

Principles Of Teaching The Native Language Based On Digital Tools

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Abstract: This article highlights the theoretical-methodological foundations of teaching the native language based on digital tools. The didactic possibilities of using modern information and communication technologies in the educational process and their importance in developing students' linguistic and communicative competencies are analyzed. The role of digital tools in organizing interactive, multimedia, and individualized education is substantiated. Also, methodological recommendations aimed at increasing the effectiveness of the digital approach in native language education have been developed.

Keywords: Native language education, digital technologies, interactive teaching, multimedia tools, communicative competence, linguistic competence, digital pedagogy, educational innovations, methodological approach, information and communication technologies.

Introduction: Teaching the native language based on digital tools is being formed as one of the priority directions of the modern education system, and it serves to increase the effectiveness of language learning by enriching the educational process with innovative technologies. In the conditions of digital transformation, the content, forms, and methods of education are being fundamentally renewed, and traditional approaches are being replaced by interactive, multimedia, and person-oriented teaching technologies. This expands the opportunity in teaching the native language not only to acquire theoretical knowledge, but also to develop communicative competence, independent thinking, and a creative approach.

Digital tools — electronic textbooks, multimedia resources, mobile applications, interactive platforms, and systems based on artificial intelligence — activate students' learning activity and create conditions for organizing differentiated education while taking into account their individual characteristics. In particular, the harmony of visual and audio materials acquires

important didactic significance in deeper understanding of language phenomena, developing skills of working with text, and improving speech culture. At the same time, teaching in a digital environment forms students' skills of working with information, selecting, analyzing, and evaluating it.

The methodological foundations of teaching the native language based on digital tools rely on the competence-based approach, in which the student appears as an active subject. The teacher performs the role of organizer, guide, and facilitator of the educational process. This approach, along with increasing students' level of mastery, serves the comprehensive development of their communicative, linguistic, and cultural competencies.

Teaching the native language based on digital tools ensures that the educational process rises to a qualitatively new stage, strengthens students' motivation for acquiring knowledge, and prepares them for effective activity in the modern information society. The relevance of the problem is determined by a number of objective and subjective factors:

1. It can be noted that the process of digital transformation is developing intensively at all levels of the education system. Today, the use of electronic educational resources, LMS platforms, mobile applications, cloud tools, auxiliary systems based on artificial intelligence, and virtual educational environments in educational institutions is accelerating;
2. It is manifested in the fact that the content of teaching the native language in general secondary schools is being renewed on the basis of a competence-based approach. This renewal requires future teachers to have methodological flexibility, technological literacy, and the ability for innovative activity;
3. It is connected with the changing cognitive characteristics of the student contingent, methods of receiving information, and culture of communication in the digital environment;
4. It is expressed in the gap existing between theoretical knowledge and practical skills in pedagogical higher education. In particular, although future teachers theoretically master the general characteristics of digital tools, they face difficulties in applying them methodologically correctly specifically in native language lessons;
5. It is manifested in the fact that digital competence does not occupy a separate and important place in the standards of professional preparation of teaching personnel, and in most cases is considered as a component of general pedagogical competence.

For these reasons, this problem is not only a methodological issue, but also a complex object of scientific research that includes pedagogical, psychological, didactic, technological, and information-communication components. At the center of the research focus are the personality of the future pedagogue, his professional maturity, methodological thinking, digital culture, reflexive abilities, and innovative potential. It is precisely these factors together that ensure the qualitative and effective formation of the activity of teaching the native language based on digital tools.

In order to characterize the activity of teaching the native language based on digital tools, it is first necessary to determine the scientific-semantic content of the main concepts. In scientific literature, the concept of "competence" is interpreted as the

integration of knowledge, skills, abilities, practical experience, value orientations, motivational structure, and personal-psychological qualities that enable a person to act effectively in a certain field of activity. Competence means not only possession of a set of information, but also the ability to apply acquired knowledge in real and problematic situations, solve problems, make decisions, assess the result of activity, and improve one's actions. From this point of view, competence has a dynamic, practice-oriented, context-dependent, and integrative character.

Professional competence is the manifestation of this general concept applied to a specific professional activity and expresses a person's ability to perform professional tasks qualitatively on the basis of modern requirements and professional standards. It is manifested in the integral unity of professional knowledge, special skills, practical experience, professional ethics and deontology, communicative culture, and reflexive potential. In the context of pedagogical activity, professional competence is manifested through the teacher's abilities to design educational content, communicate effectively with students, organize the educational process, assess, and exert educational influence.

