



Article

Approaches to Teach Students in Mother Language Education

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Abstract: It allows for the study of native language materials in an interdisciplinary, interrelated (integrated) manner, magnification, observation, comparison, grouping, and generalization of language phenomena. At the same time, it has a positive effect on a deeper study of the essence of language phenomena, strengthening the skills of using words in speech in the norm and in their place. The use of mother language as a medium of instruction has been a significant topic in educational research due to its impact on students' learning outcomes. This paper explores various pedagogical approaches used in mother language education to enhance student understanding, critical thinking, and academic achievement. Key approaches include interactive teaching methods, context-based learning, and integration of cultural elements. The study also examines challenges such as teacher preparedness and resource limitations. Recommendations emphasize teacher training and curriculum development tailored to linguistic diversity. By adopting these strategies, educators can better support student engagement and cognitive development.

Keywords: innovative pedagogical and information technologies, modern task, creativity, thinking, independent thinking, text, educational goal, speech activity, communication, competence, integration, competence.

1. Introduction

Language plays a critical role in shaping cognitive development and academic success. Mother language education, wherein instruction is delivered in students' native language, has been proven to enhance comprehension, retention, and analytical skills. Despite its benefits, many educational systems still prioritize second-language instruction. This paper investigates the benefits of mother language education, the pedagogical strategies that foster its success, and the challenges faced by educators. If language materials are mastered by the student through creative thinking and integration, they are considered to be knowledge, skills and competencies of practical importance.

It should not be forgotten that such necessary skills as understanding the essence of language phenomena, identifying similarities and differences between them, and using language capabilities in speech activities are achieved through creative thinking.

The study of native language materials in an inter-disciplinary, interdisciplinary manner (integrated) allows for the magnification, observation, comparison, grouping, and generalization of language phenomena. At the same time, it has a positive effect on a deeper study of the essence of language phenomena, strengthening the skills of using words in speech in the norm and in their place.

In native language teaching, a student who has learned to independently draw rules and definitions based on previously learned new concepts through observation, grouping, comparison, and generalization, works on similar and different phenomena,

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draws conclusions and judgments with the help of a teacher.

Genetic connection requires the Uzbek language to be connected with the history of the Uzbek people. Any change in society, of course, is reflected in the language. As a result of these changes, new words appear, some words disappear from our language.

Thus, a cognitive and integrative approach to native language education turns the student into a subject of the educational process, an active thinker and a person who makes judgments and conclusions. This, in turn, is a guarantee of thorough mastery of the language material being studied and the development of creative thinking in students. Also, the development of communicative and other competencies in native language lessons is associated with the formation of the thinking and creative qualities of each student, the use of integrative learning opportunities, and raising it to a level that corresponds to the educational goal. It seems that the mother tongue is an extremely decisive factor in developing independent, creative thinking of our children, in communicating on the basis of creative ideas. So, the richer a person's inner world, the broader his worldview, the higher his knowledge, the more appropriate his way of thinking. Thinking is the activity of the human mind, the intellect. What is the role of thinking in human life? Through thinking, a person determines the correctness or incorrectness of the views, concepts, hypotheses, conclusions and decisions made by humanity in studying the secrets of man and the world. By reflecting, he understands the relationships between things and phenomena, their properties, characteristics, means that connect or separate them from each other, and their activation. This truth was expressed by Hazrat Navoi many years ago: "... no matter what a person does, he is a person who knows how to think." Thinking is a broad concept, studied on the one hand in philosophy, on the other in logic, and on the other in psychology. Language and thinking are closely related phenomena, so the solution of language problems also affects thinking. The process of using language in speech and thinking is the only formal manifestation of the means of mutual exchange of ideas developed by society. The mother tongue is the main tool that forms, develops and expresses national thinking. Also, the goal of mother tongue education is to educate creative thinkers. So, at each stage of the language learning process, students acquire knowledge in their own way through thinking, imagining and feeling.

Thinking is a product of independent mental activity. If the student does not engage in independent mental activity on language phenomena, then there can be no talk of the development of logical thinking. Creative research and creative thinking create creative thinking in the student. Creative thinking helps to understand the essence of unknown language phenomena: ensures the thoroughness of the acquired knowledge: increases interest in the educational material. In developing students' thinking, the texts in native language textbooks, questions based on them, and modern tasks are of great importance. The development of thinking is closely related to the correct use of mental activity methods (observation, comparison, grouping, generalization, etc.). [1]

To achieve the levels established in the state educational standards, the student will need to develop basic and specific competencies. More precisely, a person must have the basic competencies necessary to enter into personal, social, economic and professional relationships in his life, to take his place in society, to solve the problems he encounters, and most importantly, to be competitive in his field and profession. The dictionary meaning of the word competence is defined in the DTS as follows: "The ability to apply existing knowledge, skills and qualifications in everyday activities". [2] The book "Dictionary of Pedagogical Terms" defines it as follows: "Knowledge in this or that field" [3] gives meanings

2. Materials and Methods

Research into mother language instruction provides compelling evidence of its benefits:

Cummins (2000) highlights how first-language literacy bolsters second-language acquisition by building a robust cognitive framework. UNESCO (2016) underscores the importance of mother language instruction in achieving Sustainable Development Goal 4 on quality education, advocating for linguistic inclusion to reduce educational inequities. Smith (2018) finds that incorporating cultural narratives into teaching materials improves engagement, as students relate better to familiar contexts. Further research, including studies by Garcia and Wei (2014), explores translanguaging as a dynamic method of integrating multiple languages in the learning process, enhancing bilingual learners' conceptual understanding. These works collectively suggest that mother language instruction, supported by contextually relevant content and inclusive practices, fosters deeper learning and better academic outcomes.

