Development of Ecological Imagination in the Process of Teaching Text Structure

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Abstract: This article describes the structure of the text, the importance of learning the rules for it, the types of text errors in the text (essays), the content of education on the study of text structure in 6th grade native language lessons; examples of rules and exercises are given; the issues of directing students' linguistic knowledge of text structure to the development of speaking skills related to text writing, texts, methods of providing environmental education to students by working on dialogues.

1   INTRODUCTION

Today in the native language classes of general secondary schools' special attention is paid to the development and implementation of the content, tools, methods and techniques of teaching related to text linguistics, which serve to form the speech and linguistic competencies of students in text structure and attention began to be focused on - Abramova S.V. (2007) - N.S. Valgin (2003) - Sadykhova, S (2010) - Antonova E.S. (2007) - N. Bekniyazova (2012). For the teaching of the native language of Uzbekistan, research work is being carried out on the system of rules and exercises, questions and assignments on the structural features of the text for grades 5-9 - Mavlonova K. (2021) - Mavlonova K (2021) - N.S. Valgin (2003) - Galperin I.R (1974). Teaching text structure is one of the most important learning objectives in developing students' connected speech. It is important to develop students' oral and written speaking skills by teaching them the features of the functional-semantic structure of the whole text and the laws of text creation.

2   MANUSCRIPT PREPARATION

The rules of text creation are partially (elementally) started in the primary grades, and from the 5th grade onwards, they are implemented through continuous, coherent and gradual learning. Continuity is ensured by gradually improving and complicating the rules of text structure from class to class. Based on this principle, the rules of text structure in 7th grade Native Language lessons are established. The following cases are taken into account:

- Review some of the rules covered in grades 5-6.
- Theoretical knowledge covered in grades 5-6 will be expanded and deepened in grade 7 and classifications will be more detailed.
- new information.

The first group of rules is not repeated in the 7th grade at the beginning of the school year but is simply repeated and memorized. Even then, it is not the rules themselves that are taken, but the steps taken to restore action.

The second group of rules introduces new aspects of linguistic concepts learned in grades 5-6.

In Grade 7, the Native Language textbook takes the opportunity to better understand some of the concepts, that is, to expand students' knowledge through new aspects of concepts. It is also planned to teach new rules in order to get acquainted with a more detailed classification of linguistic phenomena. For example, in grades 5–6, sentences and parts of text are studied using personal and visual pronouns, while in grade 7, students use other types of pronouns for this purpose.

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The rules of the third group include modal words, punctuation (colon, dots, etc.). The content of the text structure rules for Grade 7 will be further clarified based on the current "Native Language" textbooks and the requirements set for Grade 7 in the national curriculum.

The interactive method has a good effect in the process of working in more groups: passion for the success of the group leads to activity in the content of teaching each other so that all the members of the group can prepare in the same way, it leads to important mental and physiological states such as joint decision-making and joint response. Below we will focus on the recommended interactive methods for classes:

Table 1: Interactive methods for different grades.

Grade 5	*"Let's choose a title", "Wrong sentence", "Is there a limit to the sentence?"*
Grade 6	*"Specific Order", "Replace with Pronoun", "Bottom Up"*
Grade 7	*"Compare - Differentiate", "Silent conversation", "From simple to complex"*
Grade 8	*"Thinking and evidence", "Enriching the text", "I am a reporter"*
Grade 9	*"Editing and Analysis", "From Part to Whole"*

We will recommend one of the methods of activating ecological concepts through language education to students below:

2.1 Assignment

Read the text of the given dialogue. Make up suitable questions for the answers given by the interviewer, fill in the text and write.
– What is the weather?
– A mixture of various gases and substances necessary for human, animal and plant life.
– …?
– Of course, there is air in the water.
– …?
– That's right, there is air in the soil too. Earthworms also get air from underground.
– …?
– Plants breathe air through their leaves.
– …?
– There is more oxygen in the air in forests, pastures and mountain slopes.
– …?
– The more plants there are on Earth, the more oxygen there is in the air.

Through this task, it is aimed to form students' ability to create a dialogue and develop their ability to understand the environment. If they are required to work with punctuation marks related to the text of the dialogue through the first task, they should create sentences corresponding to the content of the sentences given in the second task. It is advisable for students to work with their classmates.

In the 6th grade, it is required to inform students that, in addition to the main topic, sub-topics, i.e., plan items, are reflected within this topic in the sequence indicated by the order number. To show what the main topic is about, that sub-topics are within this main topic, that each topic (main, sub-topic) should talk (write) about something is the content of education. It is said in which way sub-topics are compatible with the main topic. These can be illustrated in the diagram below.
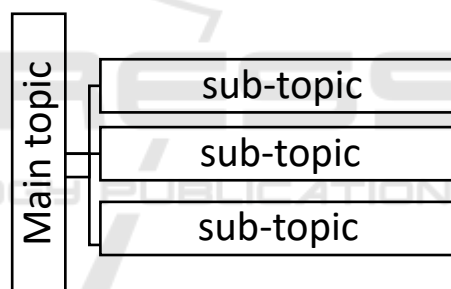

Figure 1: Sequential representation of main and sub-topics.

There are such topics, each of which reflects more than 10 sub-topics, and sub-topics can be branched in turn, as described above:
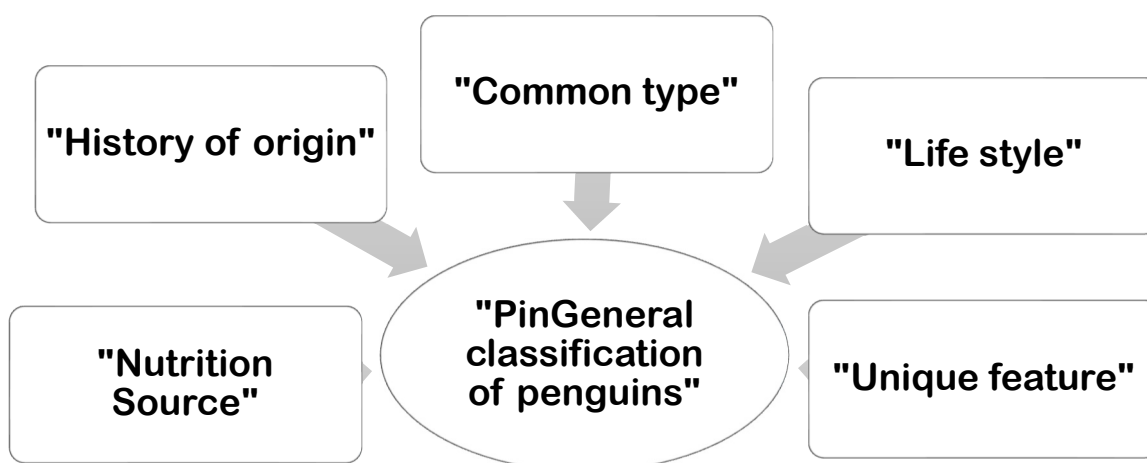
Figure 2: Branches of sub-topics.

3 RESULTS AND DISCUSSION

Rules are an important part of teaching text structure to students. Y.S. Antonova explains the difference between the teacher's explanation and the following knowledge: that is, it is a material for future knowledge or skills. The success of the educational process depends on the formation of students' skills in the transformation of information received into knowledge". In other words, it is not the knowledge (the rule that forms the basis of knowledge) that a teacher gives information about the structure of the text. Knowledge, according to analysis, is almost in the form of a strict judgment.

Y.S. Antonova's views on grammar and pragmatics can be summarized as follows: In methodological science, the text is interpreted in two ways: 1) grammatically; 2) pragmatically. While grammar teaches the concepts of text structure, pragmatics teaches the use of textual language phenomena in speech. In native language classes, grammar is used as a tool for learning, and pragmatics is used to apply knowledge to skills and competencies through exercises.

Problems of teaching writing in the native language, as well as in Uzbek (state) language lessons T.Ziyodova, M.Rikhsieva, N.I.Bekniyazova, R.A.Yuldashev and M.M. Rikhsieva researched, created monographs, methodical manuals. Recent achievements in linguistics are mentioned in these works, components specific to the syntactic integrity of the text (paragraph) are separated, typical text errors in students' written creative works are

classified and explained, attempts are made to reveal the reasons, based on what to teach recommendations are outlined. These recommendations, as noted by Y.S. Antonova, are information provided to students. I.R. Galperin noted that the type of this document, which consists of a number of separate units, expressed in the form of a written document, combined by different types of lexical and grammatical connections, is literary processed according to the genre and has a certain modal character and pragmatic direction. 'kidladi. Apparently, the characteristics of the text are reflected in this definition, that is, the text has the following aspects:

- a logical whole;
- informative nature;
- structural formation;
- integrity in meaning;
- intellectual completeness

The difference between a text and a sentence syntax is that the sentences are lexically and grammatically connected, logically connected, and have their own peculiarities in formation. Organizational aspects of the text include concepts such as paragraphs, titles, parts of the text, the internal structure of the text, the laws of interdependence of sentences, the role of lexical and grammatical devices. With this in mind, Y.S. Antonova states the following: when analyzing textbooks from this point of view, exercises based on certain words and phrases become useless. Some derived language units make it difficult to determine lexical and grammatical meanings".

