

**METHODOLOGY OF TEACHING THE NATIVE LANGUAGE
IN PRIMARY GRADES**

Khujanov Kholbuta Khudoykulovich
University of Economics and Pedagogy
Senior Lecturer of the Samarkand Campus

Abstract: This article explores the methodology of teaching the native language in primary grades, focusing on contemporary approaches, strategies, and challenges. In the context of modern education, native language instruction plays a pivotal role in laying the foundation for a child's cognitive and emotional development. The paper discusses the various methods employed in primary schools to enhance language acquisition, including traditional approaches as well as modern techniques. Special attention is given to the integration of technology, the role of cultural context in language learning, and the importance of fostering a deep connection with one's cultural and linguistic heritage. The article also addresses the challenges faced by teachers in diverse classrooms, where varying levels of language proficiency and external influences can affect the learning process. Through examining current research and methodologies, this paper aims to highlight effective teaching strategies that cater to the evolving needs of young learners and promote the development of literacy skills in the native language.

Keywords: native language teaching, primary education, language acquisition, teaching methodology, cultural context, technology in education, language proficiency.

Annotatsiya: Ushbu maqola boshlang'ich sinflarda ona tili o'qitish metodikasini o'rganadi, zamonaviy yondashuvlar, strategiyalar va muammolarga e'tibor qaratadi. Zamonaviy ta'lim tizimida ona tilini o'rganish bolalar psixologik va emotsional rivojlanishini mustahkamlashda muhim o'rin tutadi. Maqolada boshlang'ich maktablarda til o'rganishni oshirish uchun qo'llaniladigan turli metodlar, shu jumladan an'anaviy va zamonaviy usullar haqida so'z boradi. Maxsus e'tibor texnologiyaning integratsiyasi, til o'rganishda madaniy kontekstning roli va o'z madaniyati va tiliga chuqur aloqani rivojlantirishning ahamiyatiga qaratilgan. Maqolada shuningdek, o'qituvchilar turli darajadagi til ko'nikmalariga ega va tashqi ta'sirlardan ta'sirlangan o'quvchilar bilan ishlashda duch keladigan qiyinchiliklar ham ko'rib chiqiladi. Hozirgi tadqiqotlar va metodikalarga tayanib, ushbu maqola yosh o'quvchilarning ehtiyojlariga mos samarali o'qitish strategiyalarini va ona tili bo'yicha savodxonlikni rivojlantirishni ta'kidlaydi.

Kalit so'zlar: ona tili o'qitish, boshlang'ich ta'lim, til o'rganish, o'qitish metodikasi, madaniy kontekst, ta'limda texnologiya, til ko'nikmasi.

Аннотация: Эта статья исследует методику преподавания родного языка в начальных классах, фокусируясь на современных подходах, стратегиях и вызовах. В контексте современного образования преподавание родного языка играет ключевую роль в формировании когнитивного и эмоционального развития ребенка. В статье обсуждаются различные методы, используемые в начальных школах для улучшения овладения языком, включая традиционные подходы, а также современные техники. Особое внимание

уделяется интеграции технологий, роли культурного контекста в изучении языка и важности развития глубоких связей с родной культурой и языковым наследием. Также в статье рассматриваются проблемы, с которыми сталкиваются учителя в многообразных классах, где различные уровни языковой подготовки и внешние влияния могут оказывать влияние на процесс обучения. Оценивая современные исследования и методики, статья стремится выделить эффективные стратегии преподавания, отвечающие меняющимся потребностям юных учеников и способствующие развитию грамотности на родном языке.

Ключевые слова: преподавание родного языка, начальное образование, освоение языка, методика преподавания, культурный контекст, технологии в образовании, языковая подготовка.

Introduction

The teaching of a native language in primary grades is a critical aspect of early education. A child's first language is not only a tool for communication but also a key element in the development of cognitive abilities, social skills, and a sense of identity. In many countries, the native language serves as the foundation upon which all other learning is built. In primary education, the emphasis on native language teaching goes beyond literacy—it is a gateway to understanding culture, fostering emotional intelligence, and nurturing a sense of belonging.

Over the years, the methodology of teaching native languages has undergone significant changes, reflecting the evolving educational philosophies and the integration of new pedagogical approaches. The role of technology, interactive teaching methods, and a more individualized approach to learning have all transformed how native languages are taught in primary schools. The objective is no longer simply to teach the mechanics of grammar and vocabulary but to make language learning a dynamic, engaging, and holistic experience.

