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# TEXT ANALYSIS IN NATIVE LANGUAGE TEXTBOOKS BASED ON THE NATIONAL CURRICULUM AND THE DEVELOPMENT OF STUDENTS' LINGUISTIC COMPETENCE

**Nabijonova Madinabonu Ulug‘bek qizi**
Student, Namangan State Pedagogical Institute, Namangan, Uzbekistan
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**Abstract.** This article examines how text analysis is presented in Uzbek native language (ona tili) textbooks developed on the basis of the National Curriculum of the Republic of Uzbekistan and how such analysis contributes to the development of students' linguistic competence. The shift from a grammar-centred, rule-memorisation model of language teaching to a competence-based model has placed the text — rather than the isolated sentence — at the centre of native language education. Drawing on curriculum documents, current textbook materials, and classroom practice, the article identifies the main types of text analysis employed in native language lessons, evaluates their effectiveness in forming linguistic, communicative, and pragmatic competences, and highlights existing shortcomings in textbook design. Recommendations are offered for improving the selection of texts, the formulation of analytical tasks, and the integration of text analysis with speech development activities.

**Keywords:** national curriculum, native language textbooks, text analysis, linguistic competence, communicative competence, competence-based education, Uzbek language teaching.

## Introduction

Over the past decade, the system of general secondary education in Uzbekistan has undergone a profound conceptual transformation. The adoption of the National Curriculum and the updated State Educational Standards marked a decisive move away from knowledge-centred instruction toward competence-based education, in which the ultimate goal of teaching is not the accumulation of theoretical information but the formation of practical abilities that students can apply in real communicative situations. Nowhere is this shift more visible than in the teaching of the native language.

In the traditional model, native language lessons were organised around grammatical topics: students memorised definitions, classified word forms, and performed mechanical exercises on isolated sentences. The results of this approach were widely criticised: learners who could recite the rules of morphology often struggled to produce a coherent written text, interpret the meaning of what they read, or adapt their speech to different communicative situations. The National Curriculum responds to this problem by declaring the development of four interrelated competences — linguistic, communicative (speech), reading literacy, and pragmatic (sociolinguistic) competence — as the central aim of native language education.

Within this framework, the text acquires a fundamentally new status. It is no longer merely a source of example sentences for grammatical parsing; it becomes the principal unit of instruction, the environment in which language phenomena are observed in their natural functioning, and the model on which students build their own speech production. Consequently, text analysis — the purposeful examination of a text's content, structure, and linguistic form — becomes the key methodological instrument of the modern native language lesson. This article analyses how this instrument is realised in current textbooks and how effectively it serves the development of linguistic competence.

## Theoretical Background

The notion of linguistic competence goes back to Noam Chomsky's distinction between competence (the internalised knowledge of language) and performance (its use in concrete situations). Dell Hymes broadened this concept into communicative competence, arguing that knowing a language means knowing not only its grammar but also when, where, to whom, and in what manner to speak. Modern language pedagogy, including the model reflected in the Common European Framework of Reference for Languages (CEFR), treats linguistic competence as one component of communicative competence, alongside sociolinguistic and pragmatic components.

The National Curriculum of Uzbekistan adopts a compatible interpretation. Linguistic competence is understood as the learner's command of the phonetic, lexical, morphological, syntactic, and stylistic resources of the Uzbek language and the ability to use these resources correctly and appropriately. Crucially, the curriculum insists that this competence should be formed *through* speech activity — listening, speaking, reading, and writing — rather than through the abstract study of grammar for its own sake. This principle is often summarised in Uzbek methodological literature by the formula "til hodisasini matn ichida o‘rganish" — studying language phenomena within the text.

Text analysis, in this context, is a multi-layered activity. Methodologists conventionally distinguish several complementary directions of analysis in the native language classroom. Content-oriented (semantic) analysis addresses the theme, main idea, and informational structure of the text and develops reading comprehension. Structural-compositional analysis examines how the text is built: its division into introduction, main body, and conclusion, the logical connection of paragraphs, and the means of cohesion such as pronouns, conjunctions, and lexical repetition. Linguistic (linguo-stylistic) analysis focuses on the language of the text — the writer's choice of words, grammatical forms, and syntactic constructions, and the stylistic effect of these choices. Finally, functional-genre analysis considers the text as an instance of a particular functional style (artistic, scientific, publicistic, official, colloquial) and a particular genre, teaching students to recognise and reproduce the conventions of each. A well-designed textbook orchestrates all four directions, moving the learner from understanding a text to understanding how the text works, and finally to producing texts of comparable quality.

Text Analysis in Current Native Language Textbooks

The generation of ona tili va adabiyot (native language and literature) textbooks created after the introduction of the National Curriculum differs markedly from its predecessors. Several positive tendencies can be identified.

First, the texts themselves have become more diverse and more authentic. Alongside excerpts from classical and contemporary Uzbek literature, the textbooks include popular-science passages, biographical sketches, publicistic articles, dialogues, advertisements, instructions, and other everyday genres. This diversity reflects the curriculum's requirement that students learn to operate with texts of different functional styles, and it directly supports pragmatic competence: a learner who has analysed the structure of an announcement or an official letter is better prepared to write one.

