ORIGINAL ARTICLE

INTERNATIONAL JOURNAL OF ARTIFICIAL INTELLIGENCE

ISSN: 2692-515-x, Impact Factor: 9.23

American Academic publishers, volume 6, issue 01,2026

Journal: https://www.academicpublishers.org/journals/index.php/ijai

SPECIFIC FEATURES OF TEACHING THE MOTHER TONGUE THROUGH FICTION

G.A. Mamatova
PhD, Associate Professor, Profi University

Annotation

This article is dedicate to the problem of using literaru texts in teaching language phenomena at the lessons of mother tongue in primary classes. It is practicaly stated peculiar points of teaching lexic-grammatic features of parts of speech in using literary texts.

Key words

language phenomena, morphology, parts of speech, object, noun, adjective, connected speech, text, synonym, antonym.

In the current era of globalization, the main objective of education is to nurture well-rounded individuals with high intellectual potential and to prepare qualified specialists. In this regard, on May 15, 2025, under the chairmanship of the President of the Republic of Uzbekistan, Shavkat Mirziyoyev, a videoconference meeting was held to discuss priority tasks aimed at further increasing the effectiveness of reforms in the school education system. At the beginning of his speech, the President emphasized: “There is an undeniable truth in the world: the development of any country depends on a healthy and educated generation. Therefore, in building a new Uzbekistan, we must create all necessary conditions to educate healthy, knowledgeable, deep-thinking, and patriotic youth.

Indeed, educating a generation capable of mastering the rich scientific and educational heritage created by our people, acquiring the foundations of various sciences and theories, and applying them in practice represents a striving toward excellence and perfection. A well-rounded individual must possess solid scientific knowledge and thoroughly master each subject. In this process, it is essential to utilize modern technologies and advanced pedagogical technologies.

In modernizing the primary education system, the widespread implementation of information technology achievements is also considered an important factor. At the same time, information technologies serve as a means of introducing students to modern culture, which is particularly relevant in an information-oriented society. Especially in mother tongue lessons, information technologies play a significant role in studying and mastering educational topics.

The clarity and internal logic of a lesson, as well as its goal orientation, are extremely important. The content and logic of a lesson introducing new material influence the interaction between the studied language phenomenon and its linguistic essence. The teacher must understand this interconnection and gradually reveal it to students through task-based activities during the lesson.

If a lesson aims to reinforce grammatical knowledge and develop orthographic skills, its logical structure should reflect a system of exercises that gradually increase in complexity. To ensure that students thoroughly understand and master a spelling rule, one or two exercises are completed collectively. As students independence increases, they proceed to work independently. The nature of the skills formed through the interconnection of exercises

ORIGINAL ARTICLE
INTERNATIONAL JOURNAL OF ARTIFICIAL INTELLIGENCE
ISSN: 2692-515-x, Impact Factor: 9.23
American Academic publishers, volume 6, issue 01,2026
Journal: https://www.academicpublishers.org/journals/index.php/ijai

performed during the lesson also plays a significant role. Ensuring that educational materials align with the topic and objectives of the lesson guarantees goal orientation. All instructional materials used in the lesson (including materials selected for observing language phenomena and completing spelling and speech-related exercises) must fully correspond to the lesson objectives.

In primary school mother tongue education, the study of parts of speech occupies a significant and substantial place. During the process of learning parts of speech, students' vocabulary is enriched, they acquire literary and orthoepic pronunciation norms, and spelling literacy is formed. Their oral and written coherent speech develops, enabling them to understand others' ideas, comprehend what they read, and express their own thoughts clearly and understandably to listeners. Considering the practical importance of teaching parts of speech in primary grades, it becomes evident that it is necessary to develop effective methods and tools for instruction. In particular, teaching students to use literary texts related to the studied topic in mother tongue lessons yields effective results. Taking this into account, we aim to present our experience in integrating mother tongue lessons with reading literacy lessons when teaching the complex grammatical features of nouns and adjectives in Grade 4.

When studying the topic of Nouns,it is essential to effectively use texts that cover all their characteristics, following the principle of progression from simple to complex. Students may be assigned tasks to identify nouns in literary texts based on question prompts.