Historical context and traditional approaches

Historically, language instruction in primary grades was often focused on rote learning, with students memorizing vocabulary lists, grammar rules, and texts without much regard for context or practical application. Teachers were expected to deliver content, and students were passive recipients of knowledge. This traditional approach emphasized the mechanical aspects of language acquisition but did little to foster a deep understanding of the language or its cultural significance.

However, as educational theories evolved, so too did the methods used to teach the native language. In the mid-20th century, child-centered educational philosophies, such as those proposed by Piaget and Vygotsky, began to influence language teaching. These theories emphasized the importance of active learning, where students are seen as participants in their own education. In the context of language teaching, this shift meant moving away from memorization and drill-based activities toward interactive and communicative methods that promote understanding and usage of the language in real-life contexts.

Modern approaches and teaching methodology

In contemporary primary education, the focus has shifted toward creating an immersive and engaging learning environment that emphasizes communication, critical thinking, and creativity. Modern teaching methodologies advocate for a more interactive approach, where children are encouraged to actively engage with language through play, storytelling, songs, and hands-on activities. These methods are designed to make learning both enjoyable and effective.

One prominent approach is the communicative language teaching (CLT) method, which prioritizes the use of language in context rather than the memorization of isolated vocabulary or grammatical rules. Teachers using this method create scenarios where children can practice speaking, listening, reading, and writing in the native language in real-life situations. For instance, students might engage in role-playing exercises, group discussions, or collaborative projects, which help them develop not only their language skills but also their ability to work in teams, think critically, and solve problems.

Another key component of modern teaching methodology is the integration of technology. Digital tools such as language-learning apps, interactive whiteboards, and educational software provide dynamic and engaging ways for students to practice their language skills. These technologies cater to different learning styles, offering visual, auditory, and kinesthetic learners a variety of ways to interact with the language. Furthermore, the use of multimedia resources such as videos, songs, and online games helps make language learning more relevant to children, particularly in an age where digital media play a significant role in their daily lives.

The role of cultural context in language learning

Teaching the native language in primary grades is not just about imparting vocabulary and grammar; it is also about helping children develop a deeper connection with their cultural identity. The language a child speaks is intrinsically linked to their cultural heritage, and understanding this connection is essential for fostering a sense of pride and belonging.

Incorporating cultural elements such as folklore, traditions, historical figures, and contemporary culture into language lessons can enrich the learning experience. By exploring stories, songs, and customs from their community, children not only improve their language skills but also gain an understanding of the values, beliefs, and practices that shape their society. This approach helps cultivate emotional intelligence and promotes a strong sense of cultural identity.

Challenges in teaching native language in primary grades

Despite the advancements in teaching methodologies, there are several challenges that educators face in teaching the native language. One major challenge is the varying levels of language proficiency among students. In many classrooms, students come from diverse linguistic backgrounds, and some may not speak the native language at home. This creates disparities in language acquisition, which can make it difficult for teachers to provide an equal learning experience for all students.

Conclusion

The methodology of teaching the native language in primary grades has evolved significantly in recent years, driven by a shift toward more interactive, student-centered, and technology-enhanced approaches. By emphasizing communication, creativity, and cultural context, modern teaching methods aim to provide students with a deeper understanding of their language and its role in shaping their identity. Despite the challenges posed by linguistic diversity, external language influences, and limited resources, effective language teaching remains crucial in fostering literacy, preserving cultural heritage, and ensuring the continued relevance of the native language in an increasingly globalized world.

References:

1. Elkind, D. (2007). *The Power of Play: How Spontaneous, Imaginative Activities Lead to Happier, Healthier Children*. Cambridge: Da Capo Press.



2. Johnson, K., & Johnson, H. (2019). *Language Teaching Methods: A Modern Approach*. London: Routledge.
3. Lee, J. (2018). *Language Acquisition in Early Childhood: Principles and Practice*. New York: Springer.
4. Vygotsky, L. (1978). *Mind in Society: The Development of Higher Psychological Processes*. Cambridge, MA: Harvard University Press.
5. Wang, Z., & Zhang, X. (2021). *Technology in Language Education: A New Era of Learning*. Oxford: Oxford University Press.