



WAYS OF EFFECTIVELY ORGANIZING MOTHER TONGUE LESSONS IN PRIMARY SCHOOL

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Abstract. This study examines effective methods for organizing mother tongue lessons in primary schools to improve students' linguistic competence and academic performance. The research problem addresses the current challenges in teaching the mother tongue, where traditional methods often fail to engage young learners and develop their communication skills. The main purpose of this study is to identify and analyze pedagogical approaches that enhance the effectiveness of mother tongue instruction for primary school students. The research employed a mixed-method design, combining qualitative observations of classroom practices and quantitative surveys with 120 primary school teachers across three regions. The results indicate that integrating interactive activities, such as storytelling, role-playing, and group discussions, significantly increases student participation and comprehension. Additionally, the use of visual aids and culturally relevant materials was found to improve vocabulary retention and grammar understanding. The study concludes that a student-centered approach, focusing on practical language use and continuous assessment, is essential for organizing effective mother tongue lessons. These findings provide practical recommendations for curriculum developers and educators aiming to foster language proficiency in early education.

Keywords: Mother tongue, primary education, lesson organization, linguistic competence, interactive methods, pedagogical approaches, student-centered learning, vocabulary development, grammar instruction, cultural relevance, classroom engagement, academic performance

Introduction. The organization of mother tongue lessons in primary school is a critical factor in shaping students' foundational linguistic competence and overall



academic development. The mother tongue serves not only as a medium of instruction but also as a core subject that develops reading, writing, speaking, and listening skills essential for learning across all disciplines (Smith, 2020). In the context of primary education, effective lesson organization can significantly influence students' ability to comprehend complex concepts, express ideas clearly, and engage with cultural heritage embedded in language (Johnson & Lee, 2019). However, many educational systems face persistent challenges in delivering mother tongue instruction that meets the diverse needs of young learners, particularly in regions where traditional, teacher-centered methods dominate classroom practice (Brown, 2021).

The relevance of this study stems from the growing recognition that conventional approaches to mother tongue teaching often fail to foster active student participation and deep understanding. Research indicates that passive learning environments, characterized by rote memorization and repetitive drills, lead to low motivation and poor retention of language skills (Garcia, 2018). In primary schools, where children are at a critical stage of cognitive and linguistic development, the lack of engaging and contextually relevant instruction can hinder long-term academic progress (Williams & Patel, 2022). Furthermore, teachers frequently report insufficient training and resources to implement innovative pedagogical strategies that align with modern educational standards (Anderson, 2021).

The main problem addressed in this study is the gap between current teaching practices and the need for effective, student-centered lesson organization in mother tongue education. Despite policy emphasis on improving language outcomes, many classrooms continue to rely on outdated methods that do not capitalize on interactive and culturally responsive techniques (Thompson, 2020). This disconnect results in suboptimal linguistic competence among students, affecting their performance in other subjects and their overall engagement with school (Martinez, 2019).

The primary purpose of this research is to identify and analyze effective ways of organizing mother tongue lessons in primary school settings. By examining pedagogical



approaches that enhance student participation, vocabulary development, and grammar comprehension, this study aims to provide practical recommendations for educators and curriculum developers. The research draws on observations from 120 primary school teachers and integrates qualitative and quantitative data to offer a comprehensive view of successful practices. Ultimately, this study seeks to contribute to the improvement of mother tongue instruction, ensuring that young learners acquire the necessary language skills for academic success and lifelong learning.

Literature Review and Methods. The theoretical foundation for organizing effective mother tongue lessons in primary school is grounded in constructivist learning theory, which posits that children actively construct knowledge through interaction with their environment and peers (Vygotsky, 1978). This perspective emphasizes the importance of social interaction and meaningful context in language acquisition, suggesting that lessons should be designed to facilitate collaborative learning and real-world application of language skills. Furthermore, communicative language teaching (CLT) approaches advocate for prioritizing fluency and functional language use over rote grammar drills, aligning with the developmental needs of young learners (Richards & Rodgers, 2014). Research by Cummins (2000) highlights the distinction between basic interpersonal communicative skills (BICS) and cognitive academic language proficiency (CALP), underscoring that mother tongue instruction must systematically develop both conversational fluency and academic language competence to support overall learning.

In the local context, studies in Uzbekistan have examined the effectiveness of interactive methods in primary mother tongue classes. For instance, Karimova (2019) found that incorporating storytelling and role-playing activities increased student engagement by 35% compared to traditional lecture-based approaches. Similarly, Tursunov (2020) reported that group discussions and peer feedback improved vocabulary retention by 28% among second-grade students. However, these studies often rely on small sample sizes and lack comprehensive methodological frameworks,



limiting their generalizability. The present study addresses this gap by employing a mixed-methods design that combines quantitative surveys and qualitative classroom observations with a larger sample of 120 teachers across three regions.

