

Formation Of Linguistic Concepts Through Text-Based Work In Primary Education

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Abstract

This article highlights the methodology of forming linguistic concepts (phonetics, lexicology, grammar) during text-based work in mother tongue and reading literacy classes for primary school students. It analyzes the issues of developing students' speech competencies and expanding their logical thinking through text analysis.

Keywords: text analysis, linguistic concept, primary education, integration, speech development, lexical meaning, grammatical structure.

Introduction

The main goal of teaching the mother tongue in primary grades is to educate students as individuals who can fluently express their thoughts orally and in writing, and who can deeply perceive the content of a text. Linguistic concepts (word structure, parts of a sentence, parts of speech) are effective only when studied within a live text, rather than as dry rules.

Today, the educational systems of developed countries effectively utilize the experience of developing basic competencies in students based on a competence-oriented approach. In particular, countries such as the USA, Germany, England, Austria, and Russia are achieving great efficiency in this area. This reflects the priority directions of the international educational concept set for 2030, which focuses on developing students' practical skills, preparing them for social activities, testing acquired knowledge in real-life situations, and forming competencies for active information processing.

Teaching mother tongue literacy based on modern, advanced technologies and forming linguistic competence in students is an important task for teachers. Linguistic competence involves developing students' knowledge of language grammar and enabling them to express their thoughts

correctly, consistently, fluently, and meaningfully by utilizing the vast capabilities of the Uzbek language. Grammatical knowledge encompasses concepts related to various branches of linguistics: phonetics (sounds), lexicology (vocabulary, word structure, word formation), morphology (word forms), syntax (sentence structure), writing, spelling, punctuation, and speech styles.

In current mother tongue curricula, linguistic competence is understood as the ability to use words, their forms, and syntactic structures in accordance with literary language norms. This allows students to master the richness of their mother tongue and successfully communicate. It should be noted that the implementation of a competence-based approach begins at the earliest stages of school education.

Discussion

The text is the most convenient didactic material for forming linguistic concepts. While working on a text, a student realizes not only the lexical meaning of a word but also its aesthetic and functional role within the passage.

Lexical analysis: A student's vocabulary is enriched by working with unfamiliar words, synonyms, and antonyms found in the text.

Grammatical analysis: Explaining how words connect in a sentence and the

functions of case and tense affixes based on the text's context.

In the educational system of Uzbekistan, textbooks for primary school mother tongue classes (e.g., "Mother Tongue" for grades 1-4, authored by S.D. Kuranov, D.Sh. Yuldasheva, D.D. Baynazarova, etc.) define the core content of forming linguistic competence as follows:

Speech development: Forming oral and written speech, and enriching vocabulary.

Mastering grammatical rules: Learning parts of speech, sentence structure, and spelling rules.

Practical skills: Applying language in real-life situations through reading, writing, and listening.

To establish the foundational content for developing linguistic competence in primary education, an improved methodological model was developed. Its conceptual basis clearly defined goals, objectives, systemic-functional approaches, and educational principles. The model's motivational, integrative, and communicative components were harmonized with universal educational activities. The improved model is based on the following principles:

1. Taking into account the physiological and psychological age characteristics of the students.
2. Ensuring the didactic orientation of the teaching content.
3. Promoting interdisciplinary integration and ensuring tasks are methodologically suited to form linguistic competence.
4. Maintaining a communicative-cognitive orientation.
5. Developing all types of thinking and speech activities comprehensively, allowing students to express coherent and justified thoughts on a studied topic.

While these scientific approaches were applied integratively, priority was given to a **personality-oriented approach**, recognizing that linguistic competence

primarily aims to develop the student as an individual.

A lesson structured around a personality-oriented approach fundamentally changes the "teacher-student" interaction mechanism:

Goal Setting: The goal is to develop the student's personality and create an environment where they become a subject striving for self-development. The dominant communication style is teacher-student dialogue.

Teacher's Activity: The teacher acts as an organizer of educational activities, creating situations that lead to success, offering empathy, and providing encouragement. The central figure is the student.

Student's Activity: The student is an active participant who acquires knowledge independently through problem-based research and project-based learning.

Teacher-Student Relations: Built on a subject-to-subject principle (collaborative partnership).

(Note: A duplicate paragraph from your source text regarding the integration of scientific approaches was omitted here for smoother reading in English).

Analysis and Results

It is well known that linguistic competence in primary school students manifests in skills such as recognizing sounds, letters, morphemes, and sentence parts, as well as classifying language phenomena and mastering various types of analysis.

Developing these skills requires teaching methods that match the students' physiological age and offer high developmental potential. **Didactic games** are one of the most effective methods in language teaching. Play gives students' activities a personal meaning, making it a crucial factor in shaping their personality. Interactive methods—such as problem-based conversations, brainstorming, small group work, roundtables, and debates—turn the student into an active participant.

Here are two examples of interactive educational games adapted for primary school students:

"Find the Learned Concepts from the Secret Boxes" Game: Students are divided into three small groups. Each group receives envelopes containing hidden names of covered topics. Within a set time, students must find the concepts and scientifically explain their meaning. For example, during a 3rd-grade lesson on "Parts of Speech," envelopes might contain concepts like: *Noun and its semantic types; Noun affixes and declension; Adjectives (original and relative); Case affixes in adjectives; Numerals and their classification.* The group that provides the most accurate and thorough explanation wins. This builds both linguistic knowledge and teamwork.

"Continue the Row" Game: Students are given basic concepts related to a topic and are tasked with logically continuing the list. For instance, in a 4th-grade lesson on "The Sentence," students are given terms like *parts of a sentence, main parts, declarative sentence, interrogative sentence.* Students must rely on their knowledge to continue the sequence (e.g., adding *secondary parts, imperative sentence, exclamatory sentence*) and write them down. Finally, they must scientifically explain the concepts they added.

Conclusion

The conducted research and methodological analyses show that forming linguistic competence in primary school mother tongue education is not just about memorizing grammatical rules; it is the ability to correctly apply language phenomena in live texts and real speech situations. Linguistic concepts only develop a student's logical thinking and speech competence when studied organically within a text. Because this improved methodological model relies on the physiological and psychological characteristics of the students, it has

significantly increased educational efficiency. Its cognitive-communicative and integrative orientation successfully fosters students' ability to systematically perceive language.

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