DEVELOPING TEXT CONSTRUCTION SKILLS IN PRIMARY SCHOOL STUDENTS

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Abstract

This article examines the essence, significance, and effective methodological approaches to the formation and development of text creation skills among primary school students.

Keywords: Primary education, text creation, written speech, skill, language development, methodology, didactics.

INTRODUCTION

In the Republic of Uzbekistan, improving the education system and nurturing a competitive, creatively thinking younger generation is one of the priority directions of state policy. In this regard, the primary education stage plays an important role. Especially in the subject of the mother tongue, teaching text creation—that is, the formation and development of students' written speech—is considered one of the most urgent tasks. Text creation develops not only written expression but also oral speech, the ability to present ideas in logical sequence, and to substantiate one's views, thereby forming essential competencies in students. What can be considered the content of text creation skills? A text is a

written or oral expression in which ideas are presented based on a specific topic and organized in logical coherence.

METHODOLOGIYA

This article discusses the development of knowledge, skills, and abilities related to text construction among primary school students and analyzes practical examples.

DISCUSSION AND RESULTS

Language plays an important role in shaping and expressing thought, impressions, and emotions. Language is a means that serves communication among members of society. The more developed this means is, the clearer and more expressive thought becomes. Therefore, interpersonal relations, emotions, experiences, and states are expressed through language [1].

Students construct texts through oral and written speech. For primary school students, text creation is carried out in various forms. First, by narrating events, they develop independent thinking and speech construction skills. In addition, text construction exercises based on pictures expand children's imagination and help them think logically. Furthermore, by writing texts on various life-related topics such as animals, nature, and labor, students learn to understand everyday reality and express it in written form. Creating a new text based on a read text plays an important role in developing their creative approach and thinking. These activities are of great importance in expanding students' vocabulary, adhering to grammatical norms, developing logical thinking, and forming a culture of written speech.

In primary grades, text creation skills are formed step by step:

In Grade 1, students learn to construct sentences, describe pictures orally, and create short stories consisting of 2–3 sentences.

In Grade 2, they learn to construct simple texts, understand cause-and-effect relationships, and write texts based on pictures.

In Grade 3, students learn to write texts based on a plan, paying attention to the beginning, development, and conclusion of events.

In Grade 4, students independently write texts and use elements of narration, description, and reasoning.

At these stages, the guiding and encouraging role of the teacher is of great importance. In the gradual formation of text creation skills in primary grades, the teacher's guiding role is especially significant. Methodological approaches are selected based on students' age characteristics, knowledge level, and thinking capacity at each grade level. Here, the teacher acts not only as a provider of knowledge but also as a mentor who develops students' creative thinking, guides their ideas, and motivates them.

In Grade 2, the teacher helps students identify the main idea and understand cause-and-effect relationships during simple text construction. In picture-based writing exercises, the teacher encourages students to think through questions, explanations, and examples.

In Grade 3, when writing texts based on a plan, the teacher assists students in identifying the beginning, development, and conclusion of events. At this stage, students develop skills in understanding text structure and presenting ideas sequentially. The teacher draws attention to important aspects and stimulates students' reasoning through critical questions.

In Grade 4, students transition to independent text writing. To use elements of narration, description, and reasoning, methodological support from the teacher is still necessary. The teacher guides students in topic selection, planning text structure, choosing language tools, and paying attention to speech style.

Especially in independently expressing ideas, providing evidence, and drawing conclusions, pedagogical approaches play a decisive role. In general, the teacher's guiding and motivating role increases students' speech activity,

encourages independent thinking, and inspires creative exploration without fear of making mistakes. Positive feedback, thoughtful analysis, and an individual approach provided by the teacher serve as key factors in effectively organizing the text creation process. Developing text writing skills in primary school students is a complex but necessary process. It serves to develop important competencies such as written speech formation, independent thinking, correct use of language tools, and logical expression. The methodological approaches used in teaching text writing determine the effectiveness of this process.

METHODOLOGICAL APPROACHES TO TEXT WRITING.

