



ANALYTICAL EXERCISES IN MOTHER TONGUE EDUCATION

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Article history:	Abstract:
Received: 30 th October 2025 Accepted: 28 th November 2025	This article provides a scientific and methodological examination of the importance of analytical exercises in native language lessons for understanding text structure. It explores their role in the conscious assimilation and practical application of rules, as well as their potential for developing students' linguistic thinking, logical reasoning, and communicative skills. Additionally, it discusses the process of forming grammatical, stylistic, and speech skills through comprehensive text analysis.

Keywords: Text structure, analytical exercises, exercise system, native language education, linguistic competence, methodological approach, text analysis, grammatical analysis, stylistic analysis, communicativeness

1. INTRODUCTION

In native language education, one of the important tasks is the development of students' independent thinking, conscious perception of language phenomena, and speech competence. Analytical exercises play a special role in this process. Through these exercises, students not only memorize language units but also understand their essence and master them in harmony with rules and practice. Analytical activities conducted on texts increase students' mental engagement, develop linguistic observation skills, and lead to a deeper understanding of text structure and content.

Teaching how to use rules in the process of text composition is effectively implemented only through performing analytical exercises. The analysis involves explaining linguistic phenomena using rules, resulting in conscious and thorough assimilation of knowledge. Analytical exercises activate students' mental, educational, and cognitive activities, and practical actions based on conscious understanding quickly form specific skills.

2. MATERIALS AND METHODS.

The process of analysis has great educational significance, encouraging students to engage in linguistic reasoning. "The first pathway of educational opportunities is the cultivation of intelligence, thinking, consistency, validity, and reliability, forming the ability to see linguistic phenomena in their interconnections, development, and diversity, that is, systematically. Through this approach, students develop scientific thinking and its characteristics, and their educational and cognitive interests are enhanced [1].

Schematic diagrams reflecting the structural logic of texts allow students to acquire complex skills in determining text structure [2].

The process of analyzing linguistic phenomena by explaining them with rules later transitions to a shortened mental process that is not performed verbally. This occurs when choosing between two linguistic tools based on analysis, without resorting to verbal analysis of the rule. Only in cases where a student chooses a language tool incorrectly might verbal discussion be conducted by recalling the rule. In our view, linguistic competence also operates in this manner.

3. RESULTS AND DISCUSSION.

Of course, a method is chosen for the analysis. In this case, the following requirements should be taken into account:

- The method should aim to both consolidate knowledge and develop practical skills;
- It must adhere to didactic principles;
- It should inspire students and enhance their ability to understand text structure;
- Each element of knowledge should be integrated into a system that introduces students to a new aspect of text structure.

The following types of exercises can be considered analytical:

Inserting missing punctuation marks in the appropriate places according to the meaning of a sentence in the text.

Explaining what given topics are about and which aspects should be reflected in writing (as shown in the example).

Determining and explaining which of three given titles can serve as the heading for a given text.

Extracting and writing two thoughts from the text that precisely explain the chosen title for a short story.

Reading given names for a text. Writing only those that can be topics in the left column, and those that can be both topics and titles in the right column.

Reading a given text, explaining which aspect of the text it reflects, and explaining the used punctuation mark.

Applying appropriate punctuation marks to given sentences.

For example, for a rule that demonstrates how the first sentence in text sections begins, how the first word is written, what punctuation mark is placed at the end of sentences - in short, explaining sentence boundaries:

Read the following text. Explain its parts, the first sentence, how the first word of each sentence begins, and what punctuation marks are placed at the end of sentences.

Explain and transcribe how the following text should begin and how sentence boundaries should be marked.

While completing such exercises, students explain using terms like paragraph, capital letter, period, question mark, and exclamation point. As a result, these concepts are mastered through practical activity.

Such exercises are made more complex by tasks requiring students to identify sentence boundaries in the text and state how many sentences each part of the text consists of. Initially, the exercise material is selected only from simple sentences, but later it incorporates compound sentences, direct speech, sentences containing hadiths, proverbs, wise sayings, as well as sentences with vocatives, introductory words, and parenthetical phrases. In such situations, students begin to hesitate when determining sentence boundaries and indicating the number of sentences. For example, a compound sentence consists of two or more simple sentences. These are not considered independent sentences. Therefore, the teacher should provide additional explanations when necessary.

Sometimes a single sentence can be very long. It may even constitute a separate part of the text. To draw attention to the fact that such a long sentence is indeed one sentence, and that it can form a distinct part of the text, the teacher selects a text with such parts and assigns the task of determining how many sentences each part consists of. For example:

Task: Read the text. Determine how many sentences are in each part of the text.

I. According to the new rules of kurash, the techniques used are evaluated as "chala" (partial), "yonbosh" (side throw), or "halol" (clean) based on their execution, while actions contrary to the rules are penalized as "tanbeh" (warning), "dakki" (reprimand), or "g'irrom" (foul). If a wrestler receives a "halol" score (or if the opponent is penalized with a "g'irrom"), this signifies their victory. Receiving two "yonbosh" scores (or the opponent being penalized with two "dakki") also results in victory. "Chala" scores are tallied, and the wrestler with the most points is declared the winner.

II. The efforts of kurash activists were not limited to Uzbekistan; starting from 1992, they spearheaded events aimed at promoting Uzbek kurash at numerous prestigious sports conferences held in South Korea, Canada, Japan, India, the USA, Monaco, and Russia (Asror Muminov).

According to T.L. Lebedeva, analyzing a text by its components is not only interesting, but also a useful type of work that implements a systematic approach to language learning. Working with texts develops students' sense of language, helps eliminate grammatical, stylistic, and speech errors, significantly deepens the stylistic and semantic understanding of literary works, and shapes moral qualities.

4. CONCLUSION.

The main outcome of the reader's work in the process of text analysis is the ability to independently comprehend the subtext, explain the methods and means by which the author conveyed their ideas, understand the influence of grammatical and stylistic devices on creating artistic imagery, and create their own texts in a manner similar to the given speech situation. The comprehensive text analysis process includes the following types of analysis: phonetic, lexical, morphemic, word-formation, etymological, morphological, as well as syntactic and stylistic analyses [3]

Analytical exercises activate students' mental and cognitive learning activities, encourage them to conduct linguistic observations, and strengthen their language competence. Through text analysis, students learn to independently understand the content of the text and identify the author's thoughts and stylistic devices. As a result, analytical exercises not only deepen language knowledge but also develop students' creative thinking and the ability to create their own texts.

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