

The Level Of Development Of Descriptive Text Creation Skills In Students

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Abstract: This article provides an analytical description of the current state of developing students' skills in creating descriptive texts in native language education. Based on these analyses, it was noted that some students lack understanding of the subject's essence; have difficulties in distinguishing descriptive texts from other text types, selecting appropriate words, identifying descriptive words, and using them effectively according to the text's content. The problems faced by students in these areas were also highlighted.

Keywords: Descriptive text, descriptive word, text creation, word choice, native language, current situation, analysis, 5th grade, 6th grade, 7th grade.

Introduction: To assess the current state of students' skills in creating descriptive texts in native language lessons and identify problems they face during text creation, classroom observations and analyses were conducted, oral interviews with students were held, and a special survey was administered and its results analyzed. Based on this analysis, students' knowledge and skills in writing descriptive texts, as well as their current proficiency levels, were determined. A total of 60 students from grades 5-7 of secondary school No. 10 in the Pskent district of Tashkent region participated in this survey. Initially, to gauge students' attitudes towards the subject, the following question was asked: "Do you consider native language lessons important for your life? Why?" The responses to this question can be categorized into four groups:

1. Students who provided no answer (5 students: 1 from 5th grade, 4 from 7th grade).
2. Students who do not consider the native language subject important (10 students) or do not like it (5 students) (12 students total: 4 from 5th grade, 4 from 6th grade, 4 from 7th grade): "I don't think it's important because I already know my language" (7th grade), "I don't like native language much because it's boring" (6th grade, 2 students), "Native language is not necessary for my life" (6th grade).
3. Students who consider the native language subject

important but did not elaborate on their reasons (21 students: 4 from 5th grade, 10 from 6th grade, 7 from 7th grade): "It will be useful in our lives" (9th grade), "Because it's our language" (9th grade), "It teaches us good things" (7th grade), "There are many exercises in native language lessons" (6th grade), "Every country should know its language well" (6th grade).

4. Students who consider their native language important and provided specific reasons (22 students): "It's necessary for us to learn the language" (6th grade), "Children who don't know how to speak their native language are taught it" (!) (8th grade), "It teaches how to speak Uzbek" (5th grade), "It's needed for writing dictations and for beautiful handwriting" (5th grade), "It teaches writing" (6th grade), "We memorize rules" (6th grade), "It's necessary for university entrance exams" (!) (5th-7th grades). The results indicate that students have low interest in the native language subject and have not grasped its true essence.

For the task "Identify the type of descriptive text from the given texts below", three different texts were provided, which are:

A. In summer, we went to my grandparents' house. Their house was surrounded by mountains. In the morning, we went to the garden that my grandfather had created, where we picked fruits. After picking the fruits, my grandfather and I took the horses from the farm to an open field.

B. My grandfather's house consists of a large courtyard shaded by dense trees, with a veranda in front. In the middle of the courtyard, there's a raised platform where we all enjoy listening to grandfather's stories. The basil that my grandmother plants every year along the ditches around the platform is considered the beauty of this courtyard.

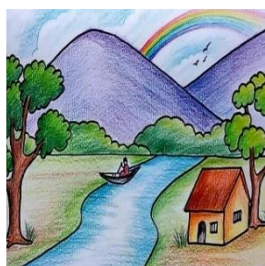
D. Some people flip a coin or use the "rock-paper-scissors" method for making choices or before starting work. You've probably seen in foreign films where they draw straws or spin a water bottle. Do you think these methods can actually help achieve anything?

19 people marked answer A (6 from 5th grade, 11 from 6th grade, 3 from 7th grade); 35 students marked answer B (8 from 5th grade, 11 from 6th grade, 14 from 7th grade); 6 students marked answer D (6 from 5th grade, 1 from 7th grade). Students' ability to distinguish text types.

1-picture



2-picture



3-picture



4-picture



Based on the task "What words can be used to describe the following pictures?" four types of images were provided to assess students' vocabulary, word choice, and skills in creating picture descriptions: a nature scene, an animal, a person, and a situation. Each student wrote down words and phrases they could use to describe these pictures. The words chosen by students are crucial in illuminating the content of the text. Words are the most important nominative units of language because they name objects in reality, abstract concepts perceived as objects, actions and states, colors and hues, tastes and flavors, volumes and quantities, as well as characteristics and qualities. For example: "tree" (name of an object), "consciousness" (name of an abstract concept), "work" (name of an

action), "five" (name of a quantity), and so on. Such words in the vocabulary of a language are considered lexical units.

Furthermore, the skill of word choice is crucial in creating an accurate image. The first challenge we encounter in the process of gathering and expressing thoughts is selecting appropriate words. Words should be chosen in a way that expresses our thoughts clearly and concisely.

Below, the results of students were analyzed by grade level (the text written by the students is quoted verbatim):

First, let's focus on whether the 5th-grade students completed the task correctly or not. Six students wrote sentences based on the given pictures instead of words or phrases related to the images: "I think this girl shouldn't be fought with or upset", "In our Uzbekistan, national fruits are watermelons and melons", "I liked this picture, it's drawn very beautifully", "I liked the rabbit, it's white and soft, adorable". "My older sister is very hot-tempered," "I really love watermelon. I like watermelons and melons", "There are many trees. I love the mountains very much. The rainbow is very beautiful", "I love rabbits very much, rabbits are very beautiful." From these written sentences, we can see that the students did not correctly understand the content of the given task. Additionally, the written sentences do not serve to fully describe the pictures (though the sentence "It's white and soft, adorable" does contain descriptive elements).