1. Writing texts based on pictures. This method is highly effective in developing students' imagination, observation skills, and thinking capacity. Writing texts based on pictures helps students describe events, understand cause-and-effect relationships, and grasp concepts of time and place. Initially, the teacher helps students analyze the picture by asking questions such as "What is depicted in the picture?", "Where did this event take place?", and "What are the characters doing?". Then, a text is constructed based on these ideas. This approach forms students' skills in constructing coherent narratives. The method can be reinforced through texts such as *"Great Ancestors Are Our Pride"* and *"We Deliver Messages"* [2].

2. Writing texts based on a plan. Creating a plan for writing a text helps students present ideas consistently. Working according to a plan teaches discipline, dividing ideas into parts, and раскрывание the main idea in each part. Students become accustomed to structuring texts into an introduction, main part, and conclusion. This approach is particularly effective when applied in Grades 3–4. The teacher analyzes texts written according to a plan, explains the function of each section, and helps increase students' level of independent thinking.

3. Writing texts using the question-and-answer method. This method is an effective tool for engaging students in active thinking and strengthening interaction with them. Before writing a text, the teacher provides preparatory questions such as "Where does this event take place?", "What does the character do?", and "What result does their action lead to?". Through such questions, students develop skills in constructing event sequences and expressing ideas clearly. This method ensures logical coherence and prepares students for independent text creation.

4. Writing texts based on creative tasks. Creative tasks are an important motivational tool for primary school students. Topics such as "If I were a bird…", "What profession will I choose in the future?", and "My dream school" encourage imagination and independent thinking. Such tasks allow students to express their personal worldview, dreams, and experiences in written form. A creative approach increases interest, inspires writing, and forms written speech naturally.

5. Working with sample texts. Working with pre-written sample texts is also an important methodological approach. Through this, students see what a good text should look like and understand structure, language tools, and stylistic features. Together with the teacher, the sample text is analyzed, identifying the main idea, sequence of events, and connections between sentences. Then students attempt to write a similar or continuation text. This method is especially effective for lower-achieving students, as it increases their self-confidence. Working with texts such as *"Motherland"*, *"A New Park in Tashkent"*, and *"A Book Is a Rare Treasure"* enhances students' knowledge about their homeland, native land, and books [3].

6. Group and pair work. Dividing students into groups or pairs during text construction develops skills of idea exchange, communication, and collaborative thinking. This approach strengthens social activity and forms a culture of

defending one's opinion and listening to others. Texts created through group work are discussed in class, and instructive conclusions are drawn

CONCLUSION AND RECOMMENDATIONS

The formation of text writing skills in primary school students is a complex and gradual process that yields effective results through the integration of various methodological approaches. It is very important that these approaches are selected and applied considering students' individual development levels, age characteristics, psychological readiness, speech needs, and interests. Since each child has a unique way of thinking, observation ability, and imaginative world, applying the same approach to all students often does not yield the expected results.

The teacher's main task is to thoroughly study existing methodological tools and approaches and creatively apply them in the teaching process. Through this process, the teacher not only develops students' text creation skills but also forms their ability to think independently and express ideas clearly, coherently, and logically. The process of writing texts requires students to perform many cognitive operations such as observation, comparison, generalization, and understanding cause-and-effect relationships. Therefore, this activity plays an important role in the growth of students' intellectual potential.

Methodological approaches do not merely serve as tools for improving literacy or reinforcing grammatical knowledge, but also form a culture of free expression of personal ideas. Through text writing, students reveal their worldview, expand their imagination, and strive for independent creativity. Working with written speech also develops respect for language, attention to national values, and literary taste. In addition, creative text construction, writing short stories, and presenting ideas based on a plan increase students' self-confidence and teach them to value their own opinions.

In conclusion, the formation of text writing skills in primary grades is a multifaceted process aimed not only at developing written speech but also at enhancing students' overall thinking, creative potential, and speech culture. The teacher must possess solid methodological preparation, high pedagogical mastery, and creativity. Only when these factors are applied together can students become fluent, consistent, and expressive writers.

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