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## THE PRACTICAL ANALYSIS OF USING INNOVATIVE TECHNOLOGIES TO DEVELOP LITERACY AMONG UPPER-GRADE STUDENTS

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### Abstract

The article focuses on the attention to the Uzbek language, the implementation of the “Law on the State Language”, literacy issues, and the enhancement of students’ literacy. It discusses the research conducted in this area, the successes achieved, the influence of families on literacy improvement, and future tasks related to the quality teaching of the native language. Additionally, it emphasizes the need to strengthen attention to literacy issues and the preparation of highly qualified specialists in this field. During our research, we found that students lack sufficient skills and competencies in distinguishing language phenomena and selecting words appropriate for speech purposes. The article discusses the significant role of parents’ cultural levels and responsibilities in developing students’ spirituality, enhancing their knowledge, and improving their literacy. The article outlines the necessary tasks related to the development and teaching of our native language and literature today. It emphasizes the need to update the Uzbek language teaching system based on our national pedagogy and international experience. Key points include creating literature that meets modern demands, applying innovative technologies, ensuring the Uzbek language occupies a worthy place in the global Internet information network, systematizing knowledge about the language electronically, and developing algorithms for linguistic analysis. It also highlights the importance of integrating information and communication technologies into linguistic research and creating translation programs, dictionaries, and electronic textbooks based on the Uzbek language and leading foreign languages.

**Keywords:** *attention to the Uzbek language, “Law on the State Language”, existing shortcomings, literacy issues, developing students’ literacy, innovative technologies, conducted research, influence of families, future tasks, training highly qualified specialists*

### Introduction

The independence of Uzbekistan and the legal recognition of the Uzbek language as the state language have led to significant changes in attitudes toward education. In an environment where preparing enterprising, creative,

and literate individuals is crucial for our independent republic, providing education to the youth has become even more important.

The granting of official status to the Uzbek language is a monumental event in the life of our country and nation, fulfilling the

long-held dreams of our ancestors. With the “Law on the State Language” and independence, the prestige of the Uzbek language has been restored, opening up new horizons for its development. Our native language is now widely used not only as a means of communication but also as a scientific, artistic, and official language. The study, teaching, and publication of scientific and literary works in Uzbek have been significantly promoted. Our mother tongue has become one of the sacred symbols protected by law, alongside the flag, coat of arms, anthem, and Constitution of our independent state. However, there are still tasks to be accomplished and shortcomings to address, particularly regarding youth literacy, which remain pressing issues.

### **Literature review**

Currently, the Uzbek language is actively used in all areas of our lives, