

THE EFFECTIVENESS OF NATIVE LANGUAGE AND LITERACY EDUCATION IN PRIMARY SCHOOLS

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Annotation

This article explores the effectiveness of native language and literacy education in primary schools, emphasizing the importance of aligning educational content with students' real learning capabilities. It highlights the need to consider students' age-related characteristics, comprehension levels, and task performance abilities. The study outlines how understanding students' developmental stages helps teachers structure lessons more effectively, select appropriate pedagogical methods, and build productive student-teacher relationships. Differentiation of tasks based on students' mastery levels is also addressed as a critical factor in ensuring learning success.

Keywords

native language, literacy, primary education, learning abilities, age characteristics, differentiated instruction, student-centered learning, pedagogical methods.

In today's globalized world, learning specific languages as a means of communication, teaching each language in a living, dynamic form, and working continuously on the meanings of words have become priority tasks. This is because the primary function of language is to establish interaction and communication among people. Therefore, in educational institutions, the main focus is directed toward communicative purposes. This, in turn, contributes to the improvement of students' communication skills, the enhancement of their fluency and speaking abilities, and the refinement of their understanding of word meanings. As a result, there is an increasing need to modernize the content of native language instruction, improve the methodology of using modern pedagogical technologies, and raise the professional competence of teachers.

In the native language and literacy classes of general education schools, students are taught the meanings and functions of linguistic units, with particular attention given to live communication, the process of conveying a message to an addressee and receiving information in return, the stylistic features of speech, and

the use of suprasegmental means (such as intonation, pauses, qualitative features of sounds, etc.) in the emergence of interaction and communication. This approach ensures a high level of general communicative competence in our country, enhances the expressiveness of speech, and contributes to making conversations engaging and purposeful.

The effectiveness of native language and literacy education is closely linked to taking into account children's actual learning capabilities. Determining a child's real learning capacity is directly related to factors such as their level of understanding, ability to complete learning tasks, and capacity to overcome learning difficulties. Indeed, it is impossible to teach a child effectively without knowing what they are capable of. A primary school teacher must identify each child's actual learning potential and, based on this, determine the appropriate level of difficulty for learning tasks.

Taking into account the age-related characteristics of primary school students and identifying their potential to learn native language and literacy leads to the achievement of the following results:

1. Aligning the content of native language education with students' real learning capabilities.

The learning tasks presented in the "Native Language and Literacy" textbook, exercises on spelling difficult words, explanations of concepts and rules, as well as additional learning materials selected by the teacher, will be most effective when they align with the age characteristics of students.

2. Proper organization of lessons and purposeful use of pedagogical technologies.

Understanding the age characteristics and learning capabilities of primary school students allows teachers to properly structure the lesson, choose appropriate teaching methods, and create problem-solving situations. When the teacher takes students' age into account, the lesson becomes more effective and targeted.

3. Establishing effective relationships between the student, learning task, and teacher.

Without understanding students' age-specific characteristics, it is impossible to define the relationship between "Student + Learning Task + Teacher" correctly. Through learning tasks, the teacher communicates with the student. Awareness of the child's developmental stage helps to build a collaborative and effective interaction between teacher and student.

4. Differentiating tasks based on students' learning levels.

Identifying the real learning potential of primary school students creates conditions

for differentiating tasks based on their level of mastery. Tasks are only effective when they are appropriate to the student's level of knowledge.

A teacher's approach greatly influences how quickly young school-age students adapt to learning. Sparking a student's interest in a subject and revealing their abilities requires the primary school teacher to demonstrate skill, a unique teaching style, and a child-friendly demeanor. Therefore, in native language lessons, a teacher should effectively use not only memory-based exercises but also partially creative tasks. As students grow older and their knowledge deepens, the complexity of creative tasks should gradually increase.

When a child first enters school, they already possess a certain vocabulary. Although they may frequently use many words learned at home or in kindergarten, they do not yet fully grasp their meanings. Children aged 8–9, on the other hand, already have over a year of experience and are more capable of drawing independent conclusions during lessons.

