

# UTILIZATION OF DIGITAL TECHNOLOGIES AND INNOVATIVE APPROACHES IN TEACHING PARTS OF SPEECH IN NATIVE LANGUAGE CLASSES

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**Abstract:** This article explores the effective use of digital technologies and innovative pedagogical approaches in teaching parts of speech during mother tongue lessons. The study analyzes the integration of modern information and communication technologies into the educational process, focusing on the role of interactive platforms, digital didactic materials, and multimedia tools in developing students' grammatical competence. Additionally, the methodological potential of problem-based learning, project-based learning, gamification, and blended learning in teaching parts of speech is examined. Consequently, the study scientifically substantiates that digital and innovative approaches contribute to the development of students' skills in independent thinking, analysis, and the conscious application of language units.

**Keywords:** Mother tongue education, parts of speech, digital technologies, innovative approaches, interactive methods, information and communication technologies, grammatical competence, educational efficiency.

**INTRODUCTION.** In today's era of rapid globalization and digital transformation, the fundamental reform of the educational system—specifically, elevating the methodology of teaching the native language to the level of modern requirements, stands as one of the most urgent tasks. The native language is not merely a means of communication; it serves as a foundation for students to comprehend their national identity, shape their logical thinking and worldview, and master other academic disciplines. Specifically, the process of teaching morphology—one of the vital branches of linguistics and parts of speech is the primary link in developing students' grammatical literacy and communicative competencies. However, in traditional approaches, the teaching of parts of speech often relies on dry rules and monotonous memorization methods, which leads to a decline in students' interest in the subject.

Consequently, integrating digital technologies and innovative pedagogical approaches into native language lessons has become a priority in contemporary education. The use of Information and Communication Technologies (ICT), interactive multimedia resources, digital platforms, and elements of Artificial Intelligence allows for the visualization of complex grammatical concepts, captures students' attention, and transforms theoretical knowledge into practical skills. Innovative approaches, such as problem-based learning, Project-Based Learning (PBL), gamification, and blended learning transform the student from a passive listener into an active researcher, fostering independent and critical thinking.

The objective of this research is to analyze the methodical possibilities of digital tools in increasing the effectiveness of teaching parts of speech in native language classes and to propose modern lesson models. The prudent use of digital didactics serves to develop students' grammatical competence while increasing their information literacy and improving their ability to consciously apply linguistic units in various speech situations. Ultimately, native language education enriched with digital technologies is the most efficient way to convey the vast potential of our national language to the younger generation in an understandable and attractive manner.

**METHODOLOGY.** In the initial stage of the research, existing curricula and textbooks related to the morphology section, specifically the teaching of parts of speech, were analyzed from the perspective of digital didactics. A comparative description of lesson plans was developed based on the integration of traditional lesson models and modern ICT tools (interactive platforms such as LearningApps, Kahoot, and Wordwall). "Blended Learning" and the "Flipped Classroom" models were selected as innovative approaches. Within these models, it was methodically substantiated that theoretical information is presented to students via digital resources (video lessons, electronic spreadsheets) before the lesson, while classroom sessions are dedicated exclusively to practical analysis and problem-solving tasks. The pedagogical experiment was conducted in native language classes at selected general secondary schools. In the experimental groups, multimedia dictionaries, online constructors that automate morphological analysis, and gamification technologies were introduced. In the control groups, sessions were conducted based on the current traditional methodology. To ensure the objectivity of the study, the students' level of grammatical competence was tested at the beginning (pre-test) and end of the lesson (post-test) using specially designed diagnostic tasks.

The results obtained were processed using mathematical-statistical methods. The analysis included not only the students' mastery indicators but also their activity in working independently within a digital environment, their ability to apply linguistic units in speech situations, and the dynamic change in their motivation toward the subject. The research methodology serves to determine the optimal pedagogical conditions for digitalizing native language education by ensuring the continuity of theory and practice.

**RESULTS.** Statistical data obtained from the pedagogical experiment and the integrated digital technology lesson processes showed the following results:

**Mastery level:** In the experimental groups (where digital technologies were applied), the quality of mastering parts of speech averaged 88% at the conclusion of the experiment. For comparison, this figure remained at 68-72% in the control groups (traditional method).

**Skill formation:** The level of error-free performance in morphological analysis regarding parts of speech increased by 24% in the experimental group. High accuracy was achieved particularly in identifying differences between open classes (noun, adjective, verb) and auxiliary words through digital tests (Kahoot, Wordwall).

**Time indicator:** The time taken to explain a new topic using digital didactic materials averaged 12-15 minutes. This is nearly twice as fast as the time spent on the theoretical portion of a traditional lesson. Due to the time saved, the volume of practical exercises aimed at increasing students' speech competencies was increased by 40%.

**Engagement indicator:** When gamification technologies were applied, it was observed that 100% of the students in the class were involved in the lesson process.

**DISCUSSION.** The research results confirm that the use of digital technologies in native language lessons is not merely a way to increase visual appeal but a factor that changes the content and quality of education.

First, the combined use of problem-based learning and digital visualization (infographics, electronic tables) in teaching parts of speech strengthens the student's logical memory. While the student memorizes a rule in the traditional method, in a digital environment, they analyze the word's place within the language system visually.

Second, the provision of independent work assignments through digital platforms within the "Blended Learning" approach developed students' self-assessment skills. In this process, the teacher transitioned from the primary knowledge provider to a facilitator.

Third, discussions revealed that digital resources (e.g., online constructors for morphological analysis) elevate students' analytical skills to a conscious level. Students began to correctly select parts of speech according to speech situations, which directly serves the ultimate goal of native language education—the formation of literate speech. However, analyses also indicated that digital tools cannot replace the teacher's live speech; rather, they serve as effective instruments to enrich their methodical arsenal.

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