


Methods For Effective Use Of Graphic Organizers In Mother Tongue Lessons

 Nabijanov Yusufjon Inomiddin ugli

University of Business and Science, Associate Professor, Department of Language and Literature Education, PhD, Uzbekistan

Received: 20 October 2025; **Accepted:** 11 November 2025; **Published:** 17 December 2025

Abstract: This article analyzes the role and significance of graphic organizers in the educational process from a scientific-pedagogical perspective. The content of graphic organizers, their various forms, and their functional potential in developing students' linguistic, logical, and critical thinking skills are highlighted. Specifically, models such as "Word Webs," "City" graphic organizers, and the "KWL Chart" are explained with practical examples of their application in mother tongue lessons. The article substantiates that the use of graphic organizers facilitates students' processes of systematizing knowledge, reinforcing learned material, and applying it in practice.

Keywords: Graphic organizer, visual teaching aids, "Word Webs," "City" organizer, "KWL Chart," linguistic skills, logical thinking, critical thinking, mother tongue education, methodology.

Introduction: One of the primary tasks of modern pedagogy is to develop students' abilities for independent thinking, data analysis, systematization, and coherent expression. Graphic organizers have increasingly emerged as an effective tool in fostering these skills. A graphic organizer is a visual system designed to represent relationships between concepts, ideas, and processes, enabling the presentation of complex information in a simple and clear format.

In recent years, the scope of graphic organizers in mother tongue education has expanded. They have become a crucial methodological tool not only for mastering theoretical material but also for strengthening students' linguistic knowledge, enhancing logical thinking, and improving the overall effectiveness of lessons. In particular, the use of "Word Webs," "City" graphic organizers, and "KWL Charts" facilitates systematic study of lexical units, analysis of grammatical structures, organization of existing knowledge, and acquisition of new knowledge.

According to Brom, a graphic organizer is a visual and graphic representation of relationships between ideas and concepts [3, 84]. Students can create graphic organizers by branching the knowledge acquired during a lesson in a sequential manner.

The "Word Web" graphic organizer helps students better understand by linking related words within a group or semantic cluster. Using this organizer, students can complete tasks such as writing definitions of a selected word, noting its synonyms and antonyms, and providing examples in the lower sections. This approach develops students' lexical knowledge and expands their vocabulary. For instance, a student can write the word hospital in the center and branch out related terms such as medicine, prescription, dose, and stress [1, 49]. These words, often borrowed from other languages, can be annotated with their referential meanings in small circles beside each word, enabling students to continue expanding the network.

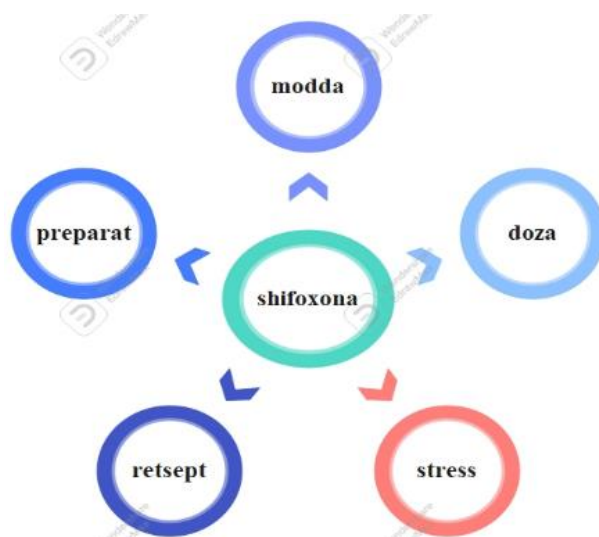


Figure 1. "Word Web" Graphic Organizer

Through this approach, students' skills and competencies—such as independent thinking, active participation in group discussions without fear, and the ability to systematize acquired knowledge—are progressively developed and reinforced.

The following graphic organizer is presented for consideration (see Figure 2). This organizer can be created by students either manually on A4-sized white paper or, if each student has access to a personal laptop, using the CmapTools software.

The first sentence to be branched is provided on page 7 of the 7th-grade mother tongue textbook, where students are tasked with filling in the blanks with the appropriate language units and copying the text [1, 7].

Initially, students draw a separate rectangular frame in their notebooks and write the first sentence within it. The word *hayotimiz* (our life) in the sentence requires the addition of the possessive suffix *-ning* (genitive case). This is necessary because if a noun in a compound has a third-person singular or plural possessive suffix, the subordinate word must also include the *-ning* suffix. Teachers should provide guidance to ensure students correctly recall these grammatical rules.

Students then note in the next branching section why this suffix was applied. This process continues systematically throughout the exercise.

