

DEVELOPING MOTHER TONGUE LESSONS IN PRIMARY EDUCATION BASED ON DIGITAL TECHNOLOGIES

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Abstract

This article analyzes the improvement of mother tongue teaching in primary education based on digital technologies. The impact of digital tools on students' speech development, reading literacy, and independent thinking skills is scientifically substantiated. The study demonstrates that the integration of multimedia resources, interactive platforms, and electronic educational materials into mother tongue lessons significantly increases the effectiveness of the educational process. Results show improvements in students' reading fluency, vocabulary expansion, and written expression skills. The article also identifies challenges related to technical infrastructure, teacher digital competence, and the need for quality electronic resources. Recommendations are provided for the effective and systematic integration of digital technologies into primary mother tongue instruction.

Keywords: primary education; mother tongue; digital technologies; reading literacy; speech development; interactive methods

1. INTRODUCTION

The modern education system is being fundamentally renewed under conditions of globalization, rapid increase in information flow, and expansion of the digital environment. In this process, the primary education stage is of particular importance, as the basic knowledge, skills, and competencies of students are formed during this period. Mother tongue lessons stand at the center of this process, serving to develop students' speech activity, logical thinking, and ability to freely express their thoughts.

Traditional teaching approaches, while effective to a certain extent, cannot fully meet the demands of the modern era. Contemporary students are forming as subjects who quickly absorb information and are inclined toward visual and interactive tools. For this reason, the need to introduce digital technologies into the educational process is emerging.

Multimedia tools, electronic textbooks, interactive platforms, and educational applications can enliven the learning process and increase the effectiveness of knowledge acquisition. Organizing mother tongue lessons in primary education based on digital technologies appears as an important factor in developing students' reading literacy, expanding vocabulary, and forming independent thinking skills.

2. METHODS

In this study, the process of developing mother tongue lessons in primary education based on digital technologies was examined in the unity of theoretical and practical approaches. During the research, several scientific methods were used. First, through the theoretical analysis method, local and foreign scientific literature on mother tongue teaching methodology and digital educational technologies was studied.

Through the observation method, traditional and digital forms of mother tongue lessons in primary classes were analyzed. Using the comparison method, differences between lessons with digital technologies and traditional lessons were identified and their effectiveness was compared. In the practical stage, an experimental method was applied. Trial lessons were organized using digital-based teaching, and changes in students' reading speed, comprehension level, vocabulary, and written expression were observed. For data analysis, both qualitative and quantitative analysis methods were used.

3. RESULTS AND DISCUSSION

The results obtained during the research showed that organizing mother tongue lessons in primary education based on digital technologies significantly increases the effectiveness of the educational process. Positive changes were observed in students' activity, interest, and knowledge acquisition level in lessons where digital tools were used compared to traditional lessons.

First, significant improvements were found in students' reading literacy indicators. In lessons organized with interactive texts and audio-visual materials, students showed higher results in understanding text content faster, identifying the main idea, and analyzing it. Stable growth was observed in reading speed and expressive reading skills.

Additionally, positive shifts were noted in speech development. Through multimedia tools and interactive tasks, students' vocabulary expanded, skills in sentence construction and coherent presentation of thoughts were formed. The number of errors in written expression decreased as a result of electronic exercises for reinforcing grammatical rules.

Quantitative analysis results also confirmed positive changes. In the experimental group, students' knowledge acquisition level was higher compared to the control group, average grades increased, and task completion speed improved. Overall, the results showed that integrating digital technologies into mother tongue lessons in primary education effectively develops students' reading literacy, speech development, independent thinking, and general educational activity.

4. CONCLUSION

Research results showed that organizing mother tongue lessons in primary education based on digital technologies is an important factor in improving educational effectiveness. Lessons organized with digital tools were found to ensure higher results in forming students' reading literacy, speech development, and independent thinking skills compared to traditional approaches.

However, the effective integration of digital technologies requires a number of conditions: developing teachers' digital competence, creating quality electronic educational resources, and strengthening the technical base of educational institutions. Expanding practical research in this direction, developing new methodological approaches, and implementing them in the educational process remain among the urgent tasks.

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