Innovative Approaches in Mother Tongue Education: A Case Study of Project-Based Learning Tasks

Safarova Gulshoda

1st Year Master's Student, National University of Uzbekistan named after Mirzo Ulugbek, Tashkent, Uzbekistan

Abstract. *This article examines theoretical and practical aspects of innovative approaches in mother tongue education. Using the 5th-grade "Zukko Kitobxon" project as an example, it analyzes how project-based tasks develop students' communicative, linguistic, creative, and social competencies. The findings support the improvement of innovative methods and the effective organization of project activities in mother tongue teaching.*

Key words: *innovative approach, linguistic competence, mother tongue education, presentation tasks, project-based learning.*

The rapid acceleration of scientific and technological development worldwide necessitates the introduction of new approaches, innovations, and systemic reforms across various fields. The emergence of novel perspectives in each sector has led to fundamental transformations within those domains. The field of education is no exception and is currently undergoing significant renewal processes. Changes in social life have influenced educational systems, resulting in a shift in pedagogical approaches, particularly in mother tongue education.

Consequently, innovations and newly emerging approaches in education contribute to the formation of learners' essential life skills and the development of their ability to apply these skills creatively in future contexts. In this regard, one of the key objectives outlined in the State Educational Standards (SES) is the development of learners' life competencies. Contemporary teaching methods in mother tongue education are learner-centered and aim to foster students' personal development, emphasizing the role of interactive methods as well as innovative approaches embedded in textbooks.

In the Republic of Uzbekistan, significant efforts to fundamentally reform mother tongue education were undertaken through the sessions of the "Permanent Conference on the Uzbek Language," held thirteen times between 1991 and 2015. During these conferences, modern perspectives on curricula, textbooks, and lesson types were critically examined. The conference materials outlined methodological guidelines for directing learners' linguistic competencies toward the development of communicative skills. The first session of the conference was held in 1991 in Samarkand under the title *"Urgent Issues in Restructuring and Improving the Teaching and Learning of the Uzbek Language"*[1]. At this session, scholars emphasized the necessity of radically reforming mother tongue education and eliminating outdated instructional models. Extensive discussions and exchanges of opinions were conducted, during which alternative curricula for the Uzbek language as a school

---

[1] https://arxiv.uz/uz/documents/referatlar/tilshunoslik/mustaqillik-davrida-o-zbek-ona-tili-ta-limi

subject were widely debated. As a result, the initial version of the curriculum currently implemented in general secondary education was approved at this conference.

This curriculum, known as **"Inductive–2,"** was developed in 1990 by a research team led by Hamid Ne'matov with the aim of renewing the content of teaching Uzbek as a mother tongue. The experimental and pilot implementation stages of the program began in 1993[2]. The third session of the "Permanent Conference on the Uzbek Language" was held in April 1995 in Jizzakh and was titled *"Key Factors in Enriching Vocabulary in the Educational Process."* During this session, the Ministry of Public Education proposed initiating nationwide experimental implementation based on the revised "Inductive–2" program and publishing pilot textbooks. As a result, textbooks for grades 5 and 6 based on this program were published in 1997–1998 in a print run of 30,000 copies and were tested in schools across the republic[3].

In contemporary textbooks, the primary emphasis of subject instruction extends beyond enhancing students' written and oral literacy, listening, and reading comprehension skills; it also focuses on developing their ability to analyze texts and apply acquired knowledge in real-life contexts. At the same time, textbooks incorporate innovative approaches that support learners in understanding the world and fostering a broader worldview.

When the concept of *innovative approach* is examined from a lexical perspective, it becomes evident that the *Explanatory Dictionary of the Uzbek Language* (six-volume edition)[4] does not provide a direct definition of the adjective *innovative*. However, the dictionary includes a definition of its nominal form, *innovation*. **Innovation** [from English *innovation* – introduced novelty, invention] is defined as: (2) advancements in technology, management, and other fields, as well as their application across various domains. The term *approach* is explained as the second meaning of the verb *to approach*, denoting "to view a particular task or issue from a specific perspective."

Based on these definitions, an *innovative approach* can be understood as an activity model that differs from traditional methods by systematically introducing new ideas, methods, tools, or technologies with the aim of enhancing effectiveness and efficiency.

