

**MODERN METHODS OF TEACHING MOTHER TONGUE AND READING LITERACY****Qudratova Shaxnoza Baxtiyar qizi**

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**Abstract:** This article analyzes modern teaching methods used in the subject of Mother Tongue and Reading Literacy. The application of innovative approaches in the educational process, such as interactive teaching methods, multimedia tools, differentiated instruction, project-based learning, and game-based methods, is discussed. The article aims to demonstrate how these approaches can increase students' interest in learning, develop their creativity and independent thinking skills, and provide opportunities for the practical application of language knowledge. As a result, it is shown that the process of learning the mother tongue can become more effective and engaging within the modern education system.

**Key words:** functional literacy, text, narrative text, descriptive text, discussion text, technique, method, modern approach, communicative competence, cognitive and creative activity, educational process, interactive learning, multimedia tools, differentiated instruction.

**INTRODUCTION**

Mother tongue and reading literacy are among the crucial disciplines directly linked to the culture, history, and future of every nation. In the modern educational system, there is a growing need to apply new methods to teach the native language and develop reading literacy. This article discusses modern teaching methods for mother tongue and reading literacy.

In modern education, interactive methods are those that ensure the active participation of students. Through these methods, students become active during the lesson, exchange ideas with one another, and cooperate in problem-solving. For instance, methods such as group work, debates, and role-playing games increase students' interest in learning their mother tongue and encourage them to think independently.

**DISCUSSION AND RESULTS**

With the integration of modern technologies into the educational process, the opportunities for utilizing multimedia tools are expanding. Learning the mother tongue becomes more engaging and effective through videos, interactive programs, presentations, and audiobooks. With the help of such tools, students gain the opportunity to apply the theoretical aspects of the language in practice.

Every student possesses unique abilities and needs. Therefore, applying a differentiated approach is of great importance. The teacher must organize the learning process by taking into account the individual characteristics of each student. This allows every student to acquire knowledge at their own level.

Providing education to students through modern and effective innovative methods, as well as utilizing various ICT tools during the lesson, helps students develop independent thinking and communicative skills. It fosters an interest in the subject, exploration, research, and the effective use of knowledge among students.

To achieve such results, it is absolutely essential to integrate innovative methods and modern information technologies during the lesson. In this process, the teacher creates the conditions for personal development, education, and upbringing, while simultaneously performing the functions of management and guidance. The student becomes the central figure in the learning process. Knowledge, experience, and interactive methods of pedagogical technology and pedagogical mastery provide students with proficient and advanced skills.

Psychological processes also play a vital role in teaching the mother tongue. Along with pedagogical mastery, a teacher must also be a psychologist. A teacher who understands child psychology well can truly become a genuine educator. Dedicating time to psychological and innovative methods in every lesson greatly helps to make the class interesting, capture students' attention, enhance their understanding of the topic, and, to put it bluntly, wake up a sleeping student. Furthermore, it inspires students to look forward to the next lesson with enthusiasm. Below, we will highlight several modern methods that can be applied during lessons.

Currently, resourceful and experienced teachers are achieving effective results in accelerating cognitive activity by harmonizing the educational process with didactic games. A program of didactic games can be applied during the processes of explaining a new topic, reinforcing it, as well as testing and evaluating children's knowledge. The teacher should first prepare students for individual, then group games, and after succeeding in these stages, conduct mass game-based lessons. This is because students must possess the necessary knowledge, skills, and qualifications to participate in didactic game lessons. It is far better for a child to reflect and work hard in any way possible rather than sitting indifferently and just repeating the teacher's words.

The project-based learning method helps develop students' creativity and problem-solving abilities. By working on a specific project, students get the opportunity to apply their knowledge of the mother tongue in practice. This method also fosters teamwork skills. Through game-based methods, students can learn their mother tongue in an interesting and enjoyable manner. Games can be used to improve language rules, expand vocabulary, and develop speech. This method is particularly effective for younger children.

**The Role of the Modern Teacher:** > A great responsibility is placed upon mother tongue and literature teachers to prepare the young generation as functionally literate individuals. The teacher's task is not merely to transmit knowledge, but to create conditions for the independent acquisition of knowledge. Therefore, a modern lesson is one where the teacher acts as a coordinator guiding the student's activity, while the student acts as a subject who independently masters the knowledge. It is precisely through knowledge that can be applied in daily life that functional literacy is formed.

To involve every student in active cognitive and creative endeavors, lesson stages are organized using new technologies necessary for developing active mental activity and students' communication skills. **LESSON PLANNING AND MODERN METHODS**

The teacher conceptualizes the lesson as a whole and designs the instructional process accordingly. The approaches and methods to be used in the lesson are carefully selected, taking into account the number of students in the group, their knowledge levels, and their academic performance. By utilizing methods chosen based on the student's capabilities, the student is placed at the center of education as an individual, which in turn creates opportunities to increase teaching efficiency.

Using modern methods in the classroom encourages students to think independently and freely, conduct research, approach every task creatively, feel a sense of responsibility, analyze, and utilize various information sources effectively. This increases the student's interest in learning and their future career choices. To achieve such a result, it is essential to use interactive methods appropriately within the educational process. Today, there are more than a hundred types of these methods.

