

The Role Of Construction-Synthesis Exercises In Teaching Text Structure

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Received: 22 November 2025; **Accepted:** 13 December 2025; **Published:** 18 January 2026

Abstract: The article highlights the methodological significance of the system of exercises in teaching text structure in native language lessons, a consistent and purposeful system of exercises in the formation of linguistic competencies in the process of working with text, the role and theoretical foundations of text composition, analysis, construction-synthesis exercises, and didactic possibilities in the process of text creation.

Keywords: Text structure, system of exercises, linguistic competence, methodological approach, construction, synthesis, analytical exercises, text construction, grammatical exercises, linguistic text, communicativeness.

Introduction: Each component of the text structure is reinforced with the help of a certain system of exercises, and the student develops the corresponding competence. Therefore, exercises and types of work should be systematic and serve a specific system of knowledge. Teaching text composition in native language lessons is carried out through exercises at each stage and concludes with the formation of linguistic competencies. Although each linguistic phenomenon has a methodological system determined by a certain educational content, all textual language units acquire commonality and methodological similarity in terms of explanation by rules, reinforcement with exercises. Questions arise about how to master the knowledge presented by the rules, what strengthening exercises to use, that is, what to implement in practice, what skills related to this system should be formed, with the help of what exercises and types of work they become skills, and the corresponding competencies are formed. In this process, recommendations for developing a system of exercises and types of tasks can also be used [1: 218.]. During the exercise, an important methodological result is achieved: the student consciously performs the operations of abstraction and classification of language material according to grammatical features, reaching the full level of abstraction [2: 20.].

After familiarization with the rule, the initial exercise consists of applying this rule, the concepts mentioned in it, in the process of analysis, and activating these

activities through practical exercises directly related to text structure. But all this work is organized on the basis of text.

Exercises requiring the study of text structure, text composition, use of connecting means, introduction of proverbs, hadiths, wise sayings, poetic verses can be divided into the following types:

- 1) analytical exercises;
- 2) construction-synthesis exercises;
- 3) partial creative construction-synthesis exercises;
- 4) exercises in text composition and work on errors;
- 5) exercises for editing the compiled text.

Below we will dwell on construction-synthesis exercises.

Construction-synthesis exercises involve constructing sentences or texts. The concept of construction differs from the concepts of mold and model in the sense of structure. The text template represents a set of sentences in a certain form: the number of sentences and the volume of the text are strictly limited. The concept of the text model acquires a similar characteristic. However, since it signifies the construction of a structure, it has neither quantitative nor volumetric limitations. If there are 30 students in the class, the texts composed by these 30 students are practically unlike each other. True, sentence construction refers to the construction of a specific sentence. However, in relation to the text, a specific

device is not provided. After all, a text is created, created, and brought to life by constructing sentences that are almost unlike each other in form on a certain topic.

The concept of synthesis mainly means combination, which, naturally, also reflects the meanings of addition and inclusion. Putting one of the words, connecting means given for use instead of dots in sentences in the text, including one of the proverbs, wise sayings, hadiths, poetic excerpts in sentences or text also mainly represents the process of synthesis, the act of constructing in cases where the form of sentences partially changes.

It should also be noted that this type of exercise is not without the need to resort to analysis, depending on the situation.

Below are examples of exercises of the construction-synthesis type.

Transform given sentences into themes in the form of declarative, interrogative, or exclamatory sentences.

Read the given topics, determine which can be the main topic and which can be the subtopic, and write them in the selected columns.

Restore the sequence of the given parts of the text by placing them on the diagram, explain the reasons for the changes.

Arrange the given parts of the text in order according to the subtopics. For example: Below, the paragraphs that can serve as a plan for the text on the topic "Let's Protect the Light of Our Eyes" are presented randomly. Determine in what sequence they should be placed and write them in order.

Habits causing decreased vision

Light of the eyes - a priceless blessing

Eye protection recommendations

Products that are good for the eyes

Copy the given phrases into the text as a classification.

Create a direct speech by placing the given poetic lines first, and the author's words later.

From the given sentences, forming a direct speech using units such as... deb o'yladi,... deb xayoli qildi,... deb fikr-mulohaza qildi,... deya xavotir oldi or.... degan fikrdaman,.... degan gap,.... degandek bo'ldi,.... degandek ishora qildi.

In the textbook "Native Language Didactics" by O. Roziqov, M. Mahmudov, B. Adizov, and A. Hamroyev, grammatical exercises are referred to as linguistic exercises [3: 167]. Linguistic exercises involve explaining language phenomena based on rules. However, if these exercises merely require the use of

given words and grammatical tools, they should be called exercises with lexical-grammatical tasks, rather than linguistic ones. Distinguishing between linguistic exercises and exercises with lexico-grammatical tasks is methodologically important. While linguistic exercises require students to comprehend language phenomena, consciously understand rules, and analyze them, exercises with lexical and grammatical tasks focus on practical work with ready-made units, namely the application of given words and grammatical means in speech. Consequently, the first type of exercises reinforces the theoretical foundations of knowledge, while the second type develops skills for applying this knowledge in practical speech activities. Therefore, when developing a system of exercises in native language education, their content direction, execution method, and expected didactic outcomes should be considered, with each type of exercise serving to develop specific competencies.

Construction-synthesis exercises are one of the important methodological tools for developing text composition skills in native language education. This type of exercise aims to enhance students' competence in consciously selecting language units, connecting them, and expressing them in the form of a coherent text. In the construction process, students create sentences or texts based on given language material, while in synthesis, they perform tasks of combining, adding, incorporating, and expanding existing units. Such exercises develop students' skills in composing independent texts, ensure the practical application of theoretical knowledge in native language lessons, and serve to increase the effectiveness of education.

CONCLUSION

In conclusion, the process of teaching text composition in native language education should be based on a well-thought-out and systematic set of exercises. Mastering each component of the text structure, understanding the functional properties of language units, and their application in accordance with the speech situation are effectively carried out precisely through the system of exercises. Therefore, exercises should serve not only to consolidate theoretical knowledge, but also to form practical skills and abilities in text creation in students. The purposeful, consistent, and phased application of construction-synthesis exercises in native language lessons is an important condition for the formation of students' linguistic and communicative competencies in working with text.

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