



SCIENTIFIC BASIS FOR THE SELECTION AND APPLICATION OF INNOVATIVE TEACHING TOOLS IN MOTHER TONGUE LESSONS (IN THE CASE OF 1ST GRADE)

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Abstract

The article analyzes the scientific and methodological foundations for the selection and effective application of innovative teaching tools for 1st-grade Mother Tongue lessons. The didactic potential of multimedia, interactive, and digital tools is explored based on the age characteristics of primary school students and the modern requirements of the educational process. The research results indicate that the intensive use of innovative tools helps enhance students' knowledge acquisition, classroom engagement, and motivation. The article concludes with practical recommendations for implementation.

Keywords: Innovative teaching tools, mother tongue lessons, primary education, 1st grade, interactive technologies, multimedia, digital education, didactic possibilities, intensive use, educational process, knowledge acquisition, quality of education.

Introduction

In his Address to the Oliy Majlis and the people of Uzbekistan, the President of the Republic of Uzbekistan, Shavkat Mirziyoyev, emphasized: “Salvation is in education, salvation is in upbringing, salvation is in knowledge. Because all noble goals are achieved through knowledge and upbringing” [1]. These ideas have become the guiding principle of today’s educational reforms. Indeed, in laying the foundation of the Third Renaissance, quality education and modern



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upbringing are considered the most important links. The effective implementation of these strategic tasks undoubtedly depends on how correctly we organize the educational process in primary grades, which constitute the foundation of general secondary education.

At present, radically renewing the content of primary education—especially in mother tongue lessons—not only to ensure literacy but also to develop independent and creative thinking skills in pupils remains an urgent pedagogical problem. The psychophysiological characteristics of first-grade pupils, namely the weakness of voluntary attention and the dominance of imaginative thinking, require abandoning purely traditional methods and using innovative teaching tools in the classroom. One of the main requirements facing modern primary education is ensuring the integration (harmonization) of subject content, teaching methodology, and technological tools. Especially in the age of digital technologies, multimedia applications, interactive games, and visual didactic materials sharply increase first-grade pupils' motivation to learn.

Literature Review and Methodology

Before selecting and applying innovative teaching tools, it is important to study their origins and historical development. According to scholars, the concept of pedagogical technology first emerged within pedagogy and was aimed at the systematic organization of the educational process and the application of effective methods. Later, enriching these pedagogical technologies with new ideas and approaches made it possible to apply them in innovative forms in practice. Thus, innovative technologies gained a scientific and practical foundation, entered the field, and began to serve the purpose of making the educational process more effective.

In the 1980s, scientific attention to pedagogical technologies increased in Russia. During this period, various theoretical foundations were proposed for pedagogical approaches. Scholars such as V. P. Bespalko, M. V. Klarin, V. M. Monakhov, N. A. Choshanov, V. F. Shatalov, G. K. Selevko, and N. F. Galizina contributed to the further development of the scientific and theoretical basis of this field.



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In Uzbekistan, research on pedagogical technologies began to develop actively in the 1990s. During this period, scholars such as N. S. Saidahmedov, R. Jo‘rayev, U. Nishonaliyev, B. L. Farberman, N. Azizxo‘jayeva, A. Abduqodirov, U. Tolipov, and A. Pardayev conducted research, exploring the possibilities of integrating pedagogical technologies with innovative approaches in the educational process.

Innovation (the introduction of novelty) is an activity aimed at changing the internal structure of a particular system, the result of which serves the development of that system or its radical transformation [2, p. 85]. Innovation introduces novelty into all spheres of activity and creates a new system of action. The entry of innovation into the education system has enriched teaching methods, tools, and processes with new approaches and has made a significant contribution to improving the quality and effectiveness of education.

Innovative education (from the English “innovation” – introduction of novelty, invention) is a form of education aimed at developing learners’ abilities to create new ideas, norms, and rules; to effectively accept advanced ideas, norms, and rules created by others; and to use them appropriately and purposefully. It is one of the pedagogical technologies. This concept was first mentioned in 1979 in a report delivered at the Club of Rome titled “There Are No Limits to Learning” (“Нет пределов обучению”). Such education stimulates innovative changes occurring in the social environment, culture, and educational fields, and creates opportunities to accelerate the positive resolution of problematic situations arising in individuals’ lives and in society during the innovative era. The use of innovative education within the continuous education system prepares pupils and students to create innovations in the fields they study, substantiate advanced ideas, and effectively implement them in practice [2, p. 86]. This type of education also enables learners to understand new norms and rules and to develop skills for their effective application. It is mainly implemented through modern technologies and advanced methods within the pedagogical process.

