of sentences that are unrelated to minor thematic units within the text.

In particular, children not only fail to use word repetition correctly and appropriately, but some also demonstrate insufficient knowledge in this regard. In almost all classes, students repeatedly use the same word in nearly every sentence.

In narrative texts, learners tend to overuse the postposition *keyin* ("after"), while in descriptive texts they repeatedly mention the name of the described place (for example, *at school, in the classroom, in the city*) in every sentence. This phenomenon indicates, first, an insufficient vocabulary range among learners, and second, their inability to effectively use cohesive devices that link sentences.

When students are asked to avoid repeating the same word consecutively in every sentence and to replace it with alternative expressions, they predominantly rely solely on third-person personal pronouns.

Another typical issue observed in students' written expression is their frequent inability to correctly determine paragraph boundaries.

During mother tongue lessons, students apply the knowledge, skills, and competencies they have acquired to the process of text production in the Uzbek language. However, in cases where linguistic rules differ, the transfer of acquired knowledge and skills from one language to another is often carried out directly. That is, the rules of the mother tongue are applied to the target language, which results in errors. [1]

The process of learning a word encompasses understanding what the word represents, retaining it in memory, and being able to use it in various communicative situations. Presenting a word involves familiarizing learners with its phonetic, written, and grammatical forms, as well as explaining its meaning and usage. [2]

According to I. L. Bim, the following approaches are distinguished: the systemic approach, the activity-based approach, the behavioristic approach (which involves forming skills through repeated mechanical practice of language material), and the inductive-conscious approach (which involves deriving rules through the analysis of examples).

Lexical learning is primarily understood as the formation of lexical skills. Accordingly, the process of developing lexical skills consists of three stages:

1. Presentation, clarification of the meaning of a new word, and repeated pronunciation;
2. Practice and reinforcement of usage in speech situations;
3. The variable situational stage. [3]

By the *form of a word*, its visual appearance, spelling, reading, and pronunciation are understood. Teaching the reading and spelling of a new word may be organized in the following sequence:

If the reading rule of a letter combination within the word is already familiar, unfamiliar new words may be read independently by the learner.

Through imitation-based reading or pronunciation practice.

Through instruction based on similarity with known words.

In instructional practice, it is recommended that new words in texts be read or pronounced first by the teacher, then by learners who have well-developed pronunciation skills, and finally by the remaining students. The meaning of a word can be clarified using various methods. [4]

Sh. Safarov emphasizes that in order to determine the essence of the text phenomenon, it is necessary to identify its system of categorical features. He notes that for a text to be considered well-structured, the following conditions must be observed: *consistency between the content of the text and its title; artistic elaboration in accordance with stylistic requirements; the presence of larger units formed through logical and other types of connections between sentences; orientation toward a communicative purpose and the existence of pragmatic conditions.* [5]

N. S. Bolotnova interprets working with texts as a distinct type of analytical activity. [6]

Teaching students to consciously and accurately identify key words in a text without difficulty also constitutes an important aspect of text-based work. *During the process of working with a literary text, the learner strives to grasp the core idea embedded in it. As a result, independent thinking skills*

# The Significance of Enhancing the Structural Content of Text-Based Instruction in Mother Tongue Education

are formed, and new cognitive and learning qualities are developed. [7]

In the process of developing speech through text-based activities in primary school reading lessons, students successfully acquire the following communicative competencies:

1. The ability to раскрыть a topic based on their own reasoning;
2. The ability to express and highlight the main idea while reasoning;
3. The ability to collect material for expressing opinions;
4. The ability to systematize the collected material;
5. The ability to develop written speech;
6. The ability to express ideas within a specific compositional structure;
7. The ability to present one's thoughts clearly, accurately, and comprehensibly. [8]

As noted by M. Hamdamova, during the initial literacy instruction period, particular attention is paid to the following aspects: forming a general understanding of oral and written speech; dividing speech into sentences, sentences into words, and words into syllables; determining the number of syllables in a word; introducing the concepts of open and closed syllables; distinguishing vowels and consonants through listening and pronunciation; comparing heard and pronounced words with visual representations; independently selecting words that contain a given sound (letter); and recognizing letters based on their occurrence both independently and within word structures. [9]

K. Qosimova places special emphasis on the principle of evaluating the expressiveness of speech, stating that it involves not only understanding the informative function of linguistic means, but also comprehending their expressive (stylistic) function. This principle requires attention not merely to content, but also to the emotional nuances of words, speech patterns, and other artistic and figurative devices of language. [10]