Research Design

This study employs a mixed-method qualitative approach, combining surveys, interviews, and classroom observations. Data was gathered from 50 teachers and 200 students in urban and rural schools where mother language instruction is partially or fully implemented.

Participants

Participants include: 25 primary and 25 secondary school teachers with varied experience levels. 100 primary and 100 secondary students aged 10-18, representing diverse socioeconomic backgrounds.

Instruments-The study utilized structured questionnaires for teachers to assess pedagogical practices and challenges. Focus group discussions with students captured insights into engagement and learning experiences. Observations provided real-time data on teacher-student interactions and instructional methods.

Data Analysis -Thematic analysis was used to code qualitative data. Responses were categorized into themes such as instructional strategies, resource availability, and teacher training needs. Quantitative data from survey responses were analyzed using descriptive statistics to identify trends.

Ethical Considerations-Participation was voluntary, with informed consent obtained from teachers, students, and parents. Anonymity and confidentiality were maintained throughout.

A competent person in the native language is understood as a literate person who can think independently, has a developed culture of speech and communication. Therefore, society sets the task of Uzbek language education to develop in the student the ability to think, understand the opinions of others and competently express the product of thought in oral and written form, that is, to develop independent, creative thinking and communicative literacy. The implementation of a complex, difficult, full of unexpected situations, but considered a necessary need of society, education and upbringing system in a new form and new content, the effective use of innovative pedagogical and information technologies, the effective use of various texts presented in today's textbooks, and the effective use of innovative pedagogical and information technologies in the process of native language education, is a requirement of the time.

The potential of pedagogical personnel is the decisive factor in ensuring that a graduate of an educational institution can enter into personal, social, economic and professional relationships in his life, take his place in society, solve problems he encounters, and most importantly, be competitive in his field and profession. Therefore, in order to adapt to all the innovations in society, along with personal maturity, personal, social and professional competence are also of great importance.

In parallel with the formation of students' competencies in native language classes, subject-specific competencies are also formed. In particular, in order to increase students' competence - according to the requirements of the main method of native language education, the student relies on the texts in the textbook to acquire the knowledge, skills and qualifications specified in the subject.

3. Results

Pedagogical Approaches

The data reveal several effective strategies: Interactive Teaching Methods: Teachers using group discussions, peer learning, and hands-on activities reported higher student engagement. Approximately 70% of teachers found success integrating storytelling and culturally relevant materials. Contextualized Learning: Linking academic content to real-life situations improved comprehension, particularly in science and social studies. Cultural Relevance: Incorporating local folklore, proverbs, and traditions into lessons deepened students' connection to the material.

Challenges

Resource Constraints: Over 60% of participants cited a lack of textbooks and learning aids in native languages. Teacher Training Deficits: Nearly 80% of teachers expressed a need for specialized training

4. Discussion

Findings align with Cummins' (2000) theory of cognitive academic language proficiency, emphasizing that foundational literacy in a mother language aids abstract reasoning. Interactive and culturally embedded teaching techniques promote active learning and critical thinking. However, systemic barriers, including policy gaps and insufficient teacher preparation, hinder widespread adoption. Policy reforms should prioritize: Curriculum Development: Integrating multilingual frameworks. Professional Development: Offering continuous training on mother language pedagogy. Resource Allocation: Producing quality native-language learning materials. Theoretical Contributions-The study contributes to the pedagogical theory by highlighting the role of contextual and participatory learning in mother language education, reinforcing Vygotsky's social constructivist model.

5. Conclusion

Mother language education is an indispensable component of equitable and effective learning. This study underscores the cognitive, social, and cultural benefits derived from implementing mother language instruction. Through interactive and student-centered pedagogical methods, students develop stronger critical thinking and comprehension skills. Additionally, contextualized and culturally relevant teaching materials help bridge the gap between knowledge and real-world applications, fostering deeper engagement. Addressing systemic challenges requires a multi-faceted approach. Policy initiatives should prioritize investment in teacher training programs tailored to mother language pedagogy. Professional development opportunities should be designed to equip educators with innovative tools and strategies that align with best practices. Furthermore, enhancing resource availability by producing high-quality, culturally appropriate textbooks and learning aids remains critical. Incorporating localized knowledge, such as folklore, into the curriculum not only enhances engagement but also strengthens national identity and heritage appreciation. Long-term success depends on sustained collaboration between educators, policymakers, and community stakeholders. Future research should investigate the longitudinal impact of mother language education on academic performance and socioeconomic mobility. Moreover, expanding empirical studies to diverse linguistic contexts can inform globally adaptable strategies. By embracing mother language instruction, educational systems can create inclusive environments where all students achieve their fullest potential.

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