



## IMPROVEMENT OF THE METHODOLOGY OF FORMATION OF STUDENTS' LINGUISTIC COMPETENCES IN PRIMARY-GRADE MOTHER TONGUE CLASSES

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### **Abstract**

This study aims to enhance the methodology for developing linguistic competences in primary-grade mother tongue classes. The proposed methodology integrates contemporary pedagogical strategies, emphasizing interactive and student-centered learning environments. It incorporates a blend of traditional and digital resources to foster language skills effectively. Key components include phonemic awareness, vocabulary development, reading comprehension, and oral communication. The methodology is designed to be adaptable, allowing educators to tailor instruction to diverse student needs and learning styles. Preliminary findings suggest that the improved methodology significantly boosts linguistic competences, thereby laying a strong foundation for future academic success.

### **Keywords**

linguistic competences, primary-grade education, mother tongue, pedagogy, student-centered learning.

In the rapidly evolving educational landscape, the importance of developing strong linguistic competences in primary-grade students cannot be overstated. Linguistic competence, encompassing skills such as phonemic awareness, vocabulary development, reading comprehension, and oral communication, forms the cornerstone of a child's educational journey. Mastery of the mother tongue in early education not only facilitates better understanding and expression but also enhances cognitive development, critical thinking, and academic performance across all subjects. Therefore, the methodology employed in teaching the mother tongue at this foundational stage is crucial. Traditionally, mother tongue instruction in primary grades has relied heavily on rote memorization, repetitive exercises, and a teacher-centered approach. While these methods have yielded some success, they often fail to engage students fully or cater to their individual learning needs and styles. The rigidity of traditional methods can also stifle creativity and limit opportunities for interactive and experiential learning, which are vital for young learners. Consequently, there is a pressing need to innovate and improve the pedagogical strategies used in primary-grade mother tongue classes. The proposed methodology aims to address these gaps by incorporating contemporary pedagogical approaches that emphasize interactive and student-centered learning environments. This involves a strategic blend of traditional and digital resources, creating a more dynamic and engaging classroom experience. Interactive activities, such as group discussions, role-playing, and educational games, are integrated to foster active participation and deeper understanding. Additionally, digital tools and resources, including educational apps and online platforms, provide diverse and flexible learning opportunities that can be tailored to individual student needs. A critical aspect of the improved methodology is its focus on the four key components of linguistic competence: phonemic awareness, vocabulary development, reading comprehension, and oral communication. Phonemic awareness is nurtured through activities that highlight the sounds of language, helping students recognize and manipulate phonemes effectively. Vocabulary development is supported through exposure to a rich and varied lexicon, both in spoken and written forms. Reading comprehension is enhanced through guided reading sessions, where students engage with texts

critically and analytically. Oral communication skills are cultivated through structured speaking activities, encouraging students to express their thoughts coherently and confidently. Furthermore, the methodology is designed to be adaptable, allowing educators to modify their instructional approaches based on the diverse needs and learning styles of their students. This adaptability ensures that all students, regardless of their initial proficiency levels, can benefit from the instruction and achieve significant improvements in their linguistic competences. Preliminary findings from pilot implementations of this methodology suggest promising results. Students exposed to this improved pedagogical approach show marked advancements in their linguistic abilities, demonstrating enhanced reading comprehension, a broader vocabulary, better phonemic awareness, and more effective oral communication skills. These improvements not only contribute to their immediate academic success but also lay a robust foundation for their future educational endeavors. The enhancement of the methodology for teaching the mother tongue in primary grades is a critical step towards fostering linguistic competences. By embracing interactive, student-centered learning and leveraging both traditional and digital resources, educators can create a more engaging and effective learning environment. This, in turn, will equip students with the essential language skills needed for their academic and personal growth.

**1. Interactive and Student-Centered Learning Environments,** The traditional teacher-centered approach often dominates primary-grade mother tongue classes, where instruction primarily flows from teacher to student. However, to enhance linguistic competences effectively, a shift towards interactive and student-centered learning environments is imperative. By actively involving students in the learning process, educators can foster deeper engagement and understanding. Incorporating interactive activities such as group discussions, role-playing, and educational games not only makes learning enjoyable but also promotes collaboration, critical thinking, and communication skills. For example, organizing group discussions on a particular topic allows students to express their opinions, listen to others, and engage in meaningful dialogue. Similarly, role-playing scenarios based on real-life situations enable students to apply language skills in context, enhancing their comprehension and fluency.

**2. Blend of Traditional and Digital Resources,** The integration of traditional teaching methods with digital resources represents a powerful combination that caters to the diverse learning needs of students in primary-grade mother tongue classes. While traditional resources like textbooks and worksheets provide a solid foundation, digital tools offer opportunities for interactive and personalized learning experiences. Educational apps, multimedia presentations, and online platforms can supplement traditional materials, providing engaging and dynamic content that appeals to the digital-native generation. For instance, interactive language-learning apps offer activities such as word games, quizzes, and pronunciation exercises, making language learning more interactive and enjoyable. Similarly, multimedia presentations incorporating videos, audio recordings, and animations can bring language concepts to life, enhancing understanding and retention.

**3. Focus on Key Components of Linguistic Competence,** The development of linguistic competence in primary-grade students encompasses various interconnected skills, including phonemic awareness, vocabulary development, reading comprehension, and oral communication. A comprehensive approach that addresses each of these components is essential for fostering well-rounded language proficiency. Phonemic awareness activities focus on developing students' ability to identify and manipulate the sounds of language, laying the foundation for reading and spelling skills. Vocabulary development involves exposure to a diverse range of words and phrases through context-rich activities such as storytelling, word games, and thematic units. Reading comprehension strategies, including pre-reading activities, guided reading sessions, and post-reading discussions, help students comprehend and analyze texts effectively. Oral communication skills are honed through structured speaking activities, debates, presentations, and language games, encouraging students to express themselves confidently and articulately.

**4. Adaptability to Diverse Student Needs,** One size does not fit all in education, particularly when catering to the diverse needs and learning styles of primary-grade students. The improved methodology for teaching linguistic competences in mother tongue classes prioritizes adaptability, allowing educators to tailor instruction to meet the individual needs of their students. Adaptive teaching strategies may include differentiated instruction, flexible grouping, and personalized learning pathways. Educators can use formative assessments to gauge students' progress and adjust instruction accordingly, providing additional

support or enrichment as needed. By recognizing and accommodating students' diverse backgrounds, abilities, and interests, educators can create inclusive learning environments where all students have the opportunity to thrive.

In conclusion, the improvement of the methodology for teaching linguistic competences in primary-grade mother tongue classes requires a multifaceted approach that embraces interactive and student-centered learning environments, blends traditional and digital resources, focuses on key components of linguistic competence, and prioritizes adaptability to diverse student needs. By implementing these strategies, educators can create engaging and effective learning experiences that empower students to develop strong language skills essential for academic success and lifelong learning.

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