According to A. Mamajonov, speech exists in both oral and written forms. In its written form, speech corresponds to the concept of "text." In some linguistic studies, however, the relationship between the terms "text" and "speech" is often overlooked. For example, it is stated that "a text is, first and foremost, a form of speech; it can be expressed both orally and in written form". [11] From a theoretical perspective, the written form of speech corresponds to the lexical meaning of the word text, and any written form of speech embodies the essential nature of the concept of text. [12]

While discussing the concept of text, linguist E. A. Referovskaya emphasizes the necessity of clearly distinguishing between the notions of "text" and "speech." In her view, speech is a broader concept that encompasses any oral or written work based on speech activity. It represents discourse that conveys a complete message from a subject to a listener (or reader). Thus, the concept of speech includes various forms of coherent and meaningful oral expression, as well as its written variants.

The concept of text, by contrast, is limited to the written form of speech. When referring to literary works, it denotes the written speech of characters. A text is constructed in accordance with the norms and rules of literary language. [13]

T. V. Matveeva explains that speech is understood as speech activity directed from a subject to an addressee, whereas a text is not merely a collection of objective information, but the materialized result of speech that also incorporates pragmatic meaning. [14]

L. I. Zilberman emphasizes that sentence grammar has developed over centuries; therefore, the formation and articulation of text grammar require a considerable amount of time and extensive specialized research. [15]

A text, in turn, is classified into several types. From the perspective of volume, it is divided into two major groups:

## **Small texts (microtexts)**

## **Large texts (macrot texts)**

Small texts structurally express a single, complete idea. Such texts are characterized by brevity and conciseness, as they convey only a limited message. These include, for example, commercial announcements, newspaper notices, and certain forms of official documents that present precise, clear, and succinct information.

At this point, it is natural to raise the question of whether a single sentence can be regarded as a small text.

**Case: *Spring*...** Can this expression be considered a small text?

In our view, the above expression can indeed be regarded as a small text in the full sense of the term. This is because the word *Spring*, when uttered with a complete intonational contour, implicitly contains such meanings as *the revival of nature*, *the greening of the surroundings*, and *the transformation of the environment into a beautiful and vibrant state*. Therefore, even a small text is capable of expressing a complete semantic idea.

According to psychologist R. Asomova, motives represent causal factors associated with satisfying

## The Significance of Enhancing the Structural Content of Text-Based Instruction in Mother Tongue Education

behavioral needs that stimulate an individual toward intellectual and practical actions as well as communicative activity. [16]

In addressing the issues of instilling national literary education in learners, fostering independent thinking, and increasing students' levels of activity in every lesson, the works of Q. Husanboyeva deserve particular attention. Independence of thought manifests itself in productivity and effectiveness. If an individual is able to generate valuable and novel ideas, proposals, and recommendations within a certain period, and to solve theoretical and practical tasks in a given field, such a person may be regarded as an independent thinker. [17]

**The principle of information analysis.** Working with information contained in the texts of the *Mother Tongue and Reading Literacy* textbook contributes to the expansion of learners' cognitive knowledge.

**The principle of teaching critical and logical reasoning.**

M. Maxmudov emphasizes that *developing young people's thinking and reasoning, as well as enhancing their memory and abilities*, constitutes one of the primary social functions of teaching activity. [18]

J. Tulenov notes that logical thinking promotes the development of learners' cognition through the justification of one's own ideas. He argues that a student *should be able to use logical methods to express their standpoint on a particular topic, and must provide evidence demonstrating the groundlessness of opposing views*. [19]

Logic provides individuals with rules that help them avoid errors in drawing conclusions. [20]

**The principle of expression of thought.** Psychologist I. A. Zimnyaya emphasizes that the sequence, logical coherence, completeness, and cohesion of thought expression are essential characteristics of monologic speech. [21]

**The principle of visualization** is based on activating mental imagery of objects and words in memory and on drawing upon experience in the process of exploring and understanding the external world. [22]

**The principle of forming elements of personal argumentation.**

As a result of studying read materials and specific information, learners develop skills of argumentation and justification, along with their basic elements. Therefore, priority is given to working with the foundational base of knowledge, as this approach is both necessary and oriented toward achieving effective learning outcomes.

In literary texts, identifying the level of conscious (intuitive) perception is considered essential, as it contributes to the development of imaginative activity and the ability to think through imagery. This involves understanding the distinctive features of literary language, the laws of literary art, as well as recognizing and interpreting the elements of literary text poetics—such as genre characteristics, expressive means, composition, and artistic detail—and perceiving their interrelationships.