Innovation is not merely the introduction of new technologies; rather, it is a complex and systematic activity aimed at improving the internal structure of an existing system and reorganizing it on the basis of new approaches. As a result of an innovative approach, a system not only improves its current state but also rises



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to a new level or is completely renewed. Especially in education, innovations create opportunities for new perspectives on teaching methods, tools, and processes and serve as a driving force for qualitative changes [3, p. 14].

Results and Discussion. An analysis of the use of innovative teaching tools in first-grade mother tongue lessons shows that digital and interactive technologies create a convenient learning environment that corresponds to pupils' age-related psychological characteristics. These tools enliven the lesson, increase pupils' interest in the topic, and help them consciously perceive the content within a short period of time. The use of multimedia materials directs pupils toward learning through visual and auditory channels, which is one of the most effective ways of language teaching in primary grades.

Interactive methods—such as digital tasks, multimedia games, and virtual exercises—engage pupils as active participants in the process. As a result, the effectiveness of the educational process increases, and pupils' speech activity and independent thinking develop. At the same time, when selecting innovative tools, important factors include their pedagogical appropriateness, age suitability, harmony with the text content, and management by the teacher. Analyses show that when technologies are used in a measured and purposeful manner, the didactic value of the lesson increases; otherwise, there is a risk of distracting pupils. Therefore, the application of innovative tools is closely linked to the teacher's methodological preparedness, the correct construction of the lesson, and pupils' abilities.

The conducted analyses and observations confirm that correct and systematic use of innovative teaching tools in first-grade mother tongue lessons significantly increases the effectiveness of the educational process. Such tools strengthen pupils' motivation to learn, help them acquire knowledge more quickly and deeply, and develop skills of active participation in lessons. The study shows that multimedia, interactive tasks, and digital resources can be more effective than traditional teaching tools in developing pupils' speech skills. In addition, innovative technologies allow lesson content to be presented in a simple, clear, and engaging form.

In general, the purposeful application of innovative tools in primary education—especially in mother tongue instruction—contributes to improving the quality of



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education and developing pupils' creative and independent thinking. In the future, further improvement of these tools and enrichment of methodological guidelines will create a basis for even greater effectiveness of the educational process. At the same time, given the abundance of innovative technologies, attention should be paid to intensity and balance in their classroom application. Purposeful selection and effective use of innovative teaching tools in mother tongue lessons ensure their intensive integration into the educational process and significantly increase pupils' activity and levels of knowledge acquisition.

Intensive use of innovative technologies in the educational process means the purposeful, systematic, and continuous integration of modern digital, interactive, and multimedia tools into all stages of a lesson. Using first-grade mother tongue lessons as an example, such an approach improves the quality of education by taking into account pupils' age characteristics, their short attention span, and their need to learn through play. The main advantages of intensive application of innovative technologies include the following:

Rapid and sustainable acquisition of knowledge – multimedia animations, audio samples, and interactive exercises help pupils better understand sound–letter relationships and word reading within a short time. Since information is presented simultaneously through visual and auditory channels, the material is retained more firmly in memory.

Increased learner activity – an intensive technological approach engages pupils not as passive listeners but as active participants throughout the lesson. Games, interactive tasks, and digital tests encourage continuous involvement, thereby preventing loss of attention.

Individualization of the learning process – each pupil can complete tasks at their own pace and according to their abilities. Through electronic resources, stronger pupils can receive additional tasks, while those experiencing difficulties have opportunities for repeated practice.

Enhanced motivation and interest – lessons delivered with the help of technology are not boring for children; on the contrary, they appear engaging and enjoyable. Pupils perceive learning as play, exploration, and discovery, which increases their willingness to prepare for lessons regularly and participate actively.



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Optimization of the teacher's activity – an intensive innovative approach saves teachers' time in organizing lessons. Ready-made digital materials, interactive tasks, and automatic assessment functions enable effective lesson planning and management.

Intensive use of innovative technologies in mother tongue lessons not only improves the quality of pupils' knowledge but also makes the teaching process faster, richer in content, more engaging, and more effective. Most importantly, intensive application contributes to the development of key competencies such as speech development, reading skills, independent thinking, and creative approaches.

Children entering primary education already demonstrate a certain level of development in psychological processes such as attention, memory, perception, and thinking, which are clearly manifested in activities like play, drawing, constructing, listening, and storytelling. The ability to concentrate attention on a single object, control it, and direct it toward a required task is an important condition for school readiness. At the same time, age-specific characteristics such as imaginative memory and mental operations like repetition, generalization, and organization support effective learning in the educational process. These psychological features are particularly important when using innovative teaching tools.