In the hierarchy of levels of knowledge, pragmatics ranks higher than linguistics. Language exists as a system, and pragmatics learns how to use this system.

The essence of a linguistic approach to the analysis of oral works is to determine whether the text depends on the purpose of the author, because the effect of the pragmatic instruction of the speaker or writer extends (applies) to the whole idea. Accordingly, the analysis of textbooks from this point of view shows the ineffectiveness of exercises based on individual words and phrases.

From the cause of classify text errors and their causes, the essence of communicative and activity-based approach, cognitive approach in the scientific article of T.N. Sokolniskaya, methodical manual of R. Yuldashev and M. Rikhsieva we set ourselves the goal of developing rules and exercises for text structure for grades 5-9, based on their age characteristics, level of knowledge, and interest in mastering the culture of speech.

T.N. Sokolniskaya suggests the following classification of text errors based on the criteria for evaluating essays:

- Text errors, that is, errors that violate the integrity and consistency of the meaning of the statement.
- Errors in breaking text into paragraphs.
- Errors that disrupt the verbal connection of sentences and content in the text.

Mistakes in the organizational aspects of the essay are not reflected here.

In the methodical manual of R.Yuldashev and M.Rikhsieva "Textual errors in essays, methods of their correction" textual errors are classified in terms of technical design, content and compositional structure of the written work as follows:

- organizational and technical text errors in essays;
- semantic-logical text errors;
- text errors in lexical-grammatical connection of sentences (including punctuation marks);
- textual errors in parts of the text due to the compositional structure of its type.

We know that the laws of logic are the sequence of ideas, the logical completeness of which is expressed in the placement of units of text in a certain way. The laws of logic apply in the essay (text). "The laws of logic, which are specific to clear and reasonable thinking, apply to all disciplines: authenticity, contradiction, exception, and sufficient fundamental law. These laws are the basis of right thinking".

Textbook Errors and Methods for Correcting Essays states that "Textual errors are the result of a lack of practical knowledge of language phenomena that are not specifically studied in native language classes. These mistakes are not three or four, but many. This prevents the written essays (created texts) from meeting the standard requirements". As one of the practical solutions to this scientific-methodological problem, the rules related to the organizational and technical aspects of the text (text structure) and exercises to strengthen them were developed and put into practice for students. This handbook introduces Grade 5 students to the following skills: delimiting sentences in a text; text subject; text title; pieces of text; plan the text (essay); paragraph; add classification to the text; placement of poetic verses in the text; insert narrations, hadiths, proverbs and sayings, wise sayings into the text in the form of quotations; to ensure consistency of sentences in parts of the text.

It is well known that text research and analysis is the most important educational process for creating a text in a communicative context. In this process, it is necessary to approach the issue both practically and theoretically, so that students know the specifics of the structure of the text, as well as be able to create an independent text.

The following is a list of the best ways to determine the theoretical knowledge and practical skills of text structure in 6th grade Native Language lessons.

- Lexical-grammatical connection between sentences in the text:
  - rhyming connections of sentences in the text;
  - the connection of sentences with conjunctions.
- Text types and their parts.
- Expressing the thesis in the essay (text).
- General structure of the text.
- The subject of parts of the text.
- Use of nicknames in text types (document, letter, message, message, image, narration, travel).
- Inconsistencies in the content of some sentences in the essay (text).
- Consistency, logic, semantic accuracy of the statement in the essay (matm).
- Use the word in its proper place in the text.
- Some sentences and paragraphs in the essay are connected in the sense of place and time.

4 CONCLUSION

The above recommended content for 6th grade is based on the current content of Native Language education, analysis of foreign literature and written

works of students, and further improvement, enrichment, new theoretical rule as well as practical exercises. In the context of grammatical literacy, to increase the student's vocabulary, to feel and comprehend the subtleties, differences and similarities of words, to pronounce and write correctly, to connect words, to compose a text from sentences , find and correct logical and grammatical errors in connections, logical errors in the text, correctly understand the opinion of others, express a thought in different ways, perform a series of logical operations, such as restoring the continuation of a broken thought, correctly assess the speech situation and focuses on developing and developing skills to use language opportunities appropriately.

Exploring the types of sentences, the interrelationships of sentences at the level of text creation, while acquiring knowledge and skills in text structure, creates a solid foundation for students to pursue specific goals and effectively master the native language. After all, linguistic phenomena act mainly through connected speech and show their real communicative nature.

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