

WHAT IS TEXT-BASED LEARNING AND ITS TYPES IN EDUCATIONAL PLACES

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Annotation: Text-based Learning (TBL) has been extensively employed in EFL classrooms in Uzbekistan. The curriculum requires teachers to exploit the structure of various texts for communicative purposes. Similarly, in tertiary level, lecturers do the same thing for teaching reading, speaking, writing, and even listening. It is true that some literature offer the merits of using text-based learning. However, we also need to listen to EFL teachers’ real practice, so when implementing it in our own classroom, we, teachers, can anticipate the problem and implement the text-based learning well. This paper is aimed at presenting EFL pre-service teachers’ problems and strategies in their first-time teaching English using Text-based learning viewed from the sociocultural approach. By so doing, the problems and strategies are not only individ

ually developed but also socially developed through social interaction or what so-called the sociocultural approach. This study is useful for secondary school teachers, lecturers, student-teachers, and policymakers in planning and implementing text-based learning.

Keywords: Text-based learning, Sociocultural Approach, reflective practice

Annotatsiya: Matnga asoslangan ta’lim (TBL) O‘zbekistondagi ingliz tili darslarida keng qo‘llanilgan. O‘quv dasturi o‘qituvchilardan kommunikativ maqsadlarda turli matnlarning tuzilishidan foydalanishni talab qiladi. Xuddi shunday, uchinchi darajali o‘qituvchilar o‘qish, gapirish, yozish va hatto tinglashni o‘rgatish uchun xuddi shu narsani qilishadi. To‘g‘ri, ba’zi adabiyotlar matnga asoslangan ta’limdan foydalanishning afzalliklarini taklif qiladi. Biroq, biz EFL

o‘qituvchilarining haqiqiy amaliyotini ham tinglashimiz kerak, shuning uchun uni o‘z sinfimizda amalga oshirayotganda, biz, o‘qituvchilar, muammoni oldindan bilishimiz va matnga asoslangan ta'limni yaxshi amalga oshirishimiz mumkin. Ushbu maqola ingliz tilini birinchi marta o‘rgatishda ingliz tilini o‘rgatishdagi muammolari va strategiyalarini matnga asoslangan ta'limdan foydalangan holda ijtimoiy-madaniy yondashuvdan ko‘rib chiqishga qaratilgan. Shunday qilib, muammolar va strategiyalar nafaqat individual ravishda ishlab chiqiladi, balki ijtimoiy o‘zaro ta'sir yoki sotsial-madaniy yondashuv orqali ham ijtimoiy jihatdan rivojlanadi. Ushbu tadqiqot o‘rta maktab o‘qituvchilari, o‘qituvchilari, talaba-o‘qituvchilari va siyosatchilar uchun matnga asoslangan ta'limni rejalashtirish va amalga oshirishda foydalidir.

Kalit so‘zlar: Matnga asoslangan ta'lim, ijtimoiy-madaniy yondashuv, reflektiv amaliyot.

Аннотация: Обучение на основе текста (TBL) широко используется в классах EFL в Узбекистане. Учебная программа требует от учителей использования структуры различных текстов в коммуникативных целях. Точно так же на высшем уровне преподаватели делают то же самое для обучения чтению, разговорной речи, письму и даже аудированию. Это правда, что некоторая литература предлагает преимущества использования текстового обучения. Тем не менее, нам также необходимо прислушиваться к реальной практике учителей EFL, поэтому, применяя ее в нашем собственном классе, мы, учителя, можем предвидеть проблему и хорошо реализовать обучение на основе текста. Эта статья направлена на представление проблем и стратегий учителей EFL, начинающих преподавать английский язык с использованием текстового обучения, с точки зрения социокультурного подхода. При этом проблемы и стратегии разрабатываются не только индивидуально, но и социально развиваются посредством социального взаимодействия или так называемого социокультурного подхода. Это исследование полезно для

учителей средних школ, лекторов, студентов-преподавателей и политиков при планировании и реализации обучения на основе текста.

Ключевые слова: текстовое обучение, социокультурный подход, рефлексивная практика.