On the basis of the main idea embodied in a literary text, the meanings of key words, and the overall content of the text, particular importance is attached to fostering moral values in learners and to drawing logical conclusions grounded in the artistic idea.

Attention is also directed toward developing learners' ability to read a literary text and create their own interpretation, taking into account their age-related and psychological characteristics as well as individual capacities. This process serves to broaden thinking and enhance creative reasoning.

The above set of factors, which together encompass reading culture through engagement with literary texts, was identified by M. P. Voyushina. These factors include the following:

- perceiving the figurative and expressive means of language in accordance with their function within a literary work;
- reconstructing in imagination the life images created by the author;
- establishing cause-and-effect relationships, perceiving the logic of action development in epic works, and observing the dynamics of emotions in lyric poetry;
- perceiving the character image in epic texts and the emotional image in lyric works as integral elements of the work that contribute to revealing its central idea;
- recognizing the author's position (attitude and evaluation) across all elements of the literary work;
- the ability to comprehend the artistic idea of the work and to identify the author's prospective communicative intention;
- reflection, providing a personal evaluation of the literary text, and creating one's own interpretation based on the work (illustration, text, presentation, and other formats). [23]

When developing a methodological system aimed at fostering the speech development of primary school learners, the following psychological and linguistic principles play a significant role:

Speech development activities should not be limited solely to vocabulary enrichment, the rules

# The Significance of Enhancing the Structural Content of Text-Based Instruction in Mother Tongue Education

governing word formation, the combinability of words, or sentence structure; they should also be connected with text syntax, while consistently taking into account the role of the speaker (the text producer).

Since oral speech development exercises require rapid performance, greater emphasis should be placed on written forms of text production, as they provide sufficient time for conscious control and reflection. [24]

The grammatical-syntactic method.

In this approach, learners' age-appropriate acquisition of knowledge related to Uzbek grammar and the syntactic branch of linguistics is taken into account, along with the development of skills for constructing grammatically correct sentences.

<b>Stage 1.</b>	Selecting a sequence of lexical units by identifying the lexical meanings of topic-related words.
<b>Stage 2.</b>	Combining three to four or five words into a single sentence.
<b>Stage 3.</b>	Constructing five sentences that collectively embody the content implied by the title.
<b>Stage 4.</b>	Beginning the text with a paragraph and making effective use of introductory elements.
<b>Stage 5.</b>	Producing a coherent text based on sentences that carry clear meaning and semantic unity.

**Table 1. Stages of constructing correct sentences in Uzbek language.**

In contemporary education, it is advisable to employ instructional technologies that foster critical thinking in order to develop learners' perception and memory processes. Educational technology represents a means of addressing large-scale challenges within the field of education. [25]

At the conclusion of a lesson, it is pedagogically appropriate to work purposefully on errors. Since primary school learners often lack a well-established integration between perception, pronunciation, and comprehension of textual meaning, they tend to make mistakes while reading. This, in turn, hinders their ability to fully understand the content of the text.

Accurate reading depends on the length of a word, the learner's vocabulary range—that is, the extent to which the lexical meaning of a word is known—as well as the syllabic and morphemic structure of the word.

Students most often make reading errors for the following reasons:

1. Due to the lack of a well-established integration between pronunciation and semantic comprehension, the learner focuses first on the phonetic form of the word and rushes to pronounce it, while the meaning of the word is overlooked.
2. Errors occur when the word is multisyllabic and unfamiliar to the learner.
3. Errors result from insufficient knowledge of the word's meaning.
4. Errors are made as a consequence of attempting to read too quickly.
5. Accurate reading is also dependent on lighting conditions and the direction of light.

Learners experience difficulties when reading closed-syllable words in which a consonant appears in the middle or at the end of the word.

To prevent reading errors, the following considerations are essential:

1. Before reading a text, identify words, phrases, and sentences that are difficult to read, and determine appropriate methods for working with them. Practice reading structurally complex words by dividing them into syllables.
2. Prior to reading, explain the lexical meanings of words that may hinder comprehension of the text. Select effective strategies for clarifying word meanings.
3. Provide tasks and instructions in a clear and comprehensible manner.
4. Create conditions that encourage attentive and focused reading.
5. Encourage silent reading first, followed by reading aloud.
6. Take learners' individual characteristics into account during instruction by identifying easy, moderately difficult, and challenging parts of the text, and distributing them in advance to students according to their abilities.
7. Regularly monitor and assess students' reading performance.
8. Depending on the nature of the error, determine an appropriate methodological approach for correction.
9. Alert students in advance to sections where errors are likely to occur.
10. Use bookmarks or reading guides to support accurate reading.
11. If reading errors are related to an individual learner's visual perception, this factor should also be taken into consideration. [26]

