

# THE EDUCATIONAL AND UPBRINGING IMPORTANCE OF THE MOTHER TONGUE FOR PRIMARY SCHOOL STUDENTS

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## **Abstract:**

This article analyzes the educational and educational significance of the native language subject for primary school students from a scientific and pedagogical point of view. It highlights the role of native language lessons in developing oral and written speech, expanding the scope of thinking, and forming national values and moral qualities in students. The article also shows ways to increase the effectiveness of the native language subject through modern educational technologies, interactive methods, and communicative approaches. The results of the study serve to determine the role of the native language subject in primary education in the comprehensive development of the student's personality.

**Keywords:** Primary education, mother tongue science, educational significance, educational significance, speech development, communicative approach, interactive methods, national values, formation of the student's personality.

## **Introduction**

In the current modernization of the education system, the formation of linguistic, communicative and social competencies of students at the primary education stage is recognized as one of the important scientific and pedagogical tasks. Because it is the primary school years that are the foundation stage in the development of a person's thinking, speech and moral consciousness. In this regard, the subject of the native language appears as the main methodological tool in the knowledge and use of the language by students, their acquisition of a culture of communication and the formation of aesthetic taste. Native language lessons serve to expand students' thinking, to understand the essence of language phenomena and to develop their competence in practical speech.

The educational significance of the subject of the mother tongue is to form in students knowledge of the language system and its laws, as well as to develop the ability to express them correctly, clearly and fluently. At the same time, this subject improves students' cognitive processes - the ability to observe, analyze, generalize, draw logical conclusions. From an educational point of view, mother tongue lessons serve as an important factor in the formation of such qualities as understanding national values, love for the mother tongue, patriotism, aesthetic taste and social responsibility in students. Therefore, the content of mother tongue

education should be aimed not only at imparting linguistic knowledge, but also at educating the individual in a spiritually harmonious way.

Modern educational concepts pay special attention to innovative and communicative approaches to teaching the mother tongue. The use of interactive methods, in particular, such as “Brainstorming”, “Insert”, “Cluster”, “Role playing”, “Problem situation”, encourages students to be active, directs them to independent thinking, enrich their speech with content and consciously use the language as a means of practical communication. Also, the use of digital educational tools, multimedia resources and electronic platforms allows you to improve the quality of teaching the mother tongue and effectively organize the lesson process.

The purpose of this article is to analyze the educational and educational significance of the subject of the native language for primary school students on a scientific and pedagogical basis and to identify the directions of intellectual and spiritual development of the student's personality through this subject. The study highlights the role of the subject of the native language in the formation of speech culture, communicative competence and spiritual values in students. At the same time, the article analyzes the scientific and methodological foundations of organizing native language lessons based on modern pedagogical technologies and identifies effective ways to achieve educational integration through this subject in the primary education process.

### **Literature review**

Research on the development of speech skills is of particular importance in the field of native language teaching methodology. Scientific research conducted in this area has comprehensively covered the issues of forming speech activity in students, improving oral and written speech skills, and developing competencies for clear, meaningful, and logical expression of thought.

Such studies include the scientific works of scientists such as H.Ne'matov, A.Nurmonov, N.Mahmudov, B.Mengliyev, B.Tokhliyev, O.Rozikov, Sh.J.Yusupova[1], A.Y.Bobomurodova[2], N.A.Qosimova[3], Sh.Sh.Yuldasheva[4], I.A.Azimova[5], M.Saidov[6], T.U.Ziyodova[7], N.Kh.Sattarova[8], M.Z.Hamdama[9], A.Q.Nisanbayeva[10], N.G.Alavutdinova[11], M.R.Hazratkulov[12], K.M.Mavlonova[13], N.Z.Umarova[14] and H.Khamroyev[15].

These scientists have established in their research the theoretical and practical foundations of the development of speech activity in native language education. In particular, their works scientifically substantiate the structural features of speech, the mechanisms of expressing thought through language, as well as strategies for the formation of speech based on the age and psychological characteristics of primary school students.

The results of these studies show that the development of speech skills in the process of mother tongue education plays an important role not only in ensuring language competencies, but also in the socio-moral and spiritual development of the student.

The issue of developing a methodology and criteria for assessing the ability to read and understand texts in native language education is one of the current areas of linguistic didactics.

In this area, there is an increasing need to establish scientific and theoretical foundations for assessing students' spiritual perception, intellectual activity, and ability to understand thinking through text.

At the same time, special scientific research on pedagogical measurements has not yet been sufficiently developed. Independent scientific developments aimed at creating a system of clear scientific criteria for assessing the process of reading comprehension are rare. However, some dissertations, textbooks and methodological manuals present certain theoretical views and practical recommendations on this issue.

In particular, these sources emphasize that semantic analysis, the pragmatic function of language units, the reader's interpretive ability, and the level of understanding of the communicative purpose of the text should be determined as the main criteria when assessing reading comprehension. Some studies also provide scientific conclusions about the effectiveness of using integrative assessment methods in the process of text perception.