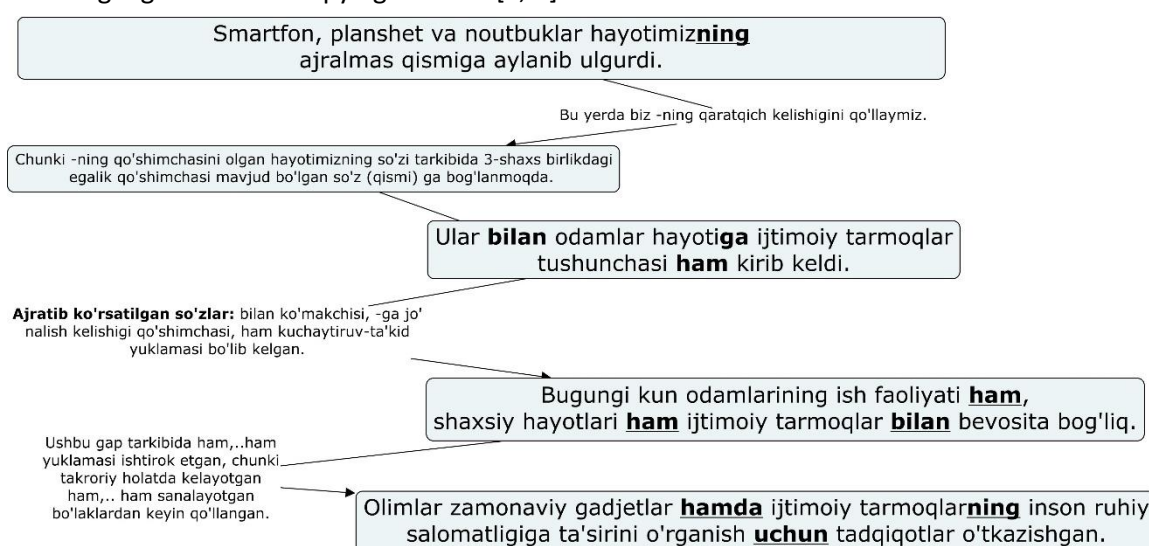


Figure 2. Branched Graphic Organizer

In this exercise, simple sentences are used, with case suffixes and auxiliary verbs morphologically analyzed. Students applied the theoretical grammatical knowledge they acquired on the topic by organizing it through graphic organizers. Relationships between concepts are expressed in an interconnected manner.

As a result, students engage in critical thinking by selecting essential information from general knowledge, which is then reflected through the graphic organizer.

By using graphic organizers, students develop skills and competencies related to the practical application of

their knowledge. The organizers they create serve as a practical demonstration of the knowledge they have internalized.

The “City” graphic organizer, designed to guide students toward project-based activities and inquiry-based learning technologies, can be created using the EdrawMax software. According to the teacher’s recommendations, students perform the following step-by-step actions:

1. Students access the EdrawMax software on their personal laptops;
2. From the menu bar, they select the “Создать” (“Create”) command;

3. In the “Engineering” section, they select the command under “Map”;

4. They choose a pre-designed template provided as a sample.

Using the sample shapes, students can move necessary elements, adjust their sizes, select required figures, and place them on the workspace. In the recommended graphic organizer, under the location label, degrees of quality and words of the adjective category placed in different parts of the city on a yellow background are provided. Students must identify which degree each adjective corresponds to (see Figure 3).



Figure 3. “City” Graphic Organizer

By creating the “City” graphic organizer using software, students not only reinforce their understanding of concepts related to the mother tongue subject but also develop skills in representing these concepts through shapes while working with information and communication technologies. This process contributes

to increased student interest in the subject, better knowledge retention, and the ability to connect mother tongue studies with other disciplines.

The next graphic organizer is the “KWL Chart” (see Figure 4).

K-W-L Chart		
K What (I) we know	W What (I) we want to find out	L What (I) we learned

Figure 4. “KWL Chart” Graphic Organizer

This graphic organizer resembles a table. It can be used not only for studying a given topic during practical lessons but also for analyzing texts. KWL is actually an abbreviation derived from the English verbs Know, Want, and Learn [2, 255–261, 500].

In Uzbek methodology, this graphic organizer is recorded as the “BBB” graphic organizer. Even in schools, this particular organizer has been widely used to facilitate topic comprehension during lessons.

The K-W-L chart helps students identify what they already know (K), what they want to know (W), and what they have learned (L) while reading or researching a topic. The “KWL Chart” consists of three columns, each labeled with the letters K, W, and L at the top.

CONCLUSION

1. Graphic organizers serve as a “visual tool” that represents knowledge and combines texts with visual images, aiding in the long-term retention of learning material in students’ memory.
2. Considering students’ preparedness, graphic organizers are used to systematize newly acquired knowledge, assess classroom work performed by students, ensure rapid comprehension of texts by dividing them into interconnected segments, and enhance students’ logical thinking during lessons.
3. Graphic organizers play an important role in students’ acquisition and consolidation of linguistic knowledge (phonetic, lexical, syntactic) and in the continuous development of their skills and competencies.

REFERENCES

1. Azimova, I., Mavlonova, K., va boshq. (2022). Ona tili: umumiy oʻrta taʼlim maktablarining 7-sinfi uchun darslik. Toshkent: Respublika Taʼlim Markazi. – 224 b. [“Mother Tongue: Textbook for Grade 7 of General Secondary Education Schools” – optional translation]
2. Isaqov, U., va boshq. (2014). Inglizcha-oʻzbekcha lugʻat. Toshkent: Yangi Asr Avlodi. pp. 255–261, 500. [“English-Uzbek Dictionary” – optional translation]
3. Udin Safitri, Y. (2017). The effectiveness of graphic organizers in teaching vocabulary at the second grade students of SMP Negeri 1 Tellu Siattinge Bone: Thesis. English Education Department, Tarbiyah and Teaching Science Faculty, Alauddin State University of Makassar. – 84 p.
4. Nabijanov, Y. (2025). Grafik organayzer tushunchasining mohiyati va uning turlari. MAKTAGACHA VA MAKTAB TAʼLIMI JURNALI, 3(10).

5. Maxamadyusuf oʻgʻli, L. A. (2024). COMPARATIVE TEXTUAL STUDY BETWEEN THE MANUSCRIPT AND PUBLICATION OF "TAZKIRAI QAYYUMI"(IN THE EXAMPLE OF THE WORK OF SOME POETS). American Journal of Philological Sciences, 4(04), 155-161.