THE EDUCATIONAL SIGNIFICANCE OF TEXT RE-CREATION TASKS IN PRIMARY SCHOOL MOTHER TONGUE LESSONS

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Abstract. This paper highlights the educational significance of text re-creation tasks in primary school mother tongue lessons, as well as their potential to foster students' comprehension of text content, ability to identify main ideas, capacity to maintain the sequence of events, and development of independent and creative thinking skills. Additionally, the paper outlines various types of text re-creation tasks, the methodology for organizing them, and practical examples of their application during the lesson process.

Keywords: primary education, mother tongue, text comprehension, text re-creation, creative approach, creative task, independent thinking, speech competence, reading literacy. Introduction

In today's primary education system, a key pedagogical objective is not merely to develop students' reading and writing skills, but also to foster their ability to comprehend the content of a text, identify its main idea, discern cause-and-effect relationships between events, and express their own perspectives. It is particularly crucial to enrich the process of working with texts during native language lessons, transforming students from passive repeaters of ready-made information into active participants who comprehend, process, and create new content.

Employing a creative approach to developing text comprehension skills serves to stimulate students' cognitive activity, encourage independent thinking, and expand their communicative capabilities. From this perspective, text recreation tasks serve as an effective methodological tool, enabling students to grasp the content of a text they have read or heard, rephrase it with specific modifications, and adapt it to new communicative contexts. The aim of this paper is to explore the educational potential of text-recreation tasks in primary school native language lessons and to substantiate specific methodological approaches to their implementation.

Main Body

Text recreation is a process in which a student comprehends the content of an original text, identifies key information, and expresses it in a different form or enriches it with new content while maintaining thematic coherence. In this process, the student does not merely recite the text from memory but actively reflects on its content, structure, characters, events, and central idea.

Text-recreation tasks can be categorized into several types based on their content:

1. Tasks involving the restatement of content — retelling the text in one’s own words, summarizing the narrative, and identifying the main idea.
2. Tasks involving the modification of text structure — reconstructing the sequence of events, selecting a title for the text, and filling in omitted sections.
3. Creative recreation tasks — composing a continuation of the text, narrating the event from the perspective of a different character, and creating an alternative ending. 4. Tasks involving changes in genre and form—expressing the content of a story through dialogue, a letter, a diary entry, or a short dramatic scene.

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5. Tasks involving visual recreation—expressing the content of the text through a drawing, a sequence of images, a table, or a diagram.

This classification allows for the organization of the text-engagement process at various levels. While the initial requirement is for the student to grasp the direct content of the text, subsequent stages foster skills in restructuring and interpreting that content, as well as proposing independent creative solutions.

The significant educational value of text-recreation tasks lies primarily in their ability to facilitate a deep understanding of the text. To express the text in a different form, the student must distinguish between primary and secondary information, understand the connections between events, and maintain thematic coherence. This process facilitates a shift from superficial reading to a genuine comprehension of the content.

Secondly, such tasks develop students' communicative competence. When retelling a text, expressing thoughts from a character's perspective, or narrating events in dialogue form, students learn to select words, construct sentences, express ideas logically, and connect parts of the text.

Thirdly, recreating a text stimulates creative and independent thinking. Tasks such as composing a continuation of the story, proposing alternative resolutions to the plot, or reacting to a character's actions require students not only to comprehend the existing content but also to put forward new ideas. In this process, the creative response is evaluated based on its alignment with the text's thematic foundation, its logical coherence, and the extent to which it was independently developed by the student.

Fourthly, text-recreation tasks develop students' skills in analysis, comparison, and drawing conclusions. For instance, retelling the same event from the perspectives of two different characters encourages the student to view the incident from various angles. Furthermore, comparing the original and modified versions of a text helps students understand the relationships between content, structure, and expressive devices.

Practical examples of using text-recreation tasks

In primary school native language lessons, text-recreation tasks should be selected based on students' age characteristics, language proficiency, and level of text comprehension. The following tasks can be used during the lesson:

Task 1: “Continue the Story”

Students are presented with the following opening scenario:

“While returning from school, Dilshod spotted a small bird by the roadside. The bird was struggling to fly. Dilshod paused for a moment to think, and then...”

Students are asked to continue the story independently. In doing so, they must justify the character's subsequent actions, maintain a logical sequence of events, and provide a coherent conclusion to the story. The educational value of this task lies in the fact that the student simultaneously engages in understanding the content of the situation, identifying cause-and-effect relationships, and creating an original narrative.

Task 2. “Tell the story from the character’s perspective”

After reading the text, students retell the events from the viewpoint of the main character. This process focuses on adjusting pronouns, verb forms, and methods of expressing ideas.

This task develops students' skills in comprehending text content, understanding the character's perspective, and practically applying their grammatical knowledge.

Task 3. “Create a new ending for the story”

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Students are presented with a text that lacks a conclusion. Based on the content of the text, they may create two different endings. They then select one of the endings they created and explain why they preferred that particular resolution.

This task fosters alternative thinking, argumentation, drawing conclusions, and the development of written communication skills.

Task 4. “Turn the text into a comic”

Students identify the key events in the text and depict them in the form of a sequence of images or a comic strip. They write a brief caption or the characters' dialogue beneath each image.

This task helps develop skills in selecting key content, maintaining the sequence of events, representing information visually, and understanding the connection between text and image.

Stages of organizing text recreation tasks

The effectiveness of text recreation tasks depends on organizing them in a consistent and purposeful manner. From a methodological standpoint, the following sequence is recommended:

Stage Teacher's Activity Student's Activity

1. Familiarization with the text Presents the text and asks preliminary questions Reads the text and comprehends its content

2. Content analysis Asks questions about the main idea, characters, and events Identifies key information and determines cause-and-effect relationships

3. Recreation Explains the task requirements and performance criteria Restates the text in a new form or continues it creatively

4. Presentation and discussion Guides students to compare their work Presents their work and justifies their ideas

5. Assessment and reflection Provides feedback based on criteria Analyzes the results and corrects errors

In this process, it is important for the teacher to foster independent thinking rather than simply providing the student with a ready-made answer. The task requirements should be clear yet sufficiently open to allow for creative solutions. At the same time, it is essential to take into account the students' age-related characteristics, vocabulary, and individual capabilities.

When evaluating the results of text recreation tasks, relying solely on spelling and grammatical accuracy is insufficient. Factors such as comprehension of the text's content, preservation of the main idea, the sequence of events, logical coherence, and an independent approach must also be considered. For creative tasks, rather than limiting students to a single model answer, it is advisable to accept various well-founded solutions that align with the text's content.

Working with texts in primary school native language lessons serves not only to develop students' linguistic and logical abilities but also to shape them into well-rounded individuals. This process helps improve children's literacy, develop their reasoning skills, foster creative thinking, and instill a commitment to national and universal values.

The process of working with texts should be based on the following:

— Selecting engaging texts that are appropriate for the students' age;

— Employing interactive, innovative, and creative methods when working with the text;

— Assigning tasks that develop critical and creative thinking through the text.

Working with texts is an educational process that extends beyond merely developing reading and writing skills; it also significantly influences students' intellectual, moral, and social development.

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Conclusion

Using text recreation tasks in primary school mother-tongue lessons creates significant methodological opportunities for enhancing students' reading comprehension, developing their speech skills, and stimulating creative thinking. Such tasks move students beyond simple repetition of the text's content toward analyzing, restructuring, interpreting, and expressing it in a new form.

The educational effectiveness of text recreation tasks depends on their appropriate selection, systematic organization, adaptation to students' individual characteristics, and evaluation based on clear criteria. Therefore, it is recommended to systematically use tasks in mother-tongue lessons such as continuing a text, retelling it from a character's perspective, creating an alternative ending, and visually representing the text's content.

Thus, organizing text-recreation tasks based on a creative approach serves as a key methodological tool for developing primary school students' skills in comprehending text content, thinking independently, and expressing their thoughts coherently.

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