



METHODOLOGICAL APPROACHES TO TEACHING THE NATIVE LANGUAGE TO ACADEMIC LYCEUM STUDENTS

Toshmurodova Xalima To'raxonovna

*Teacher of Native Language and Literature, Academic Lyceum of Chirchik
State Pedagogical University, Chirchik, Uzbekistan*

ABSTRACT. *This article examines the methodology of teaching the native language (Uzbek) to academic lyceum students, with particular attention to the effectiveness of traditional and modern teaching methods. Drawing on lesson observation, teacher interviews, and analysis of scholarly-methodological literature, the study compares the outcomes of explanation-based traditional instruction with communicative, interactive, and project-based approaches. The findings show that the systematic application of communicative-interactive and text-centered methods, differentiated according to students' field of specialization, significantly increases students' engagement and speech competence compared with lessons based predominantly on oral explanation and rule memorization. Concrete methodological recommendations are proposed for native-language teachers working at the academic lyceum stage.*

Keywords: *native language education, academic lyceum, teaching methodology, communicative approach, interactive methods, project-based learning, speech competence.*

INTRODUCTION.

The methodology of teaching the native language occupies a central place in general secondary and lyceum education, since it determines not only students' theoretical knowledge of grammar and lexicology but also their practical ability to think, speak, and write correctly and fluently¹. At the academic lyceum stage, students already possess a foundational command of native-language rules acquired

¹To'xliyev B., Shamsiyeva M., Ziyodova T. O'zbek tili o'qitish metodikasi [Methodology of Teaching the Uzbek Language]: Study guide. – Tashkent: Adabiyot jamg'armasi nashriyoti, 2006.



in general secondary school; the pedagogical task therefore shifts from the primary formation of literacy toward the refinement of stylistic competence, argumentative writing, and independent textual analysis.

Despite this shift in pedagogical objectives, the methodology actually applied in many lyceum classrooms continues to rely heavily on traditional, explanation-based instruction, in which the teacher presents a rule and students reproduce it through exercises. Hamroyev and Po'lotova observe that native-language teaching methodology requires continual reconsideration of its basic categories and principles in order to remain aligned with the evolving needs of learners². This gap between the intended objectives of lyceum-level native-language education and the methods actually employed in practice constitutes the central problem addressed in this article.

The purpose of this article is to analyze, through classroom observation and literature review, the comparative effectiveness of traditional and modern teaching methods in native-language lessons at the academic lyceum stage, and to propose a methodological framework better suited to the objectives of this educational stage.

The objectives of the study are as follows: 1) to characterize the methods currently applied in native-language lessons at academic lyceums; 2) to compare the learning outcomes associated with traditional versus communicative-interactive methods; 3) to examine the role of text-centered and project-based approaches in developing speech competence; 4) to assess the extent to which methods are differentiated according to students' field of specialization; 5) to develop practical methodological recommendations for lyceum teachers.

METHODOLOGY.

The study combines theoretical and empirical approaches. Theoretical analysis was conducted on scholarly-methodological literature, textbooks, and national conference proceedings concerning native-language teaching methods. The empirical component consisted of structured observation of 24 native-language lessons conducted by 8 teachers across two academic lyceums (natural-

²Hamroyev A.R., Po'lotova Yo.A. Ona tili o'qitish metodikasi [Methodology of Teaching the Native Language]. – Tashkent, 2021.



science/mathematics and humanities profiles) in Tashkent and Chirchik during the 2025–2026 academic year, together with semi-structured interviews with the observed teachers. Lessons were classified according to the predominant method employed (traditional explanation-based, communicative-interactive, text-centered, or project-based), and students' engagement and performance on subsequent written assignments were compared across method categories. Data were processed using comparative and generalization methods and expressed in percentages.

RESULTS AND DISCUSSION.

1. The prevalence of traditional explanation-based methods

Classroom observation showed that 62% of the observed lessons were conducted predominantly through traditional explanation-based methods, in which the teacher presented grammatical rules verbally and students completed reproductive exercises. While such lessons ensured a stable transfer of theoretical knowledge, student engagement – measured through active participation, questions asked, and voluntary responses – was noticeably lower than in lessons employing interactive elements, averaging 34% of students actively engaged per lesson.

