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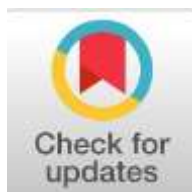
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Basic Approaches and Principles in Teaching Text Structure

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Abstract

General Background: Teaching text structure is a central component of native language education aimed at developing coherent oral and written communication. **Specific Background:** Methodological and linguistic studies emphasize diverse approaches and principles guiding the extraction of theoretical knowledge, skill formation, and error prevention in text construction. **Knowledge Gap:** Despite extensive literature, a systematized synthesis of core approaches and principles for teaching text structure remains insufficiently articulated. **Aims:** This article aims to identify and classify fundamental approaches and principles underlying the teaching of text structure and the development of stable text-building skills. **Results:** The study delineates key linguistic, cognitive, communicative, modular, and competency-based principles, highlighting their roles in organizing theoretical content and designing effective exercises. **Novelty:** The article integrates these approaches into a coherent methodological framework grounded in existing theoretical and methodological sources. **Implications:** The findings support more systematic and principle-based instruction of text structure, contributing to improved communicative competence and speech culture in native language education.

Keywords : Text Structure Teaching, Linguistic Pedagogical Approaches, Textual Error Correction, Native Language Instruction, Communicative Competence Development

Highlight :

- Modular learning technology divides text structure concepts into independent modules for systematic knowledge acquisition.
- Textual errors include logical, compositional, and grammatical mistakes requiring targeted instructional intervention strategies.
- Linguistic phenomena demonstrate communicative essence through connected speech requiring integrated systematic native language education.

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Introduction

Educational work related to text composition aims to provide learners with knowledge of the structural components of a text, to develop relevant skills and abilities, and ultimately to foster the capacity to create coherent and meaningful texts. Through this process, learners acquire speech and linguistic competencies essential for effective communication. The development of educational content, learning conditions, instructional tools, methods, and techniques that meet contemporary educational requirements begins with identifying the fundamental approaches and principles that guide this process.

In accordance with the research objectives, the main approaches and principles addressed in this study are classified into three groups:

1. approaches and principles used in extracting theoretical information about text structure and determining methods for teaching it;
2. approaches and principles applied in developing a system of exercises aimed at consolidating knowledge and forming skills;
3. Approaches and principles employed in determining types of exercises and tasks for text creation, creative activities, and text improvement.

This article focuses on the approaches and principles included in the first and second groups, highlighting their role in organizing theoretical knowledge and supporting the formation of stable text-building skills in learners.

Methodology.

A qualitative methodological approach is employed in this study, based on the categorical analysis of scientific and methodological literature related to the teachings of the native language and the structure of a text. This research is drawn from a large scale synthesis of the literature from textbooks, teaching guides, and peer reviewed methodological studies related to linguistic, cognitive, communicative, and competency based approaches to text writing. Analytical methods to identify, classify, and synthesize core teaching principles of extracting theoretical knowledge, forming text building skills, and preventing textual errors [1]. This allowed for a comparative analysis to observe different methods in teaching text structure, including but not limited to, modular learning, linguistic analysis, and speech culture development. Special emphasis was placed on the analysis of a sample of typical errors in logic, composition, grammar, and style of errors typical of students' speech and writing, reflected as systematic methodological studies. The study also used a structural functional approach and investigated the connection between levels of language and sections of the text in terms of consistency, development and the compatibility of learner cognition and the personality's age. Instructional content was evaluated in this way using didactic principles of systematicity, continuity, accessibility, and reliance on previous knowledge. The synthesis made it possible to develop an integrated methodological model to teach text structures and consolidate writing skills and communicative competence in the native language education without experimental verification based on theoretical and methodological sources beyond an everyday methodological potential.

Result and Discussion.

Principles of Extracting and Interpreting Theoretical Information on Text Structure

The principle of extracting and interpreting theoretical information about text structure from the textbook implies using the knowledge acquired in native language lessons for teaching text structure as well. Below, we focus on the information presented in the Mother Tongue textbook:

"In connecting a word to a word and a sentence to a sentence, not only the content but also the grammatical aspect is important. Auxiliary words that serve to connect more than one word or sentence are called conjunctions. And, however, but, because, or, either... or..., now..., sometimes... sometimes... are conjunctions [2]. Conjunctions are used to connect words or simple sentences. The largest and hardest-working part of the human body is the liver (word-to-word connection). The liver is the filter of the human body because it protects us from various harmful substances that enter our body (connecting two simple sentences)".

From this theoretical information, the following rule is derived: conjunctions such as and, but, however, because, or, either... or..., now... now..., sometimes... sometimes... serve not only to connect words with words but also to connect sentences with sentences. For example:

Doctors do not call the liver the filter of the human body without reason, because the liver constantly works to protect us from various harmful substances that enter our body [3].

In this example, the conjunction because connects two sentences.

Recently, the practice of studying knowledge within a single topic by dividing it into modules has become widespread [4]. For instance, concepts related to the interconnection of two sentences are divided into modules, which reflects a modular educational approach. Personal pronouns (it), demonstrative pronouns, defining pronouns, and other types of pronouns are studied as separate modules, that is, rules on individual topics are addressed independently.

L. O. Denisova explains modular learning technology as follows:

"Modular learning technology equips students with practical experience in independent learning. The teacher selects the content of the topic in advance, divides it into modules, and defines the expected results for each module. The topic, tasks, knowledge, skills, and abilities are specified on a technological map.

1. Familiarization with topics and tasks, assigning individual goals and objectives to each student;
2. Control;
3. Target program of actions, intermediate control, self-control, and mutual control;
4. Additional material, peer assistance, alternative learning activities;
5. Expert control, that is, teacher supervision;

6. Assessment of general and individual tasks and goals of students' learning activities and correction of knowledge and skills;
7. Differentiated homework" [5].

