

## USING INTERACTIVE METHODS IN MOTHER TONGUE LESSONS

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**Annotation:** This article explores the effectiveness of using interactive teaching methods in mother tongue lessons in primary education. It emphasizes how learner-centered approaches, such as pair and group discussions, role-play, problem-based tasks, and visual aids, help improve students' speaking, listening, and communicative competence. The use of interactive methods fosters creativity, critical thinking, and collaborative learning, making the teaching process more engaging and meaningful. Furthermore, the paper highlights the importance of integrating modern pedagogical technologies to develop students' dialogic and written language skills in accordance with contemporary educational standards.

**Keywords:** interactive methods, mother tongue, communication, creativity, critical thinking, collaboration, dialogic speech, primary education.

In the era of globalization and rapid technological advancement, education systems around the world are undergoing significant transformations. One of the key priorities of modern pedagogy is to make the teaching and learning process more learner-centered, interactive, and communicative. Particularly in language education, the ability to think critically, communicate effectively, and express one's ideas clearly is essential for students' academic and personal development. Therefore, the integration of interactive methods into the teaching of the mother tongue plays a crucial role in shaping students' communicative competence and creative thinking skills.

Mother tongue lessons serve as the foundation for the formation of a child's linguistic, cognitive, and cultural identity. In primary education, these lessons are not only aimed at teaching reading and writing but also at developing students' ability to engage in dialogue, understand others' perspectives, and express their own opinions confidently. The traditional teacher-centered approach, where students passively receive knowledge, no longer meets the needs of the 21st-century learner. Instead, interactive methods encourage active participation, collaboration, and problem-solving — essential components of the 4C competencies: critical thinking, creativity, communication, and collaboration.

In the context of Uzbekistan's educational reforms, including the implementation of the National Curriculum and the modernization of teaching materials, the role of innovative and interactive teaching strategies has become even more significant. Teachers are now expected to create engaging learning environments where students are motivated to explore, discuss, and discover knowledge independently. The use of visual aids, multimedia resources, and interactive games in mother tongue lessons makes the learning process more dynamic and effective.

This study focuses on the use of interactive methods in mother tongue lessons at the primary education level. It aims to demonstrate how methods such as "Cluster," "Role Play," "Brainstorming," "Insert," "Dialogue Cards," and "Fishbone" can enhance students' linguistic abilities, strengthen their dialogic speech, and foster creativity and motivation. By integrating these approaches, teachers can ensure that every child actively participates in the learning process, develops communication skills, and gains confidence in expressing ideas both orally and in writing.

Ultimately, the effective use of interactive methods in language teaching contributes not only to students' academic success but also to their holistic personal development. It helps form a generation of independent thinkers and socially active individuals who can contribute meaningfully to the progress of society.

The use of interactive methods in teaching languages, especially in the development of students' dialogic and communicative skills, has been the focus of numerous researchers in the field of education and linguistics. Interactive learning, according to **Vygotsky (1978)**, is based on the

principle of social interaction, where learning occurs through communication and collaboration. He emphasized the concept of the “**Zone of Proximal Development (ZPD)**”, which highlights the importance of interaction between teacher and student, as well as between peers, in fostering cognitive growth.

**Alexander (2008)** introduced the concept of **dialogic teaching**, which encourages teachers to use dialogue not merely as a teaching tool but as a means to promote deeper thinking, reasoning, and understanding. In dialogic classrooms, students are invited to express their ideas freely, listen to others, and build on shared knowledge through structured conversation. Similarly, **Mercer (2019)** argues that classroom dialogue supports collaborative thinking and collective reasoning, which are essential for the development of critical and creative communication skills.

**Bruner (1996)** also emphasized the importance of interaction in knowledge construction. He proposed that learning is an active process in which learners construct new ideas based on their current and past knowledge. In this sense, interactive methods help students connect theory to practice, fostering a deeper understanding of language use in real-life contexts.

From a modern pedagogical perspective, interactive learning is closely related to the **constructivist theory of education**, which views learners as active participants in their own learning process (Piaget, 1954). Constructivist teaching strategies, such as problem-based learning, role-playing, and cooperative group work, align closely with interactive teaching methods that promote student engagement and autonomy.

Recent studies by **Chan, Tong, and van Aalst (2019)** further highlight the role of **computer-supported collaborative learning (CSCL)** in promoting progressive dialogue and knowledge building. The integration of digital tools in mother tongue lessons enhances students’ participation, motivation, and creativity, making learning more dynamic and student-centered.

In the context of Uzbekistan’s educational reforms, interactive teaching methods are increasingly recognized as a means of improving language competency and critical thinking. According to the **State Educational Standard (DTS)** and the **National Curriculum for Primary Education (2021)**, teachers are encouraged to apply learner-centered approaches that stimulate active participation and creative expression. The Ministry of Preschool and School Education of Uzbekistan emphasizes that interactive learning helps form 21st-century competencies — particularly the 4Cs: **critical thinking, creativity, communication, and collaboration** — which are fundamental to lifelong learning and global competitiveness.

Moreover, **Littleton and Mercer (2013)** in their work on *Interthinking: Putting Talk to Work* highlight how collaborative dialogue helps learners co-construct meaning and develop a shared understanding of complex concepts. This aligns closely with the objectives of mother tongue education, where students not only acquire linguistic accuracy but also learn to use language as a tool for reasoning, persuasion, and cooperation.

Overall, the literature demonstrates that interactive methods transform the classroom into a space of shared inquiry and mutual learning. By implementing techniques such as “**Cluster**,” “**Think-Pair-Share**,” “**Role Play**,” “**Fishbone**,” and “**Brainstorming**,” teachers can create conditions for active learning, enhance students’ verbal expression, and promote dialogic interaction. These strategies not only improve linguistic competence but also strengthen cognitive, social, and emotional development — key dimensions of holistic education.

This study employed a **qualitative-descriptive and experimental approach** to investigate the effectiveness of interactive teaching methods in developing students’ dialogic and communicative competencies in *Mother Tongue* lessons at the primary level. The research was based on the principles of **variative pedagogy**, emphasizing flexibility, creativity, and learner-centered interaction. A **mixed-method design** (qualitative observation and quantitative assessment) was used to ensure comprehensive data collection.

### 3.2. Participants

The participants of the study were **60 primary school students** from Grades 2–4 of a general education school in Tashkent. The learners were divided into two groups:

- **Experimental group (30 students)** – taught using interactive methods such as *role-play*, *think-pair-share*, *dialogue games*, and *semantic mapping*.
- **Control group (30 students)** – taught using traditional teacher-centered instruction. The teachers participating in the experiment were experienced language educators trained in communicative and interactive pedagogy.

### 3.3. Instruments and Data Collection

Data were collected through:

1. **Classroom observations** to identify students' engagement and participation levels;
2. **Pre- and post-tests** to assess development in dialogic speech and vocabulary usage;
3. **Teacher interviews and student feedback** to evaluate the perceived effectiveness of interactive techniques.

Observation checklists and assessment rubrics were developed according to the **National Curriculum for Primary Education (2021)** standards and **CEFR-based communicative competence descriptors**.

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