For young schoolchildren, interest in a subject often begins with affection for the teacher. At this stage, the teacher is the most respected figure in a child's life. If a child loves the teacher who teaches the native language, they are more likely to love the subject as well. Conversely, if the student dislikes the teacher, they may lose interest in the subject too. Young students perceive all knowledge through the teacher. They need to sense that the teacher is noble-hearted, caring, compassionate, able to understand each student individually, and truly happy about their growth and development. When students feel that their teacher is truly knowledgeable and emotionally invested, their affection and respect will naturally grow. In time, the teacher becomes one of the most beloved and trusted figures in the child's life.

Creativity is the product of a logical sequence based on the harmony of interconnected internal mental factors, leading to a new way of thinking. It is considered one of the key factors in a person's spiritual and intellectual development. Through such intellectual and creative outcomes, an individual can activate their mental capacities, engage in the creative process of transforming reality, and introduce meaningful changes. This, in turn, requires a distinct creative approach.

In this context, a creative approach can be defined as an activity aimed at developing learners' ability to find the most optimal solution to a given problem. With its help, it becomes possible to effectively organize the learning process in a way that encourages students to discover new solutions to problems through independent and creative thinking.

The destiny of any society is determined by the people who live within it. It is in the hands of individuals to lead society toward a bright future or drag it into decline. Therefore, the spiritual development of the members of society, especially the younger generation, has become an urgent issue today. The adoption of the “National Curriculum” in education is evidence of the decisive role of the human factor.

These documents prioritize the intellectual and spiritual development of students. The educational concept, standards, curriculum, textbooks, and methodological guides are all oriented toward humanistic values. They have shifted their focus from training specialists to nurturing morally sound individuals. The science of national pedagogy is also exploring ways to educate spiritually mature generations. Independent thinking plays a crucial role in ensuring the intellectual and spiritual growth of the younger generation.

Hence, it is important to first understand what the concept of “independent thinking” entails and its significance in shaping a well-rounded person. Psychologists and educators have expressed their views on the process of thinking, particularly the aspect of independent thought, at various levels and scopes.

According to psychologists, thinking — or reflection — is a process that occurs in the human brain. In situations where the sensory organs are insufficient, the characteristics of people and the world are explored through thought. Thinking is a collection of mental activities and conscious actions. It is a tool for understanding the environment, reality, and the social world, and is considered the foundation for effectively carrying out human activity. In the thinking process, a person evaluates the accuracy, clarity, and reality of things and events they see, perceive, sense, or imagine, and determines their relationship to reality.

Through thinking, one can assess the correctness of prior views, concepts, assumptions, conclusions, and decisions made about people and the world. Through reasoning, individuals comprehend the relationships, properties, and characteristics of events and phenomena, understand the factors that connect or distinguish them, and grasp the mechanisms of their operation. Alisher Navoi captured this truth centuries ago when he said, “Everything that mankind has done, mankind has understood through thought.”

The process of thinking is closely linked to human psychology. The richer a person’s inner world, the broader their worldview, and the deeper their knowledge, the more profound and meaningful their thoughts and conclusions will be. Depth, clarity, logic, freedom, independence, artistry, and creativity are positive attributes that indicate the level of a person’s thinking. People comprehend the

world through thought, and through reflection and emotion, they uniquely experience it and draw conclusions.

Experts in psychology assert that the fundamental condition for the emergence of the thinking process is a desire to understand the mysteries of existence – an internal need, or motivation. Without it, thinking does not occur.

The French philosopher Descartes proposed the idea, “I think, therefore I am.” This idea elevates the act of thinking to a defining trait of human existence. According to him, nothing proves a person’s humanity more clearly than their ability to think. Therefore, the capacity for independent analysis, reasoning, and creative-logical thought is a fundamental human quality. Thinking is a key indicator of intellectual and emotional well-being. Its independence is characterized by the intelligent use of concepts, logical connections, and existing language tools.

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