

**ENHANCING TEXT-BASED LEARNING TECHNIQUES IN NATIVE LANGUAGE
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Abstract. This article explores the essence and significance of working with texts in native language education, as well as ways to improve this process. The study analyzes modern pedagogical technologies and interactive methods used in text-based learning, emphasizing their role in developing students' speech and thinking skills. The author proposes effective methodological recommendations for organizing text work step by step, supporting students' independent thinking, enriching their vocabulary, and strengthening their grammatical competence. The article also highlights the advantages of integrating innovative approaches and digital tools into native language lessons based on advanced teaching experiences.

Keywords: native language, text-based learning, pedagogical technology, interactive method, innovative education, independent thinking, speech culture. Introduction

Introduction. In the realm of mother tongue education, the capacity of learners to engage with, interpret and produce texts is fundamental. In primary schooling, where the foundations of communicative competence and reading literacy are laid, effective engagement with texts serves not only linguistic development but also cognitive, cultural and personal growth. The question of how to organise, structure and improve the *technology* of working with texts in native language lessons is therefore critical. By “technology” we mean the systematic methods, tools, sequencing and strategies by which teachers and learners work with texts—reading, analysing, interpreting, and producing them—in lessons of the native language.

In many contexts, text-work remains confined to traditional reading comprehension exercises and grammar-focused tasks. Yet contemporary pedagogical research emphasises more dynamic, interactive, meaning-centred approaches: e.g., the text-based approach (TBA) and genre pedagogy. As one study indicates, the text-based approach emphasises the use of authentic texts and links language learning to meaningful communicative purposes. Similarly, genre pedagogy emphasises stages of modelling, joint construction and independent construction of texts.

This article aims to (1) review the theoretical foundations of working with texts in native language lessons, (2) analyse the current challenges in organising text-work technology in primary education, and (3) propose a structured framework and recommendations for improving this technology in the context of native language teaching.

Theoretical Background

The Role of Texts in Native Language Education. Texts in native language education serve multiple functions: linguistic input (vocabulary, syntax, discourse), cultural and identity formation (through engagement with local literature and contexts), and cognitive development (through comprehension, critical thinking and production). Working with texts thus transcends rote

decoding of words—it involves constructing meaning, reflecting on language, and generating new expressions.

As research suggests, engaging learners with whole texts, rather than isolated sentences, supports deeper learning of both language and content. For instance, Burns (2021) in *The Cambridge Guide to Pedagogy and Practice in Second Language Teaching* outlines a chapter on “Text-Based Teaching” which discusses how holistic text approaches facilitate meaning-making and learner engagement.

Text-Based Approach (TBA) and Genre Pedagogy. The text-based approach advocates that learning units should revolve around authentic texts selected for meaning and context, with tasks that stimulate reading, writing, speaking and listening in an integrated manner. For example, in the Indonesian context, the implementation of TBA in a competency-based curriculum resulted in positive effects on reading comprehension, writing proficiency, critical thinking and learner autonomy. TBA emphasises cycles of activating prior knowledge, guided text exploration, collaborative construction and independent production. Closely related is genre pedagogy, which emphasises how texts of certain types (genres) have particular features—structure, discourse, audience—and how learners should be guided through stages: modelling of a genre, joint construction, and independent creation. These theoretical frameworks provide strong ground for refining the technology of text-work in native language lessons.

Technological and Interactive Dimensions. Beyond pedagogical models, modern technologies and interactive methods offer possibilities to enhance text work: digital platforms, multimedia, interactive reading, collaborative peer tasks, and scaffolding through technology. As one study notes in the post-COVID-19 era, the use of mobile technologies (WhatsApp, Google Docs, Kahoot etc) reinforced text-based approaches and learner-centred pedagogies. Moreover, the structuring of tasks around texts fosters critical thinking, vocabulary building and grammar via meaning rather than isolated drills.

Current Challenges in Native Language Text-Work Technology. While the theoretical foundations are strong, implementation in native language lessons—especially in primary education—faces several challenges:

Teachers’ Professional Preparedness. Many teachers may not have deep familiarity with text-based approaches or genre pedagogy. Research indicates that even in well-resourced settings, teachers’ knowledge of the TBA framework is limited, thus hampering effective implementation. Without focused professional development, the adoption of more interactive and meaning-oriented text tasks remains uneven.

