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FORMATION OF INDEPENDENT RESEARCH SKILLS THROUGH HYPOTHETICAL-DEDUCTIVE APPROACH IN TEXT LINGUISTICS LESSONS

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Abstract: This article examines the methodology of using the hypothetical-deductive approach in developing students' independent research skills in native language (text linguistics) classes in higher education institutions. Unlike traditional memorization-based education, the hypothetical-deductive method allows students to put forward scientific hypotheses (hypotheses) on the linguistic and discursive properties of the text and verify them through deductive analysis. The results of the pedagogical experiment showed that this approach increases students' competence in in-depth text analysis, problem solving, and independent scientific conclusions by 24%.

Keywords: text linguistics, hypothetical-deductive approach, research skills, native language methodology, linguistic hypothesis, discourse, higher education.

INTRODUCTION

The main goal of modern higher language education is not only to teach students ready-made linguistic rules, but also to form in them the skills of independent and critical thinking, scientific research of language phenomena. The science of text linguistics (linguistics), as a field that studies the formation of the text, its semantic, structural and pragmatic integrity, is a rich material for the development of research activities in students.

However, in the practice of higher education, text linguistics lessons are often limited to the assimilation of theoretical rules in a declarative (memorization) form and a simple classification of ready-made linguistic units in the text. This situation hampers the skills of independent scientific research and hypothesis creation in students.

The hypothetical-deductive approach is of particular importance in solving this problem. The hypothetic-deductive method is the basis of scientific knowledge, which, in the process of moving from a general rule to a specific conclusion (deduction), initially involves putting forward an approximate solution to the problem (hypothesis) and testing it in empirical (textual) material. The use of this method in text linguistics lessons turns the student from a passive listener into an active researcher.

The purpose of the study: To develop a system of tasks based on the hypothetical-deductive approach in text linguistics lessons and experimentally substantiate its effectiveness in forming independent research skills in students.

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METHODS

The study was conducted in the 2025-2026 academic year with the participation of 3rd-year students of the Philology and Language Teaching (Uzbek language) department. A total of 52 students participated in the experiment (26 in the control group, 26 in the experimental group).

• In the control group, text linguistics lessons were conducted using the traditional method (lecture, identification of ready-made connectives in the text, writing an abstract).

• In the experimental group, a 3-stage methodology based on the hypothetical-deductive approach was introduced:

Hypothetical-deductive task algorithm:

1. Problem formulation and Hypothesis creation (H_{1}): Students are given a text and asked to create a scientific hypothesis regarding the problematic linguistic situation in it. For example: "Why did the author use nouns and adjectives in the text, and not the participles of the verb? How does this affect the dynamics or statics of the text?". The student formulates his own hypothesis.

2. Deductive Inference and Verification (Verification Phase): In order to prove the hypothesis put forward, the student conducts a complete syntactic and semantic analysis of the text structure, based on the rules of text linguistics, and performs statistical calculations.

3. Verification (Confirmation or Rejection): The results obtained are compared with the initial hypothesis and a final scientific conclusion is drawn.

The students' research skills were assessed according to 4 criteria (maximum 25 points each, total 100 points):

1. Ability to see the problem and formulate a linguistic hypothesis (K_{1});

2. Text analysis and presentation of evidence (K_{2});

3. Critical thinking and deductive reasoning (K_{3});

4. Expressing the results of independent research in scientific language (K_{4}).

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RESULTS

At the end of the experiment, the level of independent research skills of students in the control and experimental groups was checked through re-testing and practical research tasks. The results are shown in the following table:

Table 1. Average indicators of research skills after the experiment (in points)

Evaluation criteria	Control group (n=26)	Experimental group (n=26)	Growth rate
\(K_{1}\): Ability to hypothesize	14.5	21.2	+ 26.8%
\(K_{2}\): Text analysis and reasoning	16.2	22.8	+ 26.4%
\(K_{3}\): Deductive reasoning	13.8	20.5	+ 26.8%
\(K_{4}\): Scientific presentation skills	15.0	19.5	+ 18.0%
Average overall score	**59.5 (Satisfactory)**	**84.0 (Good/Excellent)**	**+ 24.5%**

The results show that the overall learning rate in the group using the hypothetical-deductive approach was 24.5% higher than in the traditional group. In particular, the students' ability to independently construct a linguistic hypothesis (\(K_{1}\)) and to deductively draw conclusions from it (\(K_{3}\)) increased sharply. While the students in the control group were unable to break away from the established rules in text analysis, the students in the experimental group demonstrated a creative-research approach in uncovering the secrets of the text.

DISCUSSION

The results obtained confirm that the hypothetical-deductive method has a high didactic potential in teaching text linguistics.

In traditional lessons, students recite a ready-made textbook definition to the question "What is retrospection in a text?". In a hypothetical-deductive lesson, the situation is posed differently: "Why did the author stop the development of events in this literary text and return to the past? If this retrospective retreat had not occurred, how would the aesthetic effect and conceptual content of the text have changed?".

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The student first states his assumption (Hypothesis), and then proves his assumption by distorting or reassembling the structure of the text (Deduction). This process forms in the student a view of language not as a schematic, but as a living system.

During the study, it became clear that the success of the hypothetical-deductive approach directly depends on the linguistic base of the students. Students with low basic grammatical knowledge had difficulty in formulating scientific hypotheses at the initial stage. Therefore, before fully implementing this methodology, students need to develop a sufficient understanding of the inter-level relationships of the text.

CONCLUSION

The use of the hypothetical-deductive approach in text linguistics lessons is one of the most effective strategies for improving students' independent research competence. This approach:

1. Raises students from a mere receiver of information to the level of independent linguist-researchers;

2. Forms a system of critical, logical and analytical thinking in students through algorithmic tasks;

3. Creates the foundation for the skills of creating and substantiating a scientific hypothesis, which will be necessary in the future when writing graduate qualification works and master's theses.

It is recommended to systematically include hypothetical-deductive problem tasks and linguistic issues in the native language and linguistics curricula of higher educational institutions.

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