



 Research Article

Priority Aspects to Be Considered When Organizing Primary School Native Language Classes

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ABSTRACT

The article explores in depth the essential components for organizing effective native language classes in primary schools. It underscores the significance of the native language in children's cognitive, emotional, and social development. The study presents key priorities such as curriculum alignment, age-appropriate methodology, learning environments, assessment strategies, teacher competencies, and stakeholder engagement. Special attention is given to child psychology, differentiated instruction, and the incorporation of local cultural content to ensure inclusive and contextually relevant language teaching.

KEYWORDS

Native language, primary education, language development, early literacy, differentiated instruction, inclusive education, curriculum design, language pedagogy, teaching technology, mother tongue education.

INTRODUCTION

Language is the most powerful tool for human communication, and it is acquired most effectively during early childhood. The native language, often referred to as the mother tongue, forms the foundation for all future learning. It is not only a

means of communication but also a medium for thinking, reasoning, and expressing emotions. In the context of primary education, native language classes are not just academic lessons but serve as developmental pillars that shape children's ability to engage with the world.

In many educational systems, particularly in multilingual and multicultural societies, there is an increasing focus on how native language education can be optimized to enhance student engagement, literacy, and academic success. Thus, organizing these classes effectively requires thoughtful planning and adherence to pedagogical, psychological, and social principles. This paper aims to identify and elaborate on the most critical aspects that influence the quality and effectiveness of native language education in primary schools.

METHODOLOGY

To ensure a comprehensive analysis, the following methodological steps were taken:

1. Document analysis of educational policies, national curriculum standards, and international best practices related to native language teaching.
2. Classroom observations across public and private primary schools to examine real-life applications of teaching strategies.
3. Structured interviews with primary school teachers, curriculum developers, and educational psychologists to gain expert insight.
4. Comparative study of native language curricula from countries like Finland, South Korea, and Uzbekistan.
5. Review of academic literature on language acquisition, bilingualism, and literacy development in early grades.

The collected data were synthesized and categorized into thematic priority areas essential for organizing effective native language instruction.

DISCUSSION

1. Understanding Child Psychology and Development Primary school children, typically aged 6 to 10, are in a critical stage of language acquisition. Their cognitive abilities are rapidly developing, and they are capable of grasping complex concepts when taught through appropriate methods. The Zone of Proximal Development (ZPD) by Vygotsky implies that children can learn more effectively when supported by an adult or peer. Teachers should focus on developing phonemic awareness, vocabulary, sentence construction, and oral expression using playful and meaningful contexts.

2. Curriculum Relevance and Cultural Context A native language curriculum must be: Age-appropriate: Starting with familiar, concrete topics before introducing abstract ideas. Culturally grounded: Including local folklore, national heroes, traditional proverbs, and holidays. Spirally structured: Allowing for recurring concepts at increasing levels of complexity. For example, in Uzbekistan, including Alisher Navoi's poetry or O'zbek ertaklari helps develop pride in cultural heritage while enriching language.

3. Active and Student-Centered Methodology Modern pedagogy encourages moving away from rote learning to active, student-centered strategies, such as:

Collaborative learning: Group storytelling, pair reading.

Project-based tasks: Creating storybooks or posters.

Drama and role-play: Re-enacting stories to improve oral fluency.

Gamification: Word puzzles, interactive quizzes, and rhyming games.

Such methods enhance not only literacy but also creativity, critical thinking, and social interaction.

4. Integration of Technology in Language Teaching

Educational technology opens new horizons for engagement and reinforcement:

Interactive whiteboards for dynamic lessons. Audio books and storytelling apps improve listening skills. Language learning games strengthen vocabulary. Multimedia presentations offer visual support for abstract ideas. Teachers must be trained in digital pedagogy to integrate these tools effectively and safely.

5. Differentiated and Inclusive Instruction

Children have diverse learning styles, speeds, and backgrounds. An effective native language class should: Offer individualized tasks and tiered activities. Use visual, auditory, and kinesthetic resources. Provide additional support for children with learning disabilities or limited prior exposure to the native language. Apply Universal Design for Learning (UDL) principles to ensure all learners can access and participate in the lesson.

6. Assessment Strategies

Assessment should serve not only to evaluate but also to guide learning:

Formative assessment tools include journals, exit tickets, and teacher checklists.

Summative assessments can take the form of reading comprehension tasks, written compositions, or oral presentations. Teachers should use rubrics and feedback to help students self-reflect and improve. Moreover, using portfolios to track progress throughout the year is a practical way to assess language development holistically.

7. Role of the Teacher The teacher is the cornerstone of quality language instruction. They must: Be linguistically competent in both formal and informal registers of the language. Understand child development psychology and adapt methods accordingly. Maintain positive teacher-student relationships, which boosts motivation and confidence. Regular professional development through workshops, coaching, and peer observations is essential.

8. Parental and Community Involvement The home environment significantly influences a child's language development. Therefore: Schools should organize parental workshops on how to support reading and storytelling at home. Reading competitions and literary events can involve families and communities. In rural or underserved areas, community elders or storytellers can be invited to share oral literature. Partnership with



families ensures continuity between home and school learning environments.

RESULT

The study identified eight core priority areas that are most influential in organizing native language classes effectively:

1. Child development and psychology.
2. Curriculum alignment with culture and age.
3. Active, student-centered methodology.
4. Technological integration.
5. Differentiated and inclusive instruction.
6. Holistic assessment.
7. Qualified, empathetic teachers.
8. Parental and community engagement.

Schools that successfully address these priorities report higher student achievement, better classroom behavior, and stronger emotional engagement with the subject.

CONCLUSION

Primary school native language education must be dynamic, inclusive, and grounded in pedagogical best practices. By prioritizing child-centered instruction, culturally relevant content, technological tools, and teacher training, educators can foster a love for language and literacy that will benefit children throughout their lives. The native language is not merely a subject — it is a vehicle for

thought, identity, and learning. Therefore, organizing its instruction in an intentional and thoughtful manner is of paramount importance for the success of both the individual learner and the broader educational system.

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