Pedagogical competence is a structural and, at the same time, relatively independent type of professional competence, which includes the teacher's abilities to correctly understand pedagogical situations, make didactic decisions, manage the educational-upbringing process, select methods and tools appropriate to educational goals, and support students' personal development. Pedagogical competence is essentially a multi-component system in which methodological, psychological, communicative, diagnostic, reflexive, and innovative components harmonize with one another and complement one another.

Digital competence is one of the categories that today is acquiring special scientific and practical significance. It denotes a person's ability to consciously, safely, purposefully, and critically use digital tools in searching, selecting, processing, creating, transmitting, and evaluating information. For a pedagogue, digital competence includes not only the ability to use technical tools, but also the ability to select them in accordance with pedagogical goals, create digital content, work with educational analytics, design online

and hybrid lessons, and comply with the requirements of digital ethics and information security. Therefore, digital competence in pedagogical activity is formed at the intersection of technological literacy and methodological mastery.

The professional-methodological preparation for the activity of teaching the native language is characterized by the future pedagogue's knowledge of the scientific-theoretical foundations of the native language subject, ability to didactically analyze language phenomena, ability to select lesson content in accordance with pedagogical goals, ability to apply methods and techniques aimed at developing types of speech activity, and ability to effectively organize the educational process that serves to form students' language and speech competence. This preparation is manifested on the basis of the integration of knowledge of linguistics, methodology, pedagogy, psychology, and didactics. However, in modern conditions, this preparation does not rely only on traditional methodological foundations. It must be supplemented with new components that make it possible to implement interactive, multimodal, differentiated, and person-oriented education enriched with digital technologies.

In this regard, "professional-methodological preparation for the activity of teaching the native language based on digital tools" is characterized as the future pedagogue's ability to design, organize, manage, assess, and reflect on native language content in integration with the possibilities of the digital educational environment. This preparation is determined by the following main characteristics: methodological appropriateness, technological flexibility and adaptability, interactivity, communicative orientation, reflexivity, innovativeness, and result-orientedness.

A deep analysis of these concepts shows that the professional-methodological preparation of future pedagogues for the activity of teaching the native language based on digital tools should be considered as an integrative synthesis of general competence, professional competence, pedagogical competence, and digital competence.

The professional-methodological preparation for the activity of teaching the native language based on digital

tools has a complex integrative structure, and its content can be expressed through several interrelated and interacting components. The first component is the motivational-value component. It includes the future pedagogue's attitude toward the profession, the level of understanding of the social, cultural, and economic significance of native language education, internal readiness to use digital technologies for pedagogical purposes, interest in innovative activity, the need for professional development, and willpower and patience for self-improvement. This component is the internal driver of competence, stimulating and directing the formation of all other components. If a student perceives digital technologies only as an external requirement, administrative necessity, or technical obligation, deep and stable integration does not occur in his methodological activity. On the contrary, a student who understands the possibilities of these tools in improving the quality of native language education, developing students' speech competence, and making the educational process more effective actively develops this preparation.

The second component is the cognitive component. It includes the future pedagogue's knowledge of native language theory, the foundations of linguistics, methodology of teaching the native language, didactics, pedagogical technologies, digital tools and platforms, electronic educational resources, multimedia education, assessment technologies, and educational analytics. The content of this component should not be limited only to a set of factual knowledge, but must possess systematicity, connection with practice, conceptual integrity, and scientific validity. The future pedagogue must know which digital tool corresponds to which didactic goal in teaching language units, working with texts, developing speech activity, differentiating educational tasks, determining individual educational trajectories, and assessment, with what methodological techniques it should be applied, and what pedagogical results it may produce.

The third component is the operational-activity component. It includes specific skills and abilities related to applying knowledge in practice, designing lessons, creating digital resources, composing interactive tasks, managing communication in a virtual educational environment, organizing students' activity, assessing, and providing feedback. This component is

especially important because competence is a phenomenon that manifests itself in practice, in real pedagogical situations. The future pedagogue must know how to create and use digital presentations, tests, video lessons, audio materials, electronic exercises, LMS-based course modules, collaborative online tasks, e-portfolios, virtual laboratories, and tools for reflexive activity.

The fourth component is the communicative component. Since native language education is essentially communicative in nature, this component is of particular importance. It is manifested in the future pedagogue's culture of oral and written speech, academic communication, online communication ethics, ability to establish pedagogical interaction in a digital environment, exchange ideas, organize discussion, involve students in speech activity, and promptly organize feedback. In a digital environment, the process of teaching the native language may often take place on the basis of forums, chats, videoconferences, electronic portfolios, comments, and collaborative environments. Therefore, the future pedagogue must be able to demonstrate communicative competence equally effectively in both traditional and digital contexts.