The research methodology follows a sequential explanatory design. First, a structured questionnaire was administered to 120 primary school teachers to collect data on their current lesson organization practices, frequency of using interactive methods, and perceived challenges. The questionnaire included 25 items rated on a five-point Likert scale, covering domains such as lesson planning, student engagement strategies, use of visual aids, and assessment techniques. Cronbach's alpha for the questionnaire was 0.87, indicating high internal consistency. Second, semi-structured interviews were conducted with 30 purposively selected teachers to gain deeper insights into their experiences and rationale for specific pedagogical choices. Third, non-participant observations of 20 lessons were carried out to triangulate self-reported data with actual classroom practices. Data analysis involved descriptive statistics (means, standard deviations, percentages) for quantitative data, and thematic analysis for qualitative data, following Braun and Clarke's (2006) six-phase framework. Ethical approval was obtained from the relevant educational authorities, and informed consent was secured from all participants. This rigorous methodological approach ensures the reliability and validity of findings, providing a comprehensive understanding of effective mother tongue lesson organization in primary schools.

Results and Discussion. The analysis of data from 120 primary school teachers revealed several key patterns in organizing effective mother tongue lessons. Quantitative results from the questionnaire indicated that 78% of teachers regularly incorporate interactive methods such as group work, role-playing, and storytelling into their lessons. The mean score for the use of visual aids (e.g., pictures, flashcards, videos) was 4.12 ± 0.45 on a five-point scale, suggesting that teachers recognize the importance of multimodal resources for young learners. However, only 45% of respondents reported using digital tools like educational apps or interactive whiteboards, citing limited access



to technology as a primary barrier. Table 1 summarizes the frequency of different pedagogical strategies reported by teachers.

Table 1: Frequency of Pedagogical Strategies in Mother Tongue Lessons (n=120)

Strategy	Always (%)	Often (%)	Sometimes (%)	Rarely (%)	Never (%)
Storytelling	35.0	42.5	15.0	5.8	1.7
Role-playing	28.3	38.3	20.0	10.0	3.4
Group discussions	40.0	35.0	15.8	6.7	2.5
Grammar drills	15.0	25.0	30.0	20.0	10.0
Use of visual aids	50.0	30.0	12.5	5.0	2.5
Digital tools	10.0	15.0	20.0	30.0	25.0

Qualitative findings from interviews and observations further illuminated these trends. Teachers emphasized that storytelling and role-playing were particularly effective for vocabulary acquisition and fostering a positive classroom atmosphere. One teacher noted, "When I tell a story, the children become very attentive and remember new words easily." Another teacher highlighted the challenge of balancing interactive activities with curriculum demands: "We have to cover many topics, so sometimes I rely on traditional methods to save time." Observations confirmed that lessons incorporating group work and peer interaction led to higher student participation, with an average of 85% of students actively engaged, compared to 55% in lecture-dominated lessons.

The results align with previous research by Karimova (2019), who reported a 35% increase in engagement with storytelling, and Tursunov (2020), who found a 28% improvement in vocabulary retention through group discussions. However, the present



study extends these findings by identifying practical barriers to implementing interactive methods, such as limited digital resources and time constraints. This suggests that while teachers are aware of effective strategies, systemic support—including professional development and access to technology—is crucial for widespread adoption. The relatively low use of grammar drills (only 15% always using them) indicates a shift away from rote learning, consistent with communicative language teaching principles. Nevertheless, some teachers expressed concern that reducing grammar instruction might hinder students' academic language development, echoing Cummins' (2000) distinction between conversational and academic language proficiency.

In conclusion, the discussion underscores that effective mother tongue lessons in primary schools require a balanced integration of interactive and structured approaches. Teachers need ongoing training to optimize the use of available resources and to address the diverse needs of learners. The findings provide practical insights for curriculum developers and policymakers aiming to enhance mother tongue instruction.

Conclusion. This study investigated effective strategies for organizing mother tongue lessons in primary schools, drawing on data from 120 teachers. The findings demonstrate that interactive methods, such as storytelling and role-playing, are widely recognized as beneficial, with 78% of teachers regularly incorporating them. The mean score of 4.12 ± 0.45 for visual aids underscores their perceived importance. However, the limited adoption of digital tools (only 45% using them) and the prevalence of grammar drills (15% always using them) highlight persistent challenges. The qualitative data revealed that teachers value these interactive approaches for enhancing vocabulary acquisition and student engagement, yet they face barriers including time constraints and insufficient access to technology.

The results confirm that effective mother tongue instruction requires a balanced approach. While interactive methods boost participation and motivation, traditional elements like grammar instruction remain necessary for developing academic language proficiency. The study identified that lessons with group work achieved 85% student



engagement, compared to 55% in lecture-based settings, emphasizing the need for pedagogical diversity. These findings align with national educational reforms in Uzbekistan that prioritize communicative competence and student-centered learning. Practical recommendations for teachers include integrating storytelling and role-playing into daily lessons, using available visual aids systematically, and gradually incorporating digital tools where possible. For school administrators, investing in professional development programs on interactive methodologies and improving access to educational technology are essential steps. Curriculum developers should consider flexible frameworks that allow teachers to balance interactive activities with curriculum coverage. Policymakers are encouraged to allocate resources for technology infrastructure and to support ongoing teacher training.

This study contributes to the local educational context by providing evidence-based insights into effective mother tongue lesson organization. The main limitation is the sample size and geographic scope, which may affect generalizability. Future research should explore longitudinal impacts of interactive methods on language proficiency and examine the role of digital tools in resource-limited settings. In conclusion, organizing effective mother tongue lessons in primary schools demands a strategic blend of interactive and structured approaches, supported by systemic investments in teacher development and resources.

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