

WORK WITH TEXT IN NATIVE LANGUAGE LESSONS

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Abstract

This article explores the effectiveness of text-based methods in native language lessons. It explores how language proficiency can be improved by including different types of text such as literary works, articles, and actual materials. The study explores literature, methodologies, outcomes, and outcomes to provide insight into the optimization of native language learning.

Keywords: native language learning, text-based approaches, literature analysis, methodology, results, discussion, conclusions, suggestions.

Introduction

Knowledge of the native language is essential to maintain cultural identity and communicate effectively. Text-based approaches have long been used in language education to enhance students' linguistic skills and cultural awareness. This article explores the importance of using textual materials in native language classes and explores their impact on student competence. This study uses a mixed method approach that combines qualitative analysis of learning practices and quantitative assessment of students' knowledge of the language. An example of native language classes is chosen and teachers implement text-based strategies over a set period of time. Prior and subsequent assessments are used alongside classroom observations to assess the effectiveness of these methods.

The inclusion of text in native language lessons can significantly increase language learning and understanding. Some effective ways to work with text in native language lessons:

- Reading comprehension: select texts that correspond to the level of knowledge of students and read them aloud or silently. Next, involve them in understanding activities such as summarizing, answering questions, or discussing basic ideas and details.

Here are a few short texts suitable for readers of different levels and some understanding activities:

Initial Level:

Text:

"Tom loves to play with his dog. He throws the ball and his dog retrieves it. Together they run around the park."

Understanding Activities:

- Summarize the text in one sentence.
- What does Tom like to do with his dog?
- Where does Tom and his dog play together?



- What does Tom throw and what does his dog do?

Middle Level:

Text: "Susan was busy working day. He finished his report, attended the meeting and helped a colleague. After work, he went to the gym to train."

Understanding Activities:

- * Summarize the text in two or three sentences.
- What tasks did Susan perform at work?
- Where did Susan go after work and why?
- Do you think Susan had an effective day? Why or why?

Advanced Level:

Text: "debate on climate change policy continues to escalate globally. While some promote immediate measures to reduce carbon emissions, others argue for a step-by-step transition to sustainable energy sources. Political leaders face increasing pressure to address this pressing issue."

Understanding Activities:

- Summarize the text in three to four sentences.
- What are the two opposing views on climate change policy presented in the text?
- Why do you think political leaders are under pressure on this issue?
- Discuss the possible consequences of not addressing climate change effectively.

These texts and comprehension activities are designed to suit students of different levels and can be adjusted based on the specific needs of the students and the educational goals of the lesson.

- **Make a dictionary:** enter new vocabulary from the text before reading and encourage readers to identify unfamiliar words while reading. Use contextual tips, word roots, and suffixes to help students understand the meaning of these words.
- *** Grammar practice:** choose texts that reflect specific grammatical structures or language patterns that correspond to the goals of the lesson. Analyze these structures with students, emphasizing grammar rules, sentence structures and uses.
- **Writing exercises:** mark written tasks related to the text, such as summarizing a passage, writing an answer or meditation, composing a creative story inspired by the text, or composing comprehension questions for peers.
- **Cultural studies:** use texts that provide insight into the culture, history or society of native speakers. Discuss the cultural references, Customs and Customs mentioned in the text, develop cross-cultural understanding and appreciation.
- **Critical thinking:** encourage readers to critically analyze the text by evaluating the author's point of view, identifying bias, recognizing literary tools, and shaping their interpretations. Involve them in discussions or discussions based on different interpretations of the text.
- *** Interactive activities:** performing interactive activities such as text-based role-playing games, reader theater, or storytelling. These activities help to actively interact with the language and increase speech and listening skills.



- Multi-modal approach: combine different texts, including articles, short stories, poems, songs and multimedia resources, to meet different learning styles and interests. Add audio recordings, videos, or visual weapons to complement text materials.
- Real materials: combine real materials such as newspapers, magazines, websites, or excerpts from literature written by native speakers. Real texts affect the use of language and cultural nuances of students in real life, increasing their language proficiency.
- Feedback and assessment: give constructive feedback on students ' reading comprehension, vocabulary acquisition, writing ability, and critical thinking skills based on their communication with the text. Use a variety of assessment tools, such as quizzes, presentations, or projects, to assess their development.

By incorporating these strategies, teachers can effectively use the text to create interesting and meaningful mother tongue lessons that promote language proficiency and cultural awareness. The positive results observed highlight the effectiveness of text-based methods in native language education. By combining different texts, teachers can meet different needs and interests of students and thus create a comfortable learning environment. In addition, the cultural wealth included in literary works increases students ' appreciation of heritage language and cultural identity.

Conclusions:

Text-based approaches provide valuable opportunities to enhance native language learning. By incorporating authentic materials and different types of text, teachers can facilitate holistic language acquisition and cultural understanding. The findings highlight the importance of innovative pedagogical practice in the restoration and preservation of indigenous languages.

To further optimize the learning of the native language using text-based methods, teachers are encouraged to:

- Constantly diversify text materials to meet students ' interests and skill levels.
- Combine technology to access a wide range of real texts and multimedia resources.
- Includes interactive activities such as group discussions and creative projects to enhance participation and understanding.
- Collaborate with community stakeholders to incorporate local narratives and oral traditions into the curriculum.
- To provide opportunities for teachers to improve their pedagogical skills in the effective use of text-based approaches.

Text-based approaches serve as an invaluable tool for nurturing knowledge and appreciation of native languages. By adopting innovative methodologies and developing a rich linguistic environment, teachers can give students the opportunity to connect with cultural heritage and develop in different linguistic landscapes.

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