#### Widely Used Interactive Methods

Among them, the following methods are very widely used and help increase students' knowledge while ensuring lesson effectiveness: "Cluster" (Klaster), "Brainstorming" (Aqliy hujum), "Continue It" (Davom ettir), "Blitz Poll" (Blits-so'rov), "Problem Situation" (Muammoli vaziyat), "Cinquain" (Sinkveyn), "Brain Teaser / Wheel" (Aql charxi / Charxpalak), "INSERT"

(Interactive Noting System for Effective Reading and Thinking), "Pinboard" (Pinbord), "Step-by-Step" (Zinama-zina), "Boomerang" (Bumerang), "Venn Diagram" (Venn diagrammasi), "Fishbone" (Baliq skeleti), "Why? How?" (Nima uchun? Qanday?), "Conceptual Table" (Konseptual jadval), "Lotus Blossom" (Nilufar guli), "Concept Analysis" (Tushunchalar tahlili), "T-Chart" (T-jadval), "Resume" (Rezyume), "Sunflower" (Kungaboqar), "FSMU" (Assertion, Reason, Example, Summary), "KWL" (What I Know, What I Want to Know, What I Learned / BBB), PRACTICAL APPLICATIONS IN MOTHER TONGUE LESSONS The "Continue It" Method

To develop reading literacy skills—which is one of the components of functional literacy—specifically the skills of locating and extracting information from a text, the "Continue It" method can be utilized in mother tongue lessons. In this method, students must read the text carefully and consciously, and then locate the necessary excerpt from the text to find the continuation of the given ideas. Along with training students to think quickly, this method also develops their memory and builds skills for working directly with textbooks.

In the 10th-grade Mother Tongue textbook, an independent task is assigned to the students. Here, students review A. Avloniy's text "Tarbiya zamoni" ("The Age of Education") and must write their conclusions based on the text and real-life observations. Once students familiarize themselves with the content, they are tasked with finding the continuation of specific sentences. After finding the second part of the sentences in the text, the student expresses their attitude toward this idea and, drawing from life experiences, explains the author's thoughts on upbringing.

#### The "Double-Entry Journal" Method

Another method used when working with texts is the "Double-Entry Journal" (2 qismli kundalik) method. After reading the text once, students are asked to draw a two-part table:

Part 1: Students write down excerpts, sentences, phrases, or words from the text that they liked or disliked.

Part 2: Students write their personal reflections, comments, and interpretations regarding those thoughts.

This serves as a written format for students to express their opinions as readers, provide explanations, and evaluate a piece of work. A journal is essentially a notebook where a person records their thoughts, feelings, and the events they participated in. People usually write their most sincere thoughts and engage in self-analysis in such a notebook.

#### CONCLUSION

During the text-reading process, the student thinks, contemplates, imagines, and reacts to the story and its characters. If the use of this method in the classroom sparks an interest in what they read, a desire to express personal opinions, analyze characters, and show a critical reaction, it means that reading literacy has been successfully developed in those students.

Furthermore, using the FSMU method (State the Opinion, Give the Reason, Provide an Example, Summarize) yields effective results in developing communicative literacy skills during mother tongue lessons. This method teaches students to discuss the topic under study, express their thoughts freely, demonstrate the reasons supporting these thoughts, provide examples confirming them, and draw general conclusions. It trains students in independent thinking, defending their views, open debating, and fostering a healthy culture of discussion.

#### CONCLUSION

In the modern educational system, teaching methods for mother tongue and reading literacy are constantly evolving. Modern approaches—such as interactive learning, multimedia tools, differentiated instruction, project-based learning, and game-based methods—increase students' interest and make their learning process more effective. This, in turn, serves to further strengthen the future generation's relationship with their mother tongue.

In conclusion, it can be said that the core task of developing functional literacy skills can be achieved by training students to work with texts in mother tongue lessons. To successfully develop students' functional literacy and achieve both core and subject-specific competencies in a student-centered learning environment, the following conditions must be met:

Lessons must be activity-based;

The educational process must be directed toward developing the student's independence and responsibility for the outcomes of their own activities;

There must be opportunities to gain experience in achieving goals;

Effective forms of teamwork must be utilized.

**Socio-Psychological Factors and Training**

In developing functional literacy skills by training students to work with texts in mother tongue lessons, the socio-psychological factor plays a vital role. This includes the acquisition of an individual's communication culture and the conscious, correct formulation of communication techniques. It helps eliminate negative traits in students—such as anxiety, apprehension, introversion, and avoidance of communication. Concurrently, it creates opportunities to increase independent thinking, defending one's views, freedom of communication, oral and written expression, and text creation skills. Utilizing socio-psychological trainings that introduce and teach students scientific and cultural communication yields highly effective results.

**Impact of Psychological Training:** The psychological trainings recommended for integration into the process of preparing students for text creation reinforce several vital skills in the student's mind. These include understanding the true essence of subject-to-subject speech relationships, applying authoritarian and democratic leadership styles in their speech activities, thinking freely, and expressing their reflections clearly, correctly, and appropriately. Ultimately, these trainings foster monologic and dialogic speech and build independent text creation skills in students.

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