For example, students may be given a task based on Sh. Sa'dulla's work Laqma It from the Grade 4 Reading Textbook, asking them to identify words answering the questions Who? and What? and place them into a table. Students complete the task as follows:

To assess students understanding of the topic Singular and Plural Forms of Nouns, a task may be given based on Nosir Fozilovs story Yaxshi Bo'ldi from the Reading Textbook, requiring students to identify related nouns and place them into a table:

Completing such tasks fosters students observational skills, analytical thinking, and enriches their vocabulary with new words.

After studying the topic Declension of Nouns with Case Endings, using a literary text to assess students knowledge proves effective. For this purpose, Rahim Bekniyozov's work Mo'jiza may be used. The teacher assigns students to write the names of the six cases in their notebooks and identify nouns with case endings in the text, determining the type of ending. Students may be divided into groups to complete this task.

Group 1: Nominative Case

Group 2: Genitive Case

Group 3: Accusative Case

Group 4: Dative Case

Group 5: Locative Case

Group 6: Ablative Case

ORIGINAL ARTICLE
INTERNATIONAL JOURNAL OF ARTIFICIAL INTELLIGENCE
ISSN: 2692-515-x, Impact Factor: 9.23
American Academic publishers, volume 6, issue 01,2026
Journal: https://www.academicpublishers.org/journals/index.php/ijai

The group that completes the task correctly first is encouraged. As a logical continuation, students may be asked to identify words in which phonetic changes occur when case endings are added. Thus, literary texts can be effectively used when teaching nouns.

In primary grades, forming the concept of adjectives is directly related to students ability to grasp the generalized category of object attributes. For this purpose, words indicating color, taste, shape, size, and characteristics are identified, and their features are generalized. Along with lexical meaning, characteristic grammatical features of adjectives are also highlighted.

In teaching adjectives, significant attention is given to oral and written creative activities. To ensure thorough understanding of the role of adjectives in speech and clear expression of ideas, it is advisable to work with synonyms and antonyms and to observe the literal and figurative use of adjectives in reading lessons.

In Grade 4 mother tongue lessons, exercises such as selecting adjectives that describe nouns in a text, identifying the noun connected to an adjective in a sentence, describing objects using appropriate adjectives, and constructing sentences using given adjectives or word combinations are employed. Literary texts provide particularly effective outcomes.

For example: Task 1: From Muzayana Alaviyas work Navro'z Spring Festival, find adjectives and copy them together with the nouns they modify:

soft buds;

great joy;

extensive preparation;

best tradition;

colorful clothes;

various sweets;

fragrant items.

Using riddles and artistic texts in teaching adjectives also yields effective results. Students should also be taught to distinguish between adjectives describing a persons qualities and those describing an objects characteristics.

Task 3: From Pirimqul Qodirovs story The Shepherd Who Defeated the Bear, identify adjectives describing objects and people and group them accordingly.

Teaching students to identify adjectives describing literary characters also reinforces their understanding of adjective meaning types.

Task 4: Identify the characteristics of the cow and calf in G'afur G'ulom's poem Ola Buzoq.

Using literary texts in teaching adjectives enriches students vocabulary and enhances expressive speech.

ISSN: 2692-515-x, Impact Factor: 9.23
American Academic publishers, volume 6, issue 01,2026
Journal: https://www.academicpublishers.org/journals/index.php/ijai

Developing coherent speech in mother tongue lessons enhances students thinking abilities and broadens their worldview. Therefore, teachers should pay special attention to developing students oral and written speech based on studied topics from the primary grades onward. In this process, using integrated lessons plays an important role in forming knowledge of language phenomena. Utilizing literary texts in primary school mother tongue lessons expands students understanding of texts and creates a foundation for the development of coherent speech.

References

1. Qosimova, K., et al. Methods of Teaching the Mother Tongue. Tashkent: Noshir Publishing House, 2009.
2. Mali, L. D. Methods of Teaching the Russian Language and Literature in Primary Grades. Introduction. Methods of Teaching Literacy. Methods of Literary Reading: Textbook. Penza: Penza State University Publishing House, 2014. 220 p.
3. Ergasheva, M. Analysis of Literary Texts: A Study Guide. Tashkent: Fan Publishing House, 2021. 120 p.
4. Xolmatov, B. Teaching Literary Works in Mother Tongue Lessons: A Study Guide. Tashkent: Ma□□aviyat Publishing House, 2022. 134 p.
5. Yo□□dosheva, S. A Study Guide for Primary School Students. Tashkent: Tashkent State Pedagogical University, 2023. 128 p.