In general, improving the methodology for assessing reading comprehension skills in native language education is one of the important tasks of today's educational practice, which requires the creation of a system of scientific criteria that ensures an objective assessment of a student's knowledge, skills, and competencies.

### **Analyses and Results**

The results of the analysis of the educational and educational significance of the mother tongue subject for primary school students show that the mother tongue lesson not only forms linguistic knowledge in primary school students, but also determines their thinking, moral views, and attitude to national and spiritual values. According to the results of the analysis based on literature analysis and practical observations, three main types of competencies are formed in students through the mother tongue subject: educational (cognitive), educational (moral), and communicative (speech) competencies.

Scientific and practical observations show that primary school native language lessons are one of the main subjects that form conceptual thinking and develop logical thinking in students. Students understand logical connections in the language in the process of working with text, interpreting word meanings, constructing and analyzing sentences. This strengthens their cognitive activity, that is, their skills of learning, analyzing and generalizing.

For example, according to the results of the observation, it was found that in lessons where interactive methods ("chain of thoughts", "cluster", "brainstorming") were used, the indicator of independent expression of thoughts by students increased from 68% to 89%. This shows that educationally properly organized native language lessons significantly increase the level of understanding, memorization and application of knowledge among students.

**Table 1 Students' text comprehension and logical thinking skills (%)**

Class	Initial result	End of experiment	Growth
3-A	68%	89%	21%
3-B	65%	87%	22%

This experience has shown that in classes where interactive methods (brainstorming, clustering, brainstorming) were used, students' thinking and text comprehension skills significantly improved.

Native language education also plays an important role in the personal and moral development of students. Analyses show that the use of national values and examples of folk oral art in lessons is an effective tool for forming qualities such as patriotism, kindness, honesty, and solidarity in students.

For example, after lessons based on folk proverbs, riddles, and fairy tales, it was observed that students' ability to "explain their opinions morally" increased from 57% to 83%. This result confirms the extremely high educational potential of the mother tongue subject in instilling not only language knowledge, but also spiritual and moral values.

**Table 2 Level of oral speech activity of students (%)**

Class	At the beginning of monitoring	At the end of monitoring	Growth
3-A	57%	83%	26%
3-B	60%	85%	25%

For primary school students, it is extremely important to communicate through language, master the culture of speech, and express their thoughts clearly, concisely, and politely. The analysis revealed that classes organized on the basis of a communicative approach in native language classes significantly developed students' oral and written speech.

In the process of analysis conducted in experimental classes, student activity according to the criterion of "active participation in communication" increased from 64% to 91%. At the same time, students' vocabulary, sentence structure, and clarity of expression and logical consistency showed high results.

**Table 3 Comparison of results of experimental and control groups (activity and knowledge percentage, %)**

Group	Educational indicator	Educational indicator	Communicative indicator
Experimental	89%	83%	91%
Control	67%	60%	64%

Based on the analyses and practical observations conducted within the framework of the topic, the following scientific conclusions were developed:

- Firstly, native language lessons are a complex pedagogical system that ensures the harmony of thinking, speech and behavior in primary school students;
- Secondly, the effective use of interactive methods in native language subjects increases the educational effectiveness of students by 20–25%;
- Thirdly, activities organized in native language lessons based on national values, cultural texts, proverbs and artistic examples form the educational worldview of students;
- Fourthly, teaching based on a communicative approach strengthens students' skills to communicate, freely express their opinions and be socially active.

Based on the results of the study, the following methodological recommendations can be developed:

1. Improving the methodology of text-based teaching in native language lessons, focusing each lesson on thinking and communication.
2. Updating assessment criteria in accordance with personal achievements and the development of thinking.
3. Forming spiritual qualities in students based on educationally rich texts (proverbs, stories, wise sayings).
4. Organizing practical training courses in advanced training courses to improve the speech culture and communicative competence of teachers.

## **Conclusions**

When analyzing the educational value of the native language subject for primary school students, it is determined that the use of interactive methods in lessons significantly increases students' thinking and text comprehension skills. The results of the experiments showed that in the development of cognitive activity, the native language lesson is not only a means of providing knowledge, but also a means of forming logical thinking and analytical skills.

From an educational point of view, the use of national values, folk oral works and artistic texts in native language lessons serves to develop moral qualities, socio-cultural competencies such as patriotism and solidarity in students. Experiments have shown that in classes organized on the basis of an educational approach, students' moral thinking and social activity significantly increase.

From the point of view of communicative competencies, teaching the native language subject with an integrative approach develops students' oral and written speech, strengthens the skills of active participation in communication and clear expression of thoughts. At the same time, interactive and integrative methods are proven to be the most effective means of simultaneously improving students' knowledge, education, and speech competencies.

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