The fifth component is the technological component. It means the ability to select, adapt, integrate, and use digital tools, programs, platforms, and applications from the point of view of pedagogical effectiveness.

This component expresses the level of integration of the methodology of native language education with the digital environment. The seventh component is the reflexive-evaluative component. It is manifested in the future pedagogue's ability to analyze his own activity, assess the effectiveness of the methods and tools used, identify existing shortcomings, determine a strategy for self-development, diagnose pedagogical results on the basis of criteria, and determine the directions of his professional development. The digital educational environment provides broad opportunities for monitoring the results, dynamics, problematic points, and individual differences of learning activity. This, in turn, allows the future pedagogue to analyze his lesson, assess the effectiveness of the tools used, monitor students' progress, and improve methodological decisions.

It is evident that this preparation does not consist of isolated components, but of a set of organically interconnected components. Without a motivational basis, knowledge and practical actions are not formed steadily; if the cognitive component is insufficient, activity takes on a superficial character; if the methodological component is weak, technological tools are used without purpose; if there is no reflection, professional growth slows down. Therefore, the process of developing the professional-methodological preparation of future pedagogues for the activity of teaching the native language based on digital tools should be based on the harmonious, consistent, and systematic formation of these components.

The effectiveness of the activity of teaching the native language based on digital tools depends, first of all, on its didactic grounding. The introduction of digital tools into the educational process does not in itself improve quality; on the contrary, they acquire didactic value only when they are organically connected with the pedagogical goal, content, method, and result. From this point of view, a number of didactic principles should be taken as a basis in developing the professional-methodological preparation of future pedagogues for this activity.

The first principle is the principle of scientificity. The content of native language education must rely on the scientific achievements of linguistics, speech culture, textology, and methodology. Digital technologies, however, should not simplify this scientific content, but, on the contrary, should serve its visual, interactive, dynamic, and deep mastery. For example, explaining language phenomena through animation, infographics, interactive schemes, or virtual simulations does not reduce scientificity, but facilitates the student's understanding and accelerates the process of mastery.

The second principle is the principle of systematicity and consistency. Teaching the native language based on digital tools should be organized not fragmentarily, but as an integral methodological system. Digital tasks, electronic resources, online communication, assessment tools, and reflexive activities should be consistently connected with the lesson goal, content, expected results, and students' individual needs. The future pedagogue can use technologies effectively only if he is able to ensure precisely this systematicity.

The third principle is the principle of activity orientation. In the conditions of competence-based education, knowledge is not given in a ready-made form, but is acquired in the process of activity. The digital environment makes it possible to strengthen students' active participation, independent work, cooperation, text creation, analysis, processing, and problem solving. Therefore, in native language lessons, digital tools should serve to organize not reproductive, but activity-based, creative, problem-based, and project-based tasks.

The fourth principle is the principle of interactivity. One of the most important advantages of digital education is the strengthening of multilateral communication between the student and educational content, the student and the teacher, the student and the student, and the student and digital tools. In native language education, this principle acquires particular importance in the rapid and effective organization of communication, discussion, collaborative writing, text analysis, exchange of ideas, feedback, and creative cooperation.

The fifth principle is the principle of individualization and differentiation. Each student's language preparation, digital literacy, pace of perception, interests, and learning styles may be different. Digital platforms create opportunities for adaptive tasks, an individual educational route, adapted resources, personal feedback, and determining individual development directions. The future pedagogue must learn to use these opportunities and organize education in a person-oriented, student-needs-based, and differentiated manner.

The sixth principle is the principle of reflexivity. The digital educational environment provides broad opportunities for monitoring the results, dynamics, problematic points, and individual progress of learning activity. This, in turn, allows the future pedagogue to analyze his lesson, assess the effectiveness of the tools used, monitor students' development, and improve methodological decisions.

The effective implementation of these principles requires certain pedagogical conditions. The first of them is to ensure the integration of native language methodology and digital pedagogy in programs for preparing future pedagogues. The second is to orient

the educational process toward practice, that is, to provide students with experience in real lesson projects, microteaching, simulation, creating electronic resources, and communication in a digital environment. The third is to strengthen not technical, but methodological and pedagogical preparation for the use of digital tools. The fourth is to create a reflexive and diagnostic environment, that is, to introduce tools for students to assess and analyze their own activity and determine directions for professional growth. The fifth is to encourage innovative, creative, and critical thinking in the educational process.

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