Literature Review and Methodology

The theoretical and methodological justification of the innovative approach is grounded in the scholarly contributions of numerous international and local educators and pedagogical theorists. For instance, John Dewey's proposition that *"education is life itself,"* Lev S. Vygotsky's theory of the *Zone of Proximal Development*, and the cognitive development models proposed by Jean Piaget and Jerome Bruner collectively constitute the theoretical foundation of the innovative approach. According to these perspectives, the educational process must take into account learners' individual capacities, psychological characteristics, social engagement, and intrinsic motivation for learning[5]. The core principle underlying the concept of an innovative approach lies in moving beyond outdated practices and achieving greater effectiveness. Historically, one of the earliest manifestations of innovation in education can be traced back to Socrates, who rejected rote memorization as the dominant instructional method of his time and instead advocated for dialogue-based learning through

---

[2] Mavlonova, K., Tursun, Sh. (2024). *Lingvodidaktikaning dolzarb muammolari: Respublika ilmiy-amaliy anjumani materiallari*. Toshkent: 2024, pp 20.

[3] Неъматов Ҳ., Ғуломов А., Маҳмудов Н., Қодиров М., Абдураимова М. Умумий ўрта таълим мактабларининг V – IX синфлари учун "Она тили" дастури. "Она тилидан янги таҳрирдаги Давлат таълим стандарти, ўқув дастури ва мавзуий режалаштириш", Тошкент: 2004.

[4] O'zbek tilining izohli lug'ati. 80 000 dan ortiq so'z va so'z birikmasi (A. Madvaliyev va D. Xudayberganova tahriri ostida). 6 jildli. – Toshkent: G'ofur G'ulom, 2023.

[5] Jumaboyev A. Innovatsion yondashuv tushunchasi va asosiy tamoyillari. XXI asr pedagogi imidji: tarixiy me'ros, xalqaro tajriba, muammolar va yechimlar mavzusidagi xalqaro ilmiy-amaliy konferensiya. Toshkent: 2025-yil 30-may. Pp 17.

systematic questioning and answering. This method, known in the literature as the *Socratic dialogue*[6], is widely regarded as one of the earliest examples of an innovative educational approach. Subsequent pedagogical models further contributed to the evolution of innovative thinking in education. Plato's *dialectical model of education*[7], Aristotle's empirically grounded approach to learning, John Amos Comenius's *class–lesson system*[8], and Jean-Jacques Rousseau's educational philosophy[9] each challenged prevailing instructional paradigms of their respective eras and aimed at enhancing the quality of education. These models collectively emphasized learner engagement, experiential learning, and the alignment of instruction with learners' cognitive and developmental needs.

Within the context of Uzbekistan's educational system, the emergence of *Jadid schools* can be regarded as the first major innovative turning point in education. Jadid educators elevated the reform of elementary schooling based on the *usuli savtiya* (phonetic method) to the level of state policy. They developed the first primers, textbooks in the natural sciences, and reading materials, thereby laying the groundwork for modern educational practices[10]. The foundations of contemporary innovative approaches and instructional methodologies in Uzbekistan can thus be traced back to the initiatives of Jadid intellectuals. Prominent Jadid figures introduced a range of pedagogical innovations in mother tongue and literature education, including the use of visual aids (Munavvarqori), expressive reading and its various forms supported by technical teaching tools (Abdulla Avloniy, Hamza), and methods for developing oral and written speech (Mahmudxo'ja Behbudiy and Abdurauf Fitrat). These contributions played a crucial role in shaping key instructional principles in mother tongue education[11].

