



Importance of Working with Text in Developing Students' Creative Thinking

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Abstract: This study aims to explore the role of text-based activities in fostering students' creative thinking skills in Uzbek language education. The study is a literature study, with review of relevant literature conducted to acquire data. It was found that the Republic of Uzbekistan has enacted a set of requirements under Standard Educational System which can be exploited by teachers to make Uzbek language teaching more creative. The study also found that problems plaguing Uzbek language teaching, such as the dominant teacher role and the book-based learning is manageable, by actively involving students in collaborative learning and online-based learning. The study concludes that working with text is an effective way to develop students' creative thinking in mother tongue education, and provides implications for curriculum design and teacher education.

Keywords: text work; style; analytics; text types; teaching method; Uzbek language; language education

1. Introduction

Language is the main criterion that develops the mind of a nation, shows its national ideology, spiritual maturity, and intellectual potential. Language is a stable phenomenon while speech is unstable and temporary, meaning that language is considered the main tool that ensures the individual-intellectual indicators of a particular person in a certain space and time - communication, scientific and creative thinking, guaranteeing social and political needs, private communication, influence and counter-influence [1]. The development of national educational standards based on the national program of personnel training, the direction of general secondary education, and the teachers of the school's native language and literature are facing enormous tasks. To ensure that the growing generation will become independent and creative thinkers, concise and beautiful speakers, entrepreneurs who can correctly assess speech conditions, serve for the development of the country, morally mature people are the main goals of Uzbek language education in general secondary education school in Uzbekistan [2,3].

The main goal of Uzbek language education in general secondary schools is to develop communicative literacy, to educate a spiritually mature person who can think independently and creatively, who knows the art of recitation and singing, and who has mastered the skills of oral speech and text creation [4,5,6]. For this, Uzbek language teachers need to:

- 1) expand the scope of imagination of students about surrounding objects, events and their social essence [7];
- 2) guide their students to be able to clearly distinguish the cause, condition,

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consequence, opposite relationship, network and reverse connection between these objects and events,

- 3) instruct their students to be able to analyze and synthesize events and to clearly and appropriately express these events in oral and written situations according to the requirements of the speech situation and formation of classification skills;
- 4) work on the development of their scientific talent, knowledge, the ability to convey the positive results obtained by putting them into practice to others.

The question arises: what should be done to turn students into the subject of the educational process (discoverer, inventor), and the teacher into the manager of the educational process (inquiring, creative person)? What methods and tools can be used to improve the effectiveness of Uzbek language education and to form the student's oral and written speech correctly and fluently in accordance with the requirements of the state educational standard?

The main objective of this research is to explore the role of text in fostering students' creative thinking skills. Text, in this context, refers to any written or spoken language that can be used for communication, expression, or learning purposes [8]. The research examines how different types of text, such as fiction, poetry, essays, or dialogues, can stimulate students' imagination, curiosity, originality, and problem-solving abilities. The research also investigates the best practices and strategies for integrating text-based activities into the curriculum and the classroom environment.

2. Method

Literature study approach was chosen in order to gain a comprehensive understanding of the importance of working with text in developing students' creative thinking. The data presented in this study were obtained via review of relevant literature, such as literatures on language acquisition and language education.

This research is concerned with the topic of Uzbek language education in Uzbekistan. Systematized approach was taken in searching relevant literature, such as searching for literatures in English which deals with language acquisition and high school language education. Relevant data were then collected and analyzed.

Data analysis results were then interpreted in the following section.

3. Results and Discussion

3.1. State Educational Standards requirements

The Republic of Uzbekistan has enacted a set of requirements, called the State Educational Standards (SES) for the students to follow [9]. In the process of working on a text and preparing to create a text, students should acquire the following knowledge, skills, and abilities based on the abovementioned requirements:

- 1) Understanding the main idea expressed in the studied text;
- 2) Understanding ways to draw logical conclusions from independently read text;
- 3) Determining the type, language, and style of the studied or independently created text;
- 4) Differentiating between texts and to compose them correctly;
- 5) Choosing language tools that shape the content of the text, its methodological aspects, connecting sentences and using them appropriately;
- 6) Making a sentence in a concise and perfect manner, without stylistic defects;
- 7) Effectively using phrases, expressions and figurative expressions, proverbs and wise words in the process of creating a text;
- 8) Creating short texts in scientific, artistic, journalistic, official, conversational styles on a given topic;

- 9) Editing and analyzing a ready text (given or created during language classes);
- 10) Writing a small review, recommendation, and suggestions related to the content of the text;
- 11) Classifying electronic didactic slides and communicative tables in a scientific, scientific-artistic style and using them in the preparation of scientific texts on the subject;
- 12) Acquiring cultural communication skills and understanding ways to create texts in different ways on this topic;
- 13) Writing reviews and abstracts on articles published in newspapers and magazines, free use of encyclopedias and linguistic dictionaries; and
- 14) Creating a new text based on a ready-made text.

These requirements are mandated in the SES as a way to teach Uzbekistani students about their Uzbek language. Since the post-Soviet era, Uzbekistan has tried to find various ways to revive their cultural heritage, including the use of Uzbek [10].

In this instance, the main goals of providing students with the ability to work with the text or work on the text are: 1) to give them a thorough understanding of the perfect text, 2) to activate the mechanism of creative thinking in it, 3) to prepare them to follow a clear direction, consistent, logical observation, and 4) to express the product of thought in writing correctly and fluently.

