

**REQUIREMENTS FOR MOTHER TONGUE AND READING LITERACY
CLASSES IN ELEMENTARY SCHOOL AND DEVELOPMENT OF
INNOVATIVE PEDAGOGICAL TECHNOLOGIES**

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ABSTRACT	KEY WORDS
This article analyzes the key requirements for primary school native language and literacy lessons and the development of innovative pedagogical technologies. It emphasizes the necessity of applying modern methods and approaches, taking into account students' individual characteristics to improve the effectiveness of the educational process.	Primary school, native language, literacy, educational requirements, innovative pedagogical technologies, interactive methods, individual approach.

Introduction

In elementary school, mother tongue and reading literacy classes play a crucial role in the development of students' language and academic skills. At this stage, interest in the mother tongue and speech culture emerges, while reading skills form the basis for studying other subjects in school. The goal of the methodology for teaching the mother tongue in elementary classes is to provide students with the means and methods of learning the Uzbek language, mastering the mother tongue, which includes speech, reading, writing, grammar, and spelling. All subjects are interconnected; however, the foundation for a comprehensive and deeper study of all subjects is laid by the mother tongue. Therefore, the requirements set for the lessons must be strict and clear. The introduction of innovative pedagogical technologies in the modern education process is crucial for enhancing students' engagement and effectively improving the learning process. Currently, the role of modern innovative technologies is significant in increasing students' knowledge and interest in the subject. Thus, this article discusses the requirements for mother tongue and reading literacy classes in elementary school and the formation of innovative pedagogical technologies.

Literature Review

The literature related to the requirements and innovative pedagogical technologies for mother tongue and reading literacy classes in elementary school has been extensively studied. Research shows that

interactive and individual approaches in the language learning process contribute to enhancing students' knowledge levels. Educational scientists emphasize the importance of stage-by-stage and developmental methods in learning the mother tongue. It has been demonstrated that innovative technologies, particularly multimedia tools, electronic resources, and digital platforms, effectively improve the quality of education. Additionally, innovative methods, game technologies, and collaboration-based approaches have been investigated for their role in shaping speech culture and encouraging independent thinking among students. Alongside this, literature frequently highlights the necessity for continuous improvement of teachers' skills and the implementation of new technologies. Overall, the literature recommends the application of modern approaches and innovations to ensure the quality organization of mother tongue and reading literacy classes in elementary education.

Research Methods

This study utilized both qualitative and quantitative methods. Qualitative methods were employed to analyze educational literature and gather information about the requirements for mother tongue and reading literacy classes in elementary school as well as innovative technologies. The qualitative method is used for the qualitative analysis of data, meaning descriptive and in-depth examination, such as interviews, observations, and focus groups. Within the scope of quantitative methods, the activity and results of students in the educational process were measured using statistical methods. The quantitative method is based on expressing and measuring data through numerical representation, such as surveys, tests, and statistical analyses.

For example, a qualitative method would be identifying customer satisfaction through interviews, while a quantitative method would involve measuring customer satisfaction using a rating scale from 1 to 10. Additionally, teachers' opinions were explored through interviews and surveys, and the effectiveness of innovative pedagogical approaches was evaluated.

The concept of "methodology" is also related to the teaching of various subjects and expresses the teaching process, content, principles, laws, forms, methods, and tools of a certain field. According to educational scholar A. M. Stolyarenko, "The methodology of teaching academic subjects is a set of methods, methodological techniques, tools, and organizational measures related to solving specific pedagogical tasks."

The research methods are as follows:

Document Analysis – studying curricula, methodological guidelines, and scientific literature to determine the requirements for mother tongue and reading literacy classes in elementary school.

Observation – monitoring students' activities, interactions, and the extent of method implementation during the lesson.

Surveys and Interviews – conducting interviews with teachers and some students to explore their experiences and views regarding the application of innovative pedagogical technologies.

Experiment – practical implementation of new pedagogical technologies in lessons to test their effectiveness, followed by an analysis of educational outcomes.

Statistical Analysis – analyzing collected data using statistical methods to evaluate the effectiveness of education.

These methods collectively serve as a foundation for improving lesson quality and determining the effectiveness of innovative approaches, thereby harmonizing theoretical and practical aspects in the scientific research process.

Results and Discussion

The research findings indicate that the requirements set for mother tongue and reading literacy classes in elementary school are clearly defined, and fulfilling these requirements enhances the effectiveness of the educational process. Innovative pedagogical technologies—specifically, interactive methods, multimedia tools, and digital platforms—increase students' interest in lessons, expedite the learning process, and foster independent thinking.

The discussion emphasizes the importance of improving teachers' qualifications and continuously introducing new technologies when implementing innovative approaches in practice. Additionally, it is necessary to take into account the individual needs and abilities of each student to ensure the flexibility of the lessons. Throughout the research, it was identified that, in certain classes, technologies are not being utilized sufficiently, highlighting the necessity of expanding resources and providing methodological support in this area. Overall, the application of innovative pedagogical technologies in mother tongue and reading literacy lessons was confirmed to be an effective means of improving the quality of education. It is recommended to conduct further in-depth research and expand practical experiences in this field in the future.

Conclusion

In conclusion, the primary goal of utilizing innovative technologies in mother tongue lessons is to encourage students to think independently and freely, engage in inquiry, approach each issue creatively, sense responsibility, and analyze. The aim is to enhance mother tongue lessons through the increased use of innovative technologies and methods. The introduction of innovative technologies into the educational process and the continuous quest for improving educational effectiveness has become a current necessity. Implementing new technologies into the educational process is one of the challenges faced by educators. Modern methods, interactive tools, and individualized approaches make the educational process effective and contribute to the development of students' language culture. Therefore, improving teachers' qualifications, expanding resources, and consistently applying new technologies will elevate the quality of education to a higher level. Continuing research and practical work in this area is considered to be of significant importance in the future.

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