Results

Based on the perspectives of international didactic scholars and in accordance with the Law of the Republic of Uzbekistan *"On Education,"* the National Program for Personnel Training, the Model Curriculum (MO'D), and the requirements of the State Educational Standards (SES), this study focuses on the analysis of tasks included in the currently implemented new-generation textbooks. Specifically, attention is directed to the Grade 5 Mother Tongue textbook, which reflects contemporary educational reforms and competency-based learning principles. The textbook, co-authored by prominent theoreticians and experienced educators (K. Mavlonova, S. Qo'ldosheva, N. Hakimova, and M. Siddiqov)[12], incorporates twelve conventional symbols used to indicate different types of tasks. Within the scope of this article, particular emphasis is placed on presentation tasks related to project-based learning, which represent a novel component for many teachers and learners. These tasks are analyzed in terms of their positive impact on the development of learners' competencies as envisaged by the curriculum. In total, the textbook contains five project-based presentation tasks, each designed with specific objectives and instructional requirements. The analysis of these tasks demonstrates their potential to enhance students' subject-specific and transversal competencies, including critical thinking, communication skills, collaborative learning, and the practical application of linguistic knowledge. It can be concluded that the project-based presentation tasks included in the Grade 5 Mother Tongue textbook not only contribute to the development of students' communicative, creative, and social competencies, but also foster a systematic and collaborative approach to task completion. The purpose of this analysis is to identify the specific competencies that this project presentation is designed to develop in learners. As indicated

---

[6] https://www.ebsco.com/research-starters/religion-and-philosophy/dialectics-dialectical-method?utm_source=chatgpt.com

[7] https://plato.stanford.edu/entries/plato/?utm_source=chatgpt.com

[8] https://comenius.uws.edu.pl/images/pliki/artykuly/artykul_idee_jana_amosa_komenskiego_2019_en_v2.pdf?utm_source=chatgpt.com
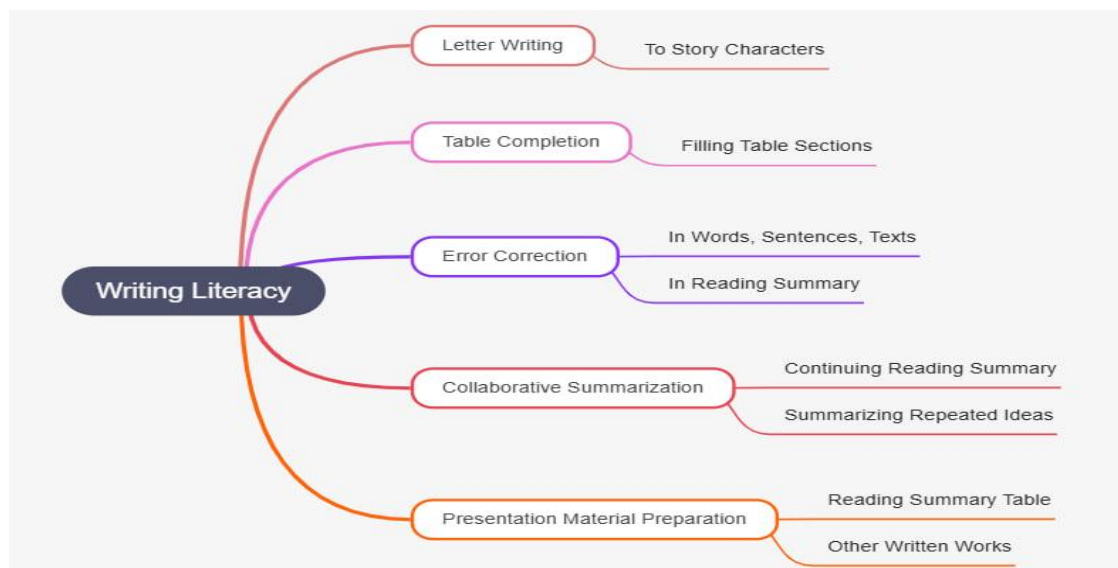
[9] https://www.britannica.com/topic/Emile-or-On-Education

[10] Dolimov U. Turkistonda jadid maktablari. Toshkent: Universitet, 2006. B. 3.

[11] This source: P. 7.

[12] Ona tili 5-sinf (1qism) [Matn]: darslik / K.M. Mavlonova, N. S. Hakimova, M. R. Siddiqov, S. H. Qo'ldosheva; muharrir O. T. Madvaliyev. – Toshkent: Novda Edutainment, 2024. – 144 b.

in Table 1, the project entitled *"Zukko Kitobxon"* (*"The Smart Reader"*)[13] is structured into ten sequential stages. At the initial stage, students are provided with a selection of four recommended books from which they are required to choose one for further project work. The *"Zukko Kitobxon"* project is aimed at developing learners' communicative, creative, social, and written literacy competencies. In particular, the tasks specifically targeting the development of written literacy competencies are presented and discussed below.