When studying text structure, the principle of taking into account the educational potential of textbook content is realized through its connection with lesson materials.

As E. S. Antonova explains, "The essence of the linguistic approach to analyzing speech products lies in identifying the dependence of the text on the author's intention, since the pragmatic orientation of the speaker or writer extends to the expression of the entire thought. From this perspective, exercises based on isolated words or sentences become ineffective, as individual language units hinder the identification of lexical and grammatical meaning" [6]. The author attributes this issue to the detachment of words and sentences from real communicative contexts.

Within the framework of the cognitive approach, the text is viewed as a product of speech-thinking activity involving both the author and the addressee. This interaction takes place through processes such as analogy, analysis, inference, and interpretation.

In studies devoted to speech culture, oral and written speech are treated as interconnected phenomena. Written speech regulates oral speech and continues to develop, influencing students' mastery of expression during text composition exercises. Speech culture develops in this integrated process.

To date, various types of textual errors have been identified that must be considered when determining educational content for each component of text structure. The causes of some of these errors have been explained by methodologist scholars using a *linguae-methodological* approach [7], [8].

The principle of considering knowledge acquired in primary grades is also essential in developing rules related to text structure.

Another organizational and technical component of text structure is planning. Students often make mistakes in this area by confusing parts of the plan. The principle of relying on skills acquired in primary grades plays a crucial role in correcting such errors. Exercises aimed at sequencing plan elements, recommended in both primary-level Native Language and Reading Literacy textbooks and secondary-level Native Language textbooks, help achieve the desired outcomes [9], [10].

Sample tasks include:

Write the headings in the correct sequence according to the paragraphs of the text:

Smart decision – Intelligent child – The incident of the night – Migration

Arrange the given sentences so that they form an outline of the audio text you have listened to:

1. Hasan ibn al-Haysam is the father of optics
2. The scientist's views on the eye and its structure
3. Ancient people's ideas about vision and light
4. The experiment of Hasan ibn al-Haysam

The principle of interdependence between language levels and the development of oral and written speech plays an important role in defining the educational content of text structure. Didactic principles such as progression from simple to complex, from easy to difficult, and from specific to general are also applied [11].

The principle of systematicity and staged learning emphasizes the need to study text structure as an integrated system. This principle applies to both educational content and learning activities.

The principle of incorporating recent achievements in linguistics is one of the fundamental principles in teaching text composition.

The principle of consistency requires that each component of text structure be interconnected and studied progressively over time. For example, the substitution of a noun with a pronoun is first introduced in the nominative case, followed by practice in other grammatical cases, and later examined within the framework of textual synonymy. Such gradual complexity ensures balanced learning [12].

According to the principle of adapting content to students' levels, theoretical knowledge and practical skills related to text structure must correspond to learners' abilities.

In addition to age characteristics, cognitive abilities, and speech development levels, the following principles are observed:

1. consideration of previously acquired linguistic knowledge;
2. reliance on experience in linguistic analysis;
3. reliance on language intuition;
4. development of logical thinking and creativity;
5. comprehensibility;
6. consideration of students' interests;
7. The principle of psychological comfort [13].

Teachers must also assess students' oral speech levels and build instruction accordingly.

Experts emphasize the importance of goal-setting in learning. As noted, a brief discussion of the lesson's topic and purpose creates conditions for setting learning goals, activating internal speech, and facilitating text production [6].

Basic Approaches and Principles in Developing a System of Exercises for Consolidating Knowledge and Forming

Skills

The principle of relying on students' experience in linguistic analysis is central to teaching text structure. Rule-based analysis is particularly effective in this context.

To ensure literacy in teaching text structure, it is essential to eliminate textual errors through mastering rules and applying them in practice. Therefore, addressing textual errors occupies a leading position in instruction.

Students' texts often contain logical, semantic, and grammatical errors. In *Methods of Teaching Russian in Primary Grades*, logical and compositional errors are classified into five groups:

1. repetition of facts or events;
2. omission of essential sentences;
3. violation of cause-and-effect relationships;
4. disruption of chronological order;
5. Juxtaposition of incompatible elements.

Compositional errors include poorly structured or missing introductions and conclusions, imbalance in text parts, deviation from the topic, insufficient supporting evidence, and unjustified deviation from the plan.

Logical errors arise from violations of fundamental laws of logic, while compositional and content errors stem from the inability to organize thought coherently.

Errors in sentence construction are often explained by limited cognitive processing capacity in younger learners [14].

Constructive errors—such as improper incorporation of proverbs, hadiths, and quotations—are also common and require mastery of punctuation rules.

Paragraphing, sentence boundaries, and punctuation errors are particularly frequent among fifth-grade students. While some errors can be corrected quickly, punctuation mastery requires long-term practice.

Based on students' personal involvement in learning, the following principles are identified: independence, active engagement, cooperation, and future orientation [10].

Competency-based education emphasizes linguistic, speech, communicative, and grammatical competencies [14].

Speech culture education fosters respect for the native language, cultural identity, and responsibility for preservation, requiring flexible and engaging teaching methods [15].

Conclusion

One of the most critical principles in teaching text structure is taking into account the textual errors students make during analysis and composition tasks. According to R. Yuldashev and M. Rikhsiyeva, such errors affect not only sentence meaning but also overall text coherence.

Effective instruction should address both textual and non-textual errors. Mastery of text composition rules leads to the development of competencies necessary for producing various types of texts, from everyday communication to official and literary writing.

Linguistic phenomena reveal their communicative essence only through connected speech. Therefore, text structure instruction must be systematically integrated into native language education based on clearly defined approaches and principles.

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