

**THE IMPORTANCE OF MODERN EDUCATION AND GLOBAL INTEGRATION
IN IMPROVING THE METHODOLOGY OF TEACHING THE MOTHER LANGUAGE IN
PRIMARY EDUCATION**

Shavkatova Shakhriyozda Shavkatovna

2nd year PhD student, Navoi State University

shaxrizodashavkatova98@gmail.com

Abstract: This article analyzes the didactic, methodological, and innovative foundations of aligning the methodology of teaching the native language in primary education with modern educational requirements and global integration processes. It scientifically highlights the significance of international experiences, digital pedagogy, the competency-based approach, modern learning tools, and teaching technologies. The article provides scientific conclusions on ongoing reforms, existing problems, and directions for improvement.

Keywords: primary education, native language teaching methodology, modern education, global integration, innovative technologies, competency-based approach, digital education.

In the 21st century, the education system is closely connected with the rapidly developing globalization, digital transformation and new pedagogical paradigm. Primary education is the foundation of these changes, forming the literacy, logical thinking, speech culture and communicative competence of the younger generation. In particular, the improvement of the methodology of teaching the native language directly affects the quality indicators of education. In the context of global integration, the adaptation of primary education to modern requirements, international standards, innovative technologies, updating educational programs and building the educational process on a competency-based basis are of urgent importance. Today, advanced approaches in the world education system - communicative teaching, interactive methods, media literacy, digital tools, modular educational technologies - are considered an important factor in increasing the effectiveness of native language lessons. This article discusses the role of modern educational trends, the impact of global integration processes, and the mechanisms for applying international experience and methodological innovations in improving the process of teaching the mother tongue in primary grades on a scientific basis [1].

The opinion of the President of our country Sh. Mirziyoyev, “We consider it our primary task to improve the activities of all parts of the education and upbringing system in accordance with the requirements of today,” is of great importance. Educational practice shows that the establishment of interdisciplinary connections in school education is a vivid expression of the integration processes

taking place in science and society today. This connection plays an important role in the conscious assimilation of knowledge by students, the development of their holistic vision of the world, and the improvement of their practical and scientific-methodological training. Such preparation allows students to freely apply the knowledge, skills and qualifications acquired in the classroom and extracurricular activities, in production and in any activity in general.

Scientific achievements and their role in people's lives cannot but affect the content and structure of school education in developed countries. As a result of the reforms carried out in the field of education in our country, teaching hours have been sharply reduced, the content of educational materials has been modernized. As a result of the reduction in hours of various educational subjects and the scientific complexity of the content of educational materials, the demands placed on students have increased, and some declines are observed in education. Such declines in the assimilation of educational materials by students cannot but affect the intellectual development of the younger generation. This situation requires teachers to teach students to study various phenomena based on connections within one subject. The study of natural phenomena, their structure, essence and functions, and laws helps to develop such thinking operations in students' thinking as comparison, analysis and synthesis, abstraction, generalization, and inductive and deductive conclusions. The development of new fundamental and applied research directions of science in the national model of personnel training, the implementation of interdisciplinary integration of native language lessons in modern primary education, significantly increase the quality of education. It is at this stage that students' thinking, speech skills, and communication skills are formed. Integration, from a pedagogical point of view, is considered a process that ensures the integration of knowledge obtained from different disciplines and their assimilation into a holistic system. This concept, derived from the Latin word "integratio", means "to integrate, unite" and allows students to form independent thinking and a creative approach in the educational process. Pedagogical research shows that interdisciplinary integration not only introduces students to facts, but also guides them to connect them to real life, understand topics, and make logical analysis and analogies [2].

Modern education has a number of specific features and impacts on primary education, and this education is being reshaped based on the paradigm of active, competency-based and interactive education, abandoning the traditional, reproductive model of providing knowledge, focused on the individual student. The educational process is characterized by the following features: Competency-based education - requires a primary school student not only to acquire knowledge, but also to form universal skills such as communication, expressing his/her opinion orally and in writing, independent reading and analysis, creative thinking, and working with information. Digital learning environment

- the use of electronic resources, multimedia tools, online platforms, virtual exercises, audio-video materials in native language lessons makes the student more active. Person-centered approach - methods are selected that are appropriate for the individual abilities, psychological characteristics, and level of speech development of students [3].

Global integration processes and their impact on education: globalization processes have intensified processes such as harmonization of standards, exchange of experience, international ratings, adaptation of curricula, and academic exchange between education systems of countries around the world. The influence of international research and methodological experiences in the field of education is important [4]. International assessment programs such as PISA, PIRLS, TIMSS pay special attention to primary school reading literacy and language skills. In the experience of countries such as Finland, South Korea, Singapore, Japan, Turkey, and Germany, a communicative approach, game-based learning, integrated lessons, and project-based learning are widely used. Organization of work on the text based on active methods, teaching grammar in conjunction with practical speech, developing reading literacy from an early age, being able to work with multimodal texts, and forming skills such as media literacy are noted as global principles of native language teaching [5]. These, in turn, require new approaches to the methodology of teaching the native language. Also, based on global experiences, we can draw the following directions for improving native language lessons. “Phonetic awareness” — the development of phonetic understanding, which is very effective for early easy learning of reading in the experience of European and American schools. “Reading literacy” — improving reading literacy, in which the student must understand the content of the text, determine the main idea, evaluate the characters, and draw conclusions from the text based on the requirements of PIRLS [6].

Current problems in the field of primary education and ways to improve the quality of education: In the case of problems such as insufficient skills in the use of modern methods among some teachers, the need to update textbooks and methodological manuals, low motivation of students to study, and lack of a culture of using digital tools, practical solutions are proposed, such as conducting regular seminars on improving the skills of teachers, adapting international experience to local conditions, increasing digital content, introducing STEAM elements into the educational process, and introducing "problem-based learning" and "project-based learning" methods in native language lessons.

In conclusion, we can say that modern education and global integration have led to a radical renewal of the methodology of teaching the mother tongue in primary education. Today, mother tongue lessons should be interactive, communicative, digital, competency-oriented, practical and

have a vital content. Global integration processes create opportunities for studying international experiences, applying advanced methods, and widely introducing digital resources. The renewal of the methodology of the mother tongue is of incomparable importance in developing the literacy, speech culture and thinking skills of the younger generation.

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