1-picture

The twelve conventional symbols presented on the initial pages of the textbook serve not only to guide students toward completing specific tasks but also to draw their attention to the methods and tools required for successful task execution. In this context, directing learners' attention, as emphasized in numerous pedagogical and methodological studies, contributes to the development of four core competencies while simultaneously fostering essential life skills. Specifically, the practical implementation of the five project-based tasks included in the textbook promotes the cultivation of learners' independent approaches to problem-solving. By engaging with these projects, students are encouraged to apply knowledge autonomously, organize their work systematically, and collaborate effectively, thereby reinforcing both subject-specific and transversal competencies in authentic learning contexts.

Conclusion. The analysis of the Grade 5 Mother Tongue textbook demonstrates that the integration of project-based tasks and innovative instructional strategies significantly contributes to the development of students' key competencies, including communicative, creative, social, and written literacy skills. The structured design of the projects, particularly the *"Zukko Kitobxon"* task, facilitates learners' systematic and collaborative engagement, reinforces text comprehension and analytical abilities, and fosters independent problem-solving approaches. Moreover, the incorporation of conventional symbols to guide students through tasks highlights the importance of attention to process, methods, and tools in effective learning. These pedagogical elements not only enhance academic performance but also support the formation of essential life skills, bridging the gap between classroom learning and real-world application. Overall, the findings underscore the value of combining traditional educational frameworks with innovative approaches to promote holistic competency development. This study provides empirical and theoretical support for the continued refinement of mother tongue education, aligning curriculum design with contemporary educational standards and the evolving needs of learners.

---

[13] Mavlonova K. M. Ona tili. 5 sinf (II qism): darslik / K. M. Mavlonova, S. H. Qo'ldosheva, N. S. Hakimova, M. R. Siddiqov. – Toshkent: Novda Edutainment, 2024. – 160 b.

References:

1. Dolimov U. Turkistonda jadid maktablari. Toshkent: Universitet, 2006.

2. https://arxiv.uz/uz/documents/referatlar/tilshunoslik/mustaqillik-davrida-o-zbek-ona-tili-ta-limi

3. https://comenius.uws.edu.pl/images/pliki/artykuly/artykul_idee_jana_amosa_komenskiego_201 9_en_v2.pdf?utm_source=chatgpt.com

4. https://plato.stanford.edu/entries/plato/?utm_source=chatgpt.com

5. https://www.ebsco.com/research-starters/religion-and-philosophy/dialectics-dialectical-method?utm_source=chatgpt.com

6. https://www.britannica.com/topic/Emile-or-On-Education

7. Jumaboyev A. Innovatsion yondashuv tushunchasi va asosiy tamoyillari. XXI asr pedagogi imidji: tarixiy me'ros, xalqaro tajriba, muammolar va yechimlar mavzusidagi xalqaro ilmiy-amaliy konferensiya. 2025-yil 30-may.

8. Mavlonova K. M. Ona tili. 5 sinf (II qism): darslik / K. M. Mavlonova, S. H. Qo'ldosheva, N. S. Hakimova, M. R. Siddiqov. – Toshkent: Novda Edutainment, 2024. – 160 b.

9. Mavlonova, K., Tursun, Sh. (2024). *Lingvodidaktikaning dolzarb muammolari: Respublika ilmiy-amaliy anjumani materiallari*. Toshkent: 2024.

10. Ona tili 5-sinf (1qism) [Matn]: darslik / K.M. Mavlonova, N. S. Hakimova, M. R. Siddiqov, S. H. Qo'ldosheva; muharrir O. T. Madvaliyev. – Toshkent: Novda Edutainment, 2024. – 144 b.

11. O'zbek tilining izohli lug'ati. 80 000 dan ortiq so'z va so'z birikmasi (A. Madvaliyev va D. Xudayberganova tahriri ostida). 6 jildli. – Toshkent: G'ofur G'ulom, 2023.

12. Неъматов Ҳ., Ғуломов А., Маҳмудов Н., Қодиров М., Абдураимова М. Умумий ўрта таълим мактабларининг V – IX синфлари учун "Она тили" дастури. "Она тилидан янги таҳрирдаги Давлат таълим стандарти, ўқув дастури ва мавзуий режалаштириш", Тошкент: 2004.