Second, grammatical topics are now introduced through texts rather than before them. A typical lesson unit opens with a text and a set of pre-reading and comprehension questions; grammatical observation follows, with students asked to find, group, and explain the target forms as they occur in the text; the unit closes with productive tasks in which learners use the studied forms in their own sentences and short compositions. This "text → observation → generalisation → production" sequence embodies the inductive, discovery-based logic of competence-oriented teaching and stands in clear contrast to the deductive "rule → example → exercise" chain of older textbooks.

Third, the analytical apparatus of the textbooks has expanded. Tasks such as determining the main idea of the text, dividing it into meaningful parts and titling them, drawing up a plan, identifying key words, comparing two texts on the same theme, transforming a text from one style into another, continuing an unfinished text, and evaluating the author's use of expressive means have become

standard. Such tasks require the simultaneous mobilisation of linguistic knowledge and higher-order thinking skills — comparison, classification, inference, evaluation — which is precisely the combination that international assessments of reading literacy, such as PISA, measure. The inclusion of PISA-type tasks in native language textbooks is an explicit policy orientation in Uzbekistan, connected with the country's participation in international assessment programmes.

Fourth, text analysis is increasingly linked with the development of the learner's own speech. Textbooks now regularly ask students to write an essay, a letter, or a short argumentative text after analysing a model, using the analysed text as a structural and stylistic template. In this way, analysis is not an end in itself but a bridge to synthesis, and linguistic competence is exercised in its productive dimension.

Problems and Shortcomings

Despite these achievements, an examination of current textbooks and classroom practice reveals a number of unresolved problems.

The first problem concerns the depth of linguistic analysis. In many lesson units, work with the text stops at the level of content comprehension: students answer questions about who did what, but the language of the text — why the author chose this word and not another, what the inverted word order contributes, how the synonyms differ in stylistic colouring — remains unexamined. As a result, the text functions as reading material rather than as an object of linguistic study, and the potential of text analysis for developing linguistic competence proper is only partially realised.

The second problem is the formal character of some analytical tasks. Instructions such as "find the adjectives in the text and copy them out" merely relocate the old mechanical exercise into a textual environment without changing its cognitive nature. Genuine competence-forming tasks require students not only to identify a language unit but to interpret its function: to explain, for instance, how the accumulation of adjectives creates the descriptive tone of a passage, or how the choice between synonymous verbs changes the emotional key of a sentence.

The third problem relates to text selection. Some texts included in textbooks are too long or lexically too difficult for the target age group, which shifts the lesson's effort from analysis to mere decoding; others are didactically flat, offering little linguistic material worth analysing. The criteria for selecting texts — age appropriateness, thematic relevance to the learner's world, educational value, stylistic richness, and analysability — are not always applied consistently.

Finally, there is the problem of differentiation. Text-analytical tasks in textbooks are usually uniform for the whole class, whereas learners' reading and analytical abilities vary widely. The absence of multi-level tasks makes it difficult for teachers to organise productive analytical work with both stronger and weaker students, and this difficulty is compounded in classes with large numbers of pupils.

Recommendations

On the basis of the above analysis, several directions for improving textbooks and teaching practice can be proposed.

Textbook authors should build a systematic, graded apparatus of linguistic analysis that develops from grade to grade: from observing individual words and forms in the lower secondary grades to full linguo-stylistic interpretation of texts in the upper grades. Every analytical task should carry a functional question — not only *what* language units the text contains, but *why* they are used and *what effect* they produce. Text selection should be governed by explicit criteria combining accessibility, cultural and educational value, genre diversity, and richness of linguistic material, and each text should be accompanied by tasks at several levels of difficulty to allow differentiated instruction. Analysis should consistently culminate in production: each analysed text should serve as a springboard for the students' own oral or written texts of the same genre, so that receptive and productive competences develop in tandem. Teachers, for their part, should be supported with

methodological guidance and in-service training on interactive techniques of text analysis — cluster and insert strategies, "thick and thin" questions, comparative analysis in groups, and project-based work with texts — as well as on the use of digital tools and electronic textbook resources that allow texts to be annotated, transformed, and discussed collaboratively.

Conclusion

The National Curriculum has redefined the goal of native language education in Uzbekistan: the measure of success is no longer the learner's ability to reproduce grammatical rules but the ability to understand, evaluate, and create texts. Within this paradigm, text analysis is the central methodological mechanism through which linguistic competence is formed, because it is in the text — and only in the text — that language units reveal their meaning, function, and stylistic value. Current textbooks have taken substantial steps in this direction: texts have become the organising unit of lessons, analytical tasks have diversified, and the link between analysis and speech production has strengthened. At the same time, the depth, functionality, and differentiation of text-analytical work still need improvement. Refining the analytical apparatus of textbooks, applying rigorous criteria of text selection, and equipping teachers with modern interactive techniques will allow text analysis to fulfil its potential as the principal engine of students' linguistic, communicative, and pragmatic development.

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