For example, interactive games, multimedia materials, and digital tasks attract pupils' attention because they are close to children's natural play activities; they stimulate active memory, enable faster and more accurate perception, and encourage deeper engagement. In this process, pupils do not merely receive information in a ready-made form but also apply thinking operations such as independent searching, comparison, and generalization. In addition, children attempt to present what they hear and see in a coherent manner, which contributes to the development of skills such as understanding text content, constructing sentences, and expressing ideas coherently in mother tongue lessons. Purposeful use of innovative tools strengthens this process: audiovisual materials facilitate memorization, interactive tasks develop conscious thinking, and game-based methods enhance motivation for learning. The psychological developmental characteristics of primary school pupils thus create favorable conditions for the



use of innovative methods. Properly selected technologies not only increase the effectiveness of the educational process but also support pupils' personal activity, speech development, and independent thinking.

Types of Innovative Technologies Used in First-Grade Mother Tongue Lessons
The use of innovative technologies in teaching the mother tongue at the primary level enlivens lessons, increases pupils' speech activity, and enables lesson content to be delivered in ways that correspond to children's psychological characteristics. Below are the main types of innovative technologies considered effective for first grade.

1. Multimedia Technologies

Multimedia tools enrich lessons through the use of text, images, animations, audio, and video materials.

Advantages for first-grade mother tongue lessons:

Visually reinforce the processes of letter recognition, syllable formation, and word reading.

Teach correct pronunciation through audio samples.

Engage pupils through short animated clips that capture their interest.

Interactive Teaching Technologies

Interactive methods transform pupils into active participants in the lesson process.

Forms suitable for first grade:

Simplified versions of "brainstorming" (naming words based on pictures, forming sentences from words).

The "cluster" technique (drawing related ideas around a word or image).

Games using interactive boards for syllable separation, word selection, and matching activities.

Digital Game Technologies

Game-based tasks for primary school pupils significantly increase their interest in learning.

Use in lessons includes:

Mini-games for letter recognition.



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Quick tests such as “Find the correct answer.”

Arranging words in the correct order using digital flashcards.

Animated Educational Resources

Cartoons and short animated stories help pupils form clear mental images of lesson topics.

Advantages of use:

Maintain pupils’ attention for longer periods.

Create a convenient foundation for sentence construction, speech development, and text comprehension.

Audiovisual Exercises

This technology combines sound and visuals to support learning.

Application in first grade:

Sound discrimination exercises (e.g., distinguishing “B” and “P”).

Listening to correct pronunciation and associating it with images.

Listening to a story and selecting pictures or answering questions.

Use of Electronic Textbooks and Online Platforms

Platforms adapted for first grade that include game-based tasks, tests, and illustrated exercises enrich lessons.

Advantages:

Each pupil can work independently.

Enables differentiated instruction during lessons.

Makes it easier for teachers to monitor and assess pupils’ activities.

Applying STEAM Elements

Thinking skills can be developed through small constructive tasks based on letters, words, or images.

Examples:

“Creating shapes from letters” (e.g., forming the letter “A” using wooden sticks).

Constructing or placing images that match a word.



Designing a simple sequence project based on a story.

Sensory Teaching Technologies

These technologies enhance learning through sensory channels such as sight, hearing, and touch.

Significance:

Creating letters from various materials to feel their shapes.

Establishing image–word–sound connections.

Making language learning natural and engaging.

Conclusion

The use of innovative teaching tools in first-grade mother tongue lessons increases pupils' interest in learning, strengthens their activity during lessons, facilitates the acquisition of sound–letter correspondences, and accelerates the development of speech skills. However, the effective application of these tools depends not only on the technologies themselves but also on selecting them in harmony with pupils' age-related psychological capacities, levels of perception, attention stability, and memory characteristics. Excessive or improper use of innovative tools may overburden young learners, cause rapid distraction, or place excessive strain on visual and auditory organs.

Therefore, the application of technologies requires careful consideration of psychological requirements, such as age appropriateness of materials, gradual increase in difficulty, and maintaining motivation through game elements. In addition, it is important to observe sanitary and hygienic standards when using innovative tools. Screen time and the duration of digital tasks should not exceed normative limits; a balance between active and passive activities during lessons should be maintained; and lighting and distance requirements should be observed. Overall, selecting innovative technologies appropriately for mother tongue lessons, aligning them with didactic objectives, and applying them with consideration of pupils' psychological readiness and hygienic capacities significantly enhance lesson effectiveness, strengthen learning outcomes, and positively influence speech development. Purposeful, balanced, and



pedagogically grounded use of innovative tools contributes to the high-quality organization of the educational process.

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