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# DEVELOPING TEXT CREATION COMPETENCY THROUGH TEXT ANALYSIS IN DIFFERENTIAL LITERARY EDUCATION

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## ABOUT ARTICLE

**Abstract:** This paper explores the development of text creation competency in differential literary education, focusing on text analysis as a core tool. Language elements such as words and phrases are studied within textual contexts, promoting a deeper understanding of both linguistic structure and meaning. The study emphasizes that language learning is not isolated to vocabulary or grammar but occurs comprehensively through text-based learning. By analyzing texts, students enhance their ability to distinguish primary ideas from secondary ones and develop coherent written and oral communication skills. Additionally, tasks structured around identifying themes, organizing ideas, and understanding syntactic relationships cultivate students' analytical thinking and creativity. Various genres and forms of texts—ranging from official documents to literary works—are examined to teach students about stylistic diversity and structural complexity. The paper further advocates for contextualized language teaching to enrich students' vocabulary and strengthen their literacy.

## INTRODUCTION

In native language education, linguistic elements such as words and phrases are taught based on the text according to didactic principles. This is because the meanings and

grammatical properties of language phenomena are displayed within the text. It is known that speech appears in two forms: as spoken language and as written language in the form of text. Broadening the approach, it is evident that not only knowledge of language but also comprehension of knowledge across various fields of education takes place through text. For this reason, the "State Educational Standard and Curriculum for General Secondary Education" emphasizes that "young people should be able to use the Uzbek language freely, effectively, and accurately in various social, economic, and cultural spheres, as well as in all forms of communication and interaction, taking full advantage of its unlimited potential and acquiring the necessary skills and abilities.

In the "Uzbek National Encyclopedia," text (from Latin "textus") is described as a written or printed work, speech, or a passage of these in books, newspapers, or magazines, excluding decorative elements, tables, and images. The "Explanatory Dictionary of the Uzbek Language" defines it as a written, copied, or printed creative, scientific work, speech, document, or a passage from these.

According to A. Hojiyev, a text is "a piece of speech represented by adjacent printed letters or a piece of speech in general."

In Uzbek language stylistics, a text is described as a complex syntactic whole—a structure of sentences that are thematically and syntactically interconnected.

Based on these definitions, it can be said that a text is a written or printed work, document, speech, or a fragment of speech that expresses a single theme.

**MATERIALS AND METHODS**

It is known that the unit of speech is the sentence. Therefore, a text, which is made up of a combination of sentences, is also a unit of speech. In addition to expressing a complete thought compared to a single sentence, a text also encompasses broader and deeper information in the communicative process. This characteristic also applies to proverbs and idioms, which are smaller texts that grammatically correspond to sentences. Hence, it is preferable to study and analyze linguistic phenomena based on text rather than individual words, phrases, or sentences, taking into account the communicative context. In this process, the student is required to accurately understand and comprehend the concepts and ideas being conveyed, and to acquire the skills to logically, coherently, and stylistically express these ideas in both oral and written form.

Ideas are expressed in various types of texts. In terms of purpose and content, texts can include official documents such as letters of intent, invitations, congratulations, applications, announcements, and autobiographies, as well as literary works like fables, poems, stories,

novellas, dramas, and novels. In terms of form, they may be monologic or dialogic, and stylistically, they can be scientific, official, journalistic, or artistic. Structurally, texts may be divided into sentences, paragraphs, and sections.

Observations show that due to insufficient training in text analysis and composition, students often fail to distinguish between primary and secondary ideas within a text, and are unable to fully identify the main idea being expressed. As a result, their creative written works, such as essays and compositions, frequently exhibit errors, including the misuse of words and phrases, repetition of ideas, a focus on secondary matters instead of the main idea, and disruption in the sequence of events. This deficiency arises solely because language phenomena have not been taught based on text.

**RESULT AND DISCUSSION**

The purpose of working on a text is to develop students' technique for interacting with a text, such as identifying the scope of the topic, understanding the structure of the text, establishing the sequence and connection of events, choosing an appropriate title that reflects the idea of the text, explaining the meanings of words and phrases that aid comprehension using a dictionary, and creating a "Glossary of Meanings." This also involves dividing the text into parts to aid retelling, defining the main idea of each part, creating an outline, and practicing retelling based on this outline. These aspects of text analysis prepare students to develop their speech. In the next phase of text work, students enhance the text's content with additional information by consulting relevant literature and media materials.

*Example Text:*

Sailors set off on a voyage and came to a secluded island. One of them tried to purchase necessary items from a local inhabitant and offered him a gold coin. The inhabitant examined the coin by holding, smelling, and biting it, but found no benefit in it and returned it, saying, "It's unacceptable to offer something useless instead of something useful."

Thus, everything has its value in its proper place.

1. First Task: Choose an appropriate title for the text.

After reading the text, students select a title that matches its content and idea, such as "The Sailors," "Journey to the Sea," or "The Value of Gold." The teacher then organizes a discussion to gauge students' opinions on each title, with each student's perspective on the title reflecting their understanding of the text.

2. Second Task: Enrich the events of the text with new information.

Students are given guidance: Why was the gold coin deemed useless? What, in your opinion, would have been useful for them? They enrich the text by adding sentences that justify their thoughts.

3. Third Task: What items would be necessary for the sailors?

This task encourages students to think logically.

4. Fourth Task: Identify the main idea based on the events in the text.

5. Fifth Task: Explain the meanings of words like "secluded," "island," "local people," "representative," "benefit," and "unacceptable."

6. Sixth Task: Write in your notebook the words you might spell incorrectly (e.g., sailor, journey, secluded, local people, smell, none, everyone, representative). This task helps develop literacy skills, enhances sensitivity to language, and expands vocabulary.

**CONCLUSION**

By analyzing the logical connections between sentences or parts of a text, students develop skills in creating coherent texts. For instance, they can examine the following excerpt from a scientific text to understand sentence connections:

A proof is a logical argument used to validate the correctness of a statement about the properties of a geometric figure. This argument is known as a proof. The statement being proven is called a theorem.

Initially, attention is drawn to the logical continuity and elements linking the sentences. Students identify and underline repeated words across sentences and examine how these repetitions maintain the logical consistency of the text.

In native language classes, it is essential to analyze various types of texts, including narrative, descriptive, and argumentative texts, to teach students how to create similar texts.

Texts vary in size and can be classified as minimal (micros) or maximal (macros). Short texts, like telegrams, notes, applications, letters of trust, explanatory letters, and announcements, serve as examples of minimal texts. Teaching text creation in native language education begins with analyzing short texts, explaining their structure, special terms, and objectives. Longer texts, such as novellas, novels, dramatic works, and trilogies, are studied in literature classes, where students analyze their content, composition, themes, and language, thereby gaining an understanding of the structural differences between short and long texts. Macro-text analysis prepares students for essay and composition writing.

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