2. The effectiveness of communicative-interactive methods

In the 25% of lessons that employed communicative-interactive methods – including pair and group discussion, role-play, and debate on text-based topics – average student engagement rose to 71%. Rahmonqul and Jabborov similarly emphasize that communicative and interactive methods are essential for developing students' ability to work meaningfully with texts rather than merely reproducing memorized rules³. Teacher interviews confirmed that students in these lessons demonstrated greater willingness to formulate independent arguments, although several teachers noted that such methods require considerably more preparation time.

3. Text-centered and project-based approaches

³Rahmonqul A., Jabborov B. Til o'qitilishida kommunikativ o'qitish va interfaol usullarni qo'llash [The Use of Communicative Teaching and Interactive Methods in Language Instruction] // Lingvodidaktikaning dolzarb masalalari – I. – Tashkent: TDO'TAU.



Lessons built around the analysis of authentic literary or publicistic texts, and those organized as short student projects (13% of observed lessons), produced the strongest results in subsequent written assignments: students in these lessons scored, on average, 18 percentage points higher on structured writing tasks assessing logical coherence and stylistic accuracy than students taught primarily through traditional methods. Norov and co-authors likewise demonstrate that organizing lessons on the basis of modern, student-activity-based pedagogical technologies increases the overall effectiveness of instruction⁴.

4. Differentiation according to specialization

The study found that differentiation of native-language content according to students' field of specialization remains limited: only 21% of the observed lessons incorporated texts or tasks explicitly connected to students' specialized track (for example, scientific-technical texts for natural-science lyceum classes or publicistic and literary texts for humanities classes). Teachers reported that the absence of specialization-adapted instructional materials was the primary obstacle to broader differentiation.

5. Teacher preparedness and methodological support

Interviews revealed that teachers who had participated in recent professional-development courses on communicative methodology were significantly more likely to employ interactive and text-centered methods in their lessons. However, conference proceedings on native-language teaching and assessment note that methodological support and specialized instructional materials for the lyceum stage remain insufficient nationally⁵, which constrains the broader adoption of the more effective methods identified in this study.

RECOMMENDATIONS.

⁴Norov I., Yo'ldoshev J., Yo'ldoshev S. Zamonaviy pedagogik texnologiyalar asosida dars tashkil qilish [Organizing Lessons on the Basis of Modern Pedagogical Technologies] // International Journal of Recently Scientific Researcher's Theory, 1(4), 2023. – P. 40–47.

⁵Ona tili ta'limida o'qitish va baholash muammolari [Problems of Teaching and Assessment in Native-Language Education]: Proceedings of the Republican Scientific-Practical Conference. Electronic edition. – Tashkent: ToshDO'TAU, 2022. – P. 188–191.



Based on the results of the analysis, the following methodological recommendations are proposed:

1) Gradually reduce reliance on purely explanation-based instruction in favor of communicative-interactive methods, particularly pair and group work centered on authentic texts;

2) Systematically incorporate project-based assignments into the native-language curriculum to strengthen students' independent analytical and writing skills;

3) Develop specialization-adapted instructional materials, differentiating text selection and tasks according to students' natural-science, technical, or humanities orientation;

4) Expand access to professional-development courses on communicative and interactive methodology for native-language teachers at the lyceum stage;

5) Encourage the sharing of effective lesson models among teachers through methodological associations and open lessons within and across lyceums.

CONCLUSION.

The findings of this study indicate that the methodology actually applied in academic lyceum native-language lessons does not yet fully correspond to the pedagogical objectives of this educational stage. While traditional explanation-based methods remain predominant, communicative-interactive and text-centered or project-based approaches demonstrably increase both student engagement and the quality of independent written expression⁶. Bridging this gap requires coordinated efforts in curriculum design, the development of specialization-adapted materials, and the continuous professional development of teachers. Only through such a comprehensive methodological renewal can academic lyceums fully achieve the goal of cultivating confident, articulate, and linguistically competent graduates⁷.

⁶Karimova D. Ona tili darslarida matn bilan ishlash metodikasi [Methods of Working with Text in Native Language Lessons]. – Tashkent: Fan, 2020.

⁷Mahmudov N. Til va tafakkur [Language and Thought]. – Tashkent: Fan, 2019.



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