Material and Curriculum Constraints. In many settings, available textbooks and teaching materials are not designed for text-based interactive work—they emphasise sentence-level grammar, isolated tasks rather than whole texts, and limited production. In Indonesia, for instance, teachers reported that support materials for TBA were insufficient, and the textbook was perceived as the only base. For native language contexts, this problem often manifests in lack of authentic texts, limited genre variety, and limited digital resource integration.

Learner-Centred Practices and Motivation. Traditional teacher-centred methods prevail in many native language lessons: students often respond to comprehension questions and fill in blanks rather than engage in interactive text tasks. The transition to more learner-centred, text-rich tasks

requires a pedagogical shift. Moreover, learner motivation and engagement may suffer if text tasks are not meaningful or interactive.

Integration of Digital and Interactive Tools. Although technology offers strong potential, its integration into native language text-work is still limited in many contexts due to infrastructure issues, lack of teacher training, and absence of context-specific digital resources. For instance, mobile technologies helped support text-based approaches during COVID-19 but also revealed issues of access, teacher readiness, and adaptability.

Proposed Framework for Improving Text-Work Technology. Based on the literature and challenges identified, a structured framework for improving the technology of working with texts in native language lessons is proposed. This framework comprises five inter-related components, each with practical implications for classroom practice.

Component 1: Text Selection and Genre Variety. Use authentic, meaningful, contextually relevant texts in the mother tongue: narratives, informational texts, dialogues, poems, reports, etc. Ensure a variety of genres so learners become familiar with different text structures and purposes (e.g., recount, explanation, argumentation). Match text difficulty and student proficiency; scaffolding may be required.

Component 2: Structured Task Cycle

The text-work sequence follows a three-phase cycle:

Pre-text phase: Activate prior knowledge, introduce key vocabulary, frame purposes for reading, set communicative goals.

While-text phase: Guided reading and analysis of text—ask questions, promote discussion, highlight language features (vocabulary, cohesion, structure), support collaborative interpretation.

Post-text phase: Tasks that require production: summarising, retelling, transformation (e.g., turning narrative into dialogue), creative extension (e.g., writing similar text), peer review, digital publication.

This sequence encourages both comprehension and production, linking text analysis with meaningful output. **Component 3: Interactive and Digital Integration.** Use multimedia (audio, video), digital tools, collaborative platforms (Google Docs, discussion forums) to enrich text-work. Encourage peer-interaction, group work, text creation and sharing in digital space. Use scaffolding via teacher questions/prompts, digital annotations, interactive quizzes to sustain engagement and check understanding.

Component 4: Teacher Professional Development and Reflective Practice. Provide sustained professional development for teachers in text-based pedagogy, genre roles, digital integration, scaffolding techniques. Support teacher reflection: examining how text tasks support reading, writing, thinking; collecting student feedback; refining task design.

Component 5: Assessment and Feedback. Align assessment with text-work goals: not only reading comprehension but also writing, critical thinking, discourse awareness. Use formative assessment: peer review, self-assessment, digital portfolios of text work. Provide feedback that focuses on meaning, coherence, genre conventions and language use—not just grammar correction.

Implications for Practice

Implementing the proposed framework in native language lessons (especially at primary level) yields several practical implications:

Teachers should move away from isolated sentence-level tasks toward whole-text work with meaningful communicative goals.

Text tasks should stimulate thinking and production rather than solely comprehension; for example, students can produce their own texts inspired by class texts.

Digital tools should be used to increase motivation and enable collaborative text creation/sharing. Text selection must reflect the learners' context: local culture, authentic language, relevant topics. Continuous teacher development must be built into school programmes to ensure sustainable improvement in text-work technology.

Conclusion. Working with texts occupies a central position in the teaching of the native language, as it integrates language, cognition and culture. Yet the *technology* of text-work—how teachers select texts, sequence activities, integrate interactive tools and scaffold production—requires improvement. Drawing on text-based and genre pedagogies, and acknowledging the digital possibilities of our era, the framework presented in this article offers a systematic approach for enhancing text-work in native language lessons. By investing in teacher training, interactive practices and learner-centred tasks, schools can ensure that mother tongue instruction becomes dynamic, meaningful and aligned with 21st-century skills.

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