## References

## The Significance of Enhancing the Structural Content of Text-Based Instruction in Mother Tongue Education

1. Rixsiyeva, M. (1999). *Methodology of Teaching Students to Construct Texts in Uzbek Language Lessons in Schools with Russian as the Language of Instruction* (Abstract of the Candidate of Pedagogical Sciences Dissertation). Tashkent, 20 p.
2. Rogova, G. V. (1975). *Methods of Teaching the English Language* (in English). Textbook for pedagogical institutes and faculties of foreign languages. Leningrad: Prosveshchenie, 312 p.
3. Shatilov, S. F. (1986). *Methods of Teaching the German Language in Secondary School*. Moscow.
4. Vohidov, M. (1982). *Child Psychology*. Tashkent: O'qituvchi.
5. Safarov, Sh. (2008). *Pragmalinguistics*. Tashkent, 117 p.
6. Bolotnova, N. S. (2001). Text competence and ways of its formation in school. In *Communicative-Activity and Text-Oriented Approaches to Teaching the Russian Language* (pp. 66–76). Tomsk.
7. Matjon, S. (1996). *Independent Work in Literature Classes at School*. Tashkent: O'qituvchi, 108 p.
8. *Psychological and Pedagogical Foundations of Speech Development*. Retrieved from <http://www.ecsir.ru/plmeds-560-3.html>
9. Hamdamova, M. (1998). *A System for Developing Oral and Written Speech of Grade 1–2 Students*. Tashkent, p. 77.
10. Qosimova, K. (1985). *Methodology of Teaching the Mother Tongue in Primary Grades*. Tashkent: O'qituvchi, 216 p.
11. Mamajonov, A. (1989). *Text Linguistics*. 8 p.
12. Hakimov, M. Kh. (1993). *Syntagmatic and Pragmatic Features of Uzbek Scientific Text* (Candidate of Philological Sciences Dissertation). Tashkent, 18 p.
12. Referovskaya, E. A. (1983). *Linguistic Studies of Text Structure*. Leningrad, pp. 7–8.
13. Matveeva, T. V. (1990). *Functional Styles in the Aspect of Textual Categories*. Sverdlovsk: Publishing House of Ural University, p. 5.
14. Zilberman, L. I. (1988). *Text Linguistics and Teaching the Reading of English Scientific Literature*. Moscow, p. 36.
15. Asomova, R. (2002). *Career Choice Motivation and Its Dynamics* (Candidate of Pedagogical Sciences Dissertation). Tashkent, 95 p.
16. Husanboyeva, Q. (2003). *Foundations of Teaching Independent Thinking in Literary Education*. Tashkent: O'zkomsentr, 10 p.
17. Maxmudov, M. (2005). Children's learning objectives as a factor in the scientific design of education. *Xalq Ta'limi*, No. 5, p. 49.
18. Tulenov, J. (2001). *Theory of Dialectics*. Tashkent: Uzbekistan.
19. Ergashev, I. (2002). *Philosophy of Development*. Tashkent.
20. Zimnyaya, I. A. (2001). *Linguopsychology of Speech Activity*. Moscow: MPSI; Voronezh: NPO "MODEK", 432 p.
21. Karaxadjyeva, M. Kh. (2002). *Methodology for Forming Professional Speech of Non-Philological Students on the Basis of Verbs*. Tashkent, 21 p.
22. Voyushina, M. P. (2010). *Methods of Teaching Literature in Primary School: A Textbook for Higher Education Students*. Moscow: Academy Publishing Center, 288 p.
23. Nisanbayeva, A. K. (2008). *Methodological Foundations of Developing Students' Speech through Text in Uzbek Language Lessons (Based on Schools with Kazakh as the Language of Instruction)* (Candidate of Pedagogical Sciences Dissertation). Tashkent, 66 p.
24. Moyer, E. J. "Teens Today Don't Read Books Anymore": *A Study of Differences in Interest and Comprehension Based on Reading Modalities: Part I. Introduction and Methodology*.
26. Shodmonqulova, D. (2020). *The Practical and Theoretical Significance of the PIRLS Research Program. Scientific article. In The PIRLS International Assessment Program: Theory and Prospects for Implementation (Proceedings of the International Scientific Conference)*. Tashkent.