Twelve students mainly used words and phrases related to abstract nouns to illustrate the pictures: "War, nervousness, hurting, guilt, anger, mistreatment, sadness, stress, anxiety, fear", "Peace, nature, freedom, innocence, doing good, reading books, beauty, peaceful life, happy family", "Peace, innocence, friendship, hospitality, gardening, cultivating and growing fruits and vegetables, joy, happiness, delight, usefulness, luck", "Nature, friendship, freedom, protecting animals, not harming, friendly mood, elegance, beauty, goodness, calmness". In depicting the rabbits given as the fourth picture, sentences mainly conveyed the meaning of protecting nature, not harming animals, and safeguarding them, while sentences actually describing the animals were almost absent. It is difficult to find sentences describing nature in the words written based on the picture of nature.

One student wrote words and phrases based on the given task and was able to show descriptive elements: "strong stress, anger, indifference, misunderstanding, sadness, grief", "beautiful, cozy, colorful, attractive, calm, suitable for relaxation", "cheerful, appetizing, diverse, national, flavorful, delicious", "beautiful, tiny,

sweet, entertaining, timid, colorful". This student, having correctly understood the task's content, used words and phrases describing the given pictures.

Analysis of the results of 6th grade students.

Seventeen students described the given pictures in sentences, not using the words and phrases assigned in the task: "In this picture, I see a woman and a girl fighting. In my opinion, this is not a good thing", "In this picture, I noticed the cleanliness of nature. If we protect nature, we will achieve the same result", "In this picture, I see a child. I think this boy is very hardworking", "I see two little rabbits in this picture. It's not good to harm such rabbits". In the sentences written by the student above, the descriptive elements are incomplete, and the student's thoughts are expressed. The next student's description: "The mother is scolding the child for some fault", "In the village, a wide field in the embrace of nature", "The boy is happy because the work he is doing is lifting his mood", "In the meadow, animals are walking in the embrace of wide nature". "In the picture, the mother is scolding her daughter, it's very bad", "Here they've depicted our motherland," "Here the child is showing the melon crops, melons and watermelons are ripe in abundance", "Here they've depicted our motherland", "Rabbits are eating grass. They are happy with life". In the given descriptions, the descriptive elements are practically absent.

Students wrote down what was depicted in the pictures, barely describing the images themselves. We can also see that they wrote their opinions about whether they liked the pictures or not, as well as other types of comments ("I really liked this picture," "Children should be scolded if they make mistakes," "In my opinion, this is not a good thing," "It's not good to kill rabbits," "I think they are very hardworking").

Five students, based on the task, wrote words and phrases that can be used to describe the pictures: "harsh, useless, unkind, contradictory, nervous, ill-mannered, stubborn, reprimand, capricious, spoiled, disobedient to adults, attentive," "clear, happy, prosperous, harmonious, beautiful scenery, tree, mountains, boat, nature, landscape, rainbow, bushes," "fruitful, happy, sweet as sugar, melon field, child, belt, hat, melon, watermelon, national dress, well-mannered, bountiful fruits, beautiful childhood," "cute, kind, fluffy, bunnies, harmonious and close-knit, forest, white, brown, bright, friendly relationship, love." If we pay attention to the differences in descriptive words, some students wrote only the objects they saw in the pictures as descriptive words, while others noted only the adjectives or abstract nouns that describe them. Additionally, the main part of the words written for the

first picture consists of abstract nouns, because abstract nouns are primarily used in describing the image of this picture.

Analysis of the results of 7th grade students.

Fifteen students repeated the mistake made by fifth and sixth-grade students, namely, they did not complete the task correctly and wrote descriptive sentences instead of descriptive words: "The teacher is scolding the child who didn't study", "A rainbow has appeared in the picture after the rain", "A boy named Elyor is selling melons", "Two rabbits are eating"; "The child's irritated teacher is scolding him again. This negatively affects the child", "In this image, there's a boat and a house by the stream", "This child is a farmer who sells watermelons and melons and earns income", "These two rabbits are grazing freely in a field or forest". In describing, the students focused not on depicting nature, animals, people, and situations given in the pictures, as in lower grades, but rather on information and reflections about them.

Three students wrote the following as descriptive words: "be well-mannered, don't take offense, smile, don't cry, don't be upset, raise a child, teach a child, guilt, anger", "the day is wonderful, mother nature, mountain slopes, beautiful landscape", "may your trade be blessed, the taste lingers in my mouth, thank you, melon, watermelon, young farmer", "beautiful and cute rabbit, rabbit siblings, tiny rabbits". We can see that the words written as descriptive words are not sufficient to create an image of the picture, and the student wrote words and phrases related to the picture. In this case, the student did not correctly understand the content of the task.

The analysis of the results reveals that students who lack deep knowledge of the subject content do not consider this subject important. Those who deem the subject necessary provided vague reasons for their opinion. We cannot consider these results satisfactory. In distinguishing descriptive text from other text types, twenty-five out of sixty students failed to correctly identify the text type, indicating that students struggle with differentiating text types. Based on the results of the task given in the second part of the questionnaire, we can observe problems and shortcomings in students' word choice and identification of descriptive words in the following areas: understanding task content, distinguishing descriptive words, and creating descriptive imagery (depicting situations, nature, people, and animals). The current state of students' skills in creating descriptive texts indicates the need for tasks and methodological approaches that develop these skills in students.

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