3.2. Types of text used in teaching Uzbek language

It is known that there are four kinds of text used to express opinion in an educational process: 1) oral and written; 2) analytical; 3) analytical-synthetic; and 4) synthetic. In both classical and modern educational process of Uzbek language, there are some types of text employed:

- 1) **Narrative text.** The scientific heritage of Eastern philosophers, moral education and spiritual and educational worldviews, the origin of expressions, wise sayings and proverbs, and interpretation of etymology.
- 2) **Descriptive text.** Surroundings, trees, buildings, flower beds, school gardens, kitchens, pictures, and objects.
- 3) **Discussion text.** A scientific work, an art book, a person's individual characteristics, behavior, manners, culture, and interest in a field.
- 4) **Scientific-grammatical text.** Departments and topics of the Uzbek language, their scientific interpretation, and classification of communicative tables.
- 5) **Educational text.** Covering the life, scientific and creative activities of famous people through electronic images, discussing their biographies, scientific innovations, works of art, and cultural heritage.
- 6) **Economic text.** A text created in the direction of a specific field for a specific purpose (information and lecture) with the participation of special terms related to a certain profession, science, and technology.
- 7) **Munshaot (official) text.** Texts of official documents, personal documents: application, receipt, notification, contract, extract from the decision, review, state documents; license, certificate, certificate, and diploma.
- 8) **Poetic texts.** One-, four-, and eight-versed poems, *tuyuq*, song, *olan*, epic, poem, and *muwashshah*.

These types of text form an important part of Uzbek language teaching process.

3.3. Problems faced by teachers of Uzbek language and their solutions

As aforementioned, teachers of Uzbek language in Uzbekistan face a continuing problem of creating students who discover and invent instead of receiving instruction and being teachers who, instead of instruct, manage [11].

This problem is, in the author's view, manageable. It is in the author's belief that it

is necessary to abandon the outdated methods of the traditional education system which prioritizes the teacher's personality, worldview, and mind, i.e. the method of teacher-explainer, student-executor, which dominates the Uzbek language education of general secondary schools from the 1930s-1960s until now. Collaborative learning has been proven to enrich students' skills in acquiring language [12]. Teachers should position themselves as class managers, who give the class something to work on [13,14,15,16]. The SES itself has provided sufficient material to accomplish this with the (non-exhaustive) list of types of text used in teaching Uzbek [2,9]. Should teachers possess enough creativity in juggling with the approved material, students will reap the benefits of understanding Uzbek and using them with pride.

It is also necessary to intensively move to a system of conscious verbal-cognitive education, modernized with multimedia educational programs, as well as electronic educational literature, aimed at researching and solving problems and creating positive learning motives, armed with modern innovative information technologies in foreign language education. The massive use of technology in educational field since COVID-19 positively impacts the global learning community, and the field of language education is no exception [17,18,19,20]. This use of technology has accelerated technological reach, even in Uzbekistan. Online learning can be one of the alternatives in introducing students to text work and teaching them to the ways one may work with text in Uzbek [10,21,22].

It is necessary to further improve the educational content recommended by method scientists, to create modular innovative technologies in order to strengthen the skills of text creation, and to bring the teacher-student relationship between the student and the teacher to the level of friendship and mutual cooperation [16]. The above-mentioned problems and the proposed recommendations for their solution are also related to the proper organization of the process of working on the text.

3.4. Working on the text in Uzbek language learning process

There are various ways of working on the text in Uzbek language learning process. The author group them into two: traditional practices which involve grammar strengthening, and updated practices which involve creative methods.

- 1) Traditional practices which involve strengthening students' grammatical knowledge, such as:
 - a. creating compound sentences from simple sentences in the text and simplifying compound sentences on the contrary;
 - b. syntactically analyzing separated simple and compound sentences;
 - c. retelling the content of poetic works in prose;
 - d. distinguishing and identifying the types of compound sentences in the text; and
 - e. analyzing morphology or syntax of the given sentence, etc.
- 2) Updated practices which require creative method, such as [23,24,25]:
 - a. replacing the highlighted words in the text with phrases and figurative expressions, determining and interpreting their dictionary meaning;
 - b. finding words with the same, similar, similar and opposite meanings to the isolated words and interpreting their dictionary meaning;
 - c. converting a text in a scientific style into a text in an artistic style;
 - d. changing the form of the text while preserving the content;
 - e. expanding (condensing) sentences in the text;
 - f. continuing the text with the beginning already given;
 - g. working on a problematic text and finding a solution;
 - h. creating an independent text based on a given word (phrase, sentence);
 - i. creating an artistic (scientific, pictorial poetic) text based on a given

electronic image (picture, drawing, chart), etc.

These efforts, in the author's view, should be combined to create an effective, efficient, and edifying Uzbek language learning environment.

4. Conclusion

This research has demonstrated the importance of working with text in developing students' creative thinking. The main findings of the study were that text-based activities, such as reading, writing, and analyzing texts, can foster various aspects of creativity, such as fluency, flexibility, originality, and elaboration. The study also suggested some pedagogical implications for teachers who want to enhance their students' creative potential through text-based instruction. The study highlighted the need for teachers to select texts that are relevant, engaging, and challenging for their students, and to design tasks that require students to use different cognitive and linguistic skills. The study also emphasized the role of feedback and reflection in supporting students' creative thinking and learning. The study hopes to contribute to the existing literature on creativity and text-based learning, and to inspire further research in this area.

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