INTRODUCTION

The use of text-based learning (TBL) is believed in offering benefits for teaching and learning. First, It requires an explicit explanation on the structure of the text and why it is written. The characteristics can help students understand how the structural and language features of texts can contribute to meaning-making. Secondly, it can help teachers match the social purpose of the text to learners' needs [6]. By so doing, teaching materials are not based on teachers' general intuition but on the ways language is actually used in particular context (in this case learners' context). For example, making a reservation for a room in a hotel) that are valued in English speaking communities [4]. It is true that TBL brings about good sides that can help teachers teach systematically and help learners make meaning better in communication. However, we also need to listen to EFL (especially pre-service or novice) teachers' challenges in implementing TBL. There are several ways that can be used to get to know the teachers' problems and strategies. First is from their individual reflection and second is not only from their own reflection but also from their interaction with other (more) capable being such as colleagues and senior teachers or what so-called sociocultural approach [4].

They are text genres or text types and given in definition, purpose, generic structure, language feature and some samples of each text. This is the core strategy of learning English through text-based approach.

The text classification may differ from one theory to another. Based on generic structure and language feature dominantly used, English texts are divided into 13 types. They are narrative, recount, descriptive, report, explanation, analytical

exposition, hortatory exposition, procedure, discussion, review, anecdote, spoof, and news item [4].

Kinds of text which students of high schools should study when learning English

Text Types 1: NARRATIVE

Purpose:

To amuse/entertain the readers and to tell a story

Generic Structure:

1. Orientation
2. Complication
3. Resolution
4. Reorientation (optional)

Dominant Language Features:

1. Using Past Tense
2. Using action verb
3. Chronologically arranged

Text Types 2: RECOUNT

Purpose:

To retell something that happened in the past and to tell a series of past event

Generic Structure:

1. Orientation
2. Event(s)
3. Reorientation

Dominant Language Features:

1. Using Past Tense
2. Using action verb
3. Using adjectives

Narrative and recount in some ways are similar. Both are telling something in the past so narrative and recount usually apply PAST TENSE; whether Simple Past

Tense, Simple Past Continuous Tense, or Past Perfect Tense. The ways narrative and recount told are in chronological order using time or place. Commonly narrative text is found in story book; myth, fable, folklore, etc while recount text is found in biography [2].

The thing that makes narrative and recount different is the structure in which they are constructed. Narrative uses conflicts among the participants whether natural conflict, social conflict or psychological conflict. In some ways narrative text combines all these conflicts. In the contrary, we do not find these conflicts inside recount text. Recount applies series of event as the basic structure.

METHODOLOGY

Text Types 3: DESCRIPTIVE

Purpose:

To describe a particular person, place or thing in detail.

Dominant Generic Structure:

1. Identification
2. Description

Language Features:

1. Using Simple Present Tense
2. Using action verb
3. Using adverb
4. Using special technical terms

For more explanation on descriptive text, you can read:

What is Descriptive Text?

Text Types 4: REPORT

Purpose:

To presents information about something, as it is.

Generic Structure:

1. General classification
2. Description

Dominant Language Feature:

1. Introducing group or general aspect
2. Using conditional logical connection
3. Using Simple Present Tense

For more explanation on report text, you can read:

What is Report Text?

Text Types 5: EXPLANATION

Purpose:

To explain the processes involved in the formation or working of natural or socio-cultural phenomena. Generic Structure:

General statement

Text Types 3: DESCRIPTIVE

Purpose:

To describe a particular person, place or thing in detail.

Dominant Generic Structure:

1. Identification
2. Description

Language Features:

Using Simple Present Tense

Using action verb

Using adverb

Using special technical terms

The texts which should be learned by students of high school cover four fields of functional language [6]. They are:

1. Procedural text. It includes procedure and explanation texts
2. Informational text. It has four varieties. They are descriptive text, report, news item, and review
3. Story text. This story text covers narrative text, spoof, and recount
4. Persuasive text. It includes analytical exposition, hortatory exposition, and discussion text.

The four main texts are learned with other functional texts, such as, advertisement, invitation, announcement, banner, poster, and pamphlet. Well, now we are ready to learn text types again [1].

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