

## NECESSARY CONDITIONS FOR ORGANIZING NATIVE LANGUAGE CLASSES IN ELEMENTARY GRADES

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**Abstract.** *Native language classes play a vital role in promoting linguistic and cultural proficiency among elementary school students. This scientific article examines the necessary conditions for organizing effective native language classes at the elementary level. Drawing from existing research and educational practices, the article highlights key considerations related to curriculum design, teacher qualifications, instructional strategies, and integration with the broader school context. The findings provide valuable insights for educators, policymakers, and curriculum developers aiming to optimize native language instruction in elementary school settings.*

**Keywords:** *curriculum design, parent workshop, cultural events.*

Native language classes in elementary grades serve as a platform to develop students' linguistic competence, cultural identity, and cognitive abilities. This article explores the essential conditions required to facilitate successful native language instruction in elementary school settings.

Effective curriculum design is a fundamental aspect of organizing native language classes. It involves establishing clear learning objectives, selecting appropriate instructional materials, and designing engaging and culturally relevant activities. A balanced curriculum that integrates language skills (listening, speaking, reading, and writing) with cultural knowledge and appreciation is crucial.

Highly qualified teachers are essential for providing effective native language instruction. Educators should possess strong language proficiency in the target language, pedagogical expertise, and a deep understanding of cultural nuances. Professional development opportunities should be provided to enhance teachers' subject knowledge and instructional strategies.

A variety of instructional strategies can be employed to maximize students' engagement and language acquisition. These include interactive and communicative activities, cooperative learning, project-based approaches, and the integration of technology. Differentiated instruction should be implemented to cater to the diverse needs and learning styles of students.

Assessment and evaluation methodologies need to align with the goals and objectives of native language classes. Formative and summative assessments should measure students' language proficiency, cultural understanding, and their ability to apply language skills in authentic contexts. Feedback and progress monitoring strategies should be implemented to guide instructional planning and support student growth.

Native language classes should be integrated into the broader school context to foster a supportive learning environment. Collaboration with classroom teachers, sharing resources and

expertise, and promoting cross-curricular connections enhance the relevance and effectiveness of native language instruction. Inclusion of culturally diverse materials and activities throughout the school environment further reinforces the value of native languages.

Engaging parents and the local community is crucial for the success of native language classes. Regular communication, parent workshops, cultural events, and partnerships with community organizations help foster positive attitudes towards native language instruction and provide opportunities for students to practice their language skills in authentic contexts.

Parental and community involvement play a significant role in supporting and enriching native language classes in elementary grades. Here are some strategies and activities that promote engagement and collaboration:

**Regular Communication:** Establish open lines of communication with parents to keep them informed about the goals, progress, and activities of the native language classes. Newsletters, emails, or online platforms can be utilized to share updates, resources, and important dates. Encourage parents to provide feedback and suggestions to improve the program.

**Parent Workshops:** Conduct workshops or information sessions for parents to familiarize them with the curriculum, teaching methodologies, and the benefits of native language instruction. These workshops can also provide parents with strategies to support their children's language development at home.

**Cultural Events:** Organize cultural events or celebrations that showcase the richness and diversity of the target language and culture. Involve parents in the planning and execution of these events, encouraging them to share their cultural traditions and experiences. Such events create opportunities for students, parents, and the broader community to engage with the language and appreciate its cultural significance.

**Language Practice Opportunities:** Facilitate opportunities for students to practice their language skills in authentic contexts. This can include inviting native speakers from the community to interact with students, organizing language exchange programs with native language speakers, or arranging field trips to culturally relevant sites or events.

**Parent Volunteer Programs:** Encourage parents to volunteer their time and expertise in supporting native language classes. Parents can assist with classroom activities, provide storytelling sessions, or share their professional experiences related to the native language or culture. This involvement fosters a sense of ownership and strengthens the bond between home, school, and the community.

**Community Partnerships:** Forge partnerships with local community organizations, cultural centers, libraries, or language schools that can provide additional resources, guest speakers, or cultural immersion experiences for students. Collaborating with these organizations extends the learning beyond the classroom and exposes students to authentic language and cultural contexts.

**Language Learning Resources:** Collaborate with parents and community members to develop or identify appropriate language learning resources such as books, audiovisual materials, or online platforms. These resources can be shared with students, parents, and educators to support language acquisition and practice outside of school hours.

**Parent Advisory Committees:** Establish parent advisory committees to involve parents in decision-making processes related to native language classes. These committees can provide valuable insights, represent parent perspectives, and contribute to program development and improvement.

**Celebrating Student Achievements:** Recognize and celebrate student achievements in native language classes through awards, certificates, or special events. Publicly acknowledging students' progress and successes not only boosts their confidence but also reinforces parents' support and pride in their children's language learning journey.

By actively involving parents and the local community in native language classes, educators create a collaborative and supportive learning environment. This engagement fosters a sense of cultural identity, strengthens language skills, and reinforces the value of native languages within the broader community.

**Policy Considerations:**

Policy support at the district, state, and national levels is essential for the sustainability and growth of native language classes in elementary grades. Policies should address curriculum standards, teacher certification requirements, funding allocations, and the recognition of native languages as valuable assets in multicultural societies.

Policy considerations are crucial for the successful implementation and sustainability of native language classes in elementary grades. Here are key areas that policymakers should address to support and promote these programs:

**Curriculum Standards:** Develop clear and comprehensive curriculum standards that outline the learning objectives, content, and benchmarks for native language classes. These standards should align with language proficiency frameworks and provide guidance to educators in designing effective instructional materials and assessments.

**Teacher Certification Requirements:** Establish specific certification requirements for native language teachers that ensure they possess the necessary language proficiency, pedagogical knowledge, and cultural understanding to deliver quality instruction. These requirements should take into account both linguistic competence and teaching skills, and may include specialized training or endorsements for teaching native languages.

**Funding Allocations:** Allocate adequate funding to support the implementation of native language classes in elementary schools. This funding should cover resources, materials, professional development opportunities for teachers, and support services for students. Additionally, consider providing financial incentives to attract and retain qualified native language teachers.

**Professional Development:** Offer ongoing professional development opportunities for native language teachers to enhance their instructional practices, language proficiency, and cultural competence. These programs can include workshops, conferences, mentoring, and collaborative learning opportunities. Encourage partnerships with universities, language institutes, and professional organizations to provide high-quality professional development resources.

**Language Assessment and Recognition:** Develop appropriate assessment frameworks that evaluate students' proficiency and progress in the native language. These assessments should align with the curriculum standards and provide feedback to students, parents, and educators. Furthermore, policymakers should recognize and value the proficiency in native languages through credentials, certificates, or credits that can contribute to students' academic and career pathways.

**Multilingual Education Policies:** Promote policies that recognize the value of multilingualism and multiculturalism in society. Emphasize the importance of native languages as assets that contribute to students' cognitive development, cultural understanding, and global

competence. Encourage schools to embrace and celebrate linguistic diversity, creating inclusive environments where all languages are respected and nurtured.

**Collaboration and Partnerships:** Foster collaboration among educational institutions, community organizations, and relevant stakeholders to support native language programs. Establish partnerships with cultural centers, heritage language organizations, and community leaders to leverage their expertise, resources, and support. Collaborative efforts can enhance the quality of instruction, expand access to learning opportunities, and foster a sense of shared responsibility for native language education.

**Research and Evaluation:** Encourage research and evaluation studies to assess the effectiveness of native language programs, identify best practices, and inform policy decisions. Research findings can contribute to evidence-based policies that continuously improve the quality and impact of native language instruction in elementary grades.

By addressing these policy considerations, policymakers can create an enabling environment that supports the growth, quality, and sustainability of native language classes in elementary schools. These policies recognize the importance of native languages as valuable assets and promote linguistic diversity, cultural appreciation, and educational equity.

#### Conclusion:

Organizing native language classes in elementary grades requires careful attention to various conditions to ensure effective instruction and positive outcomes. This article highlights the necessary considerations related to curriculum design, teacher qualifications, instructional strategies, integration with the school context, and policy support. By implementing these necessary conditions, educators and policymakers can create optimal learning environments that foster linguistic proficiency, cultural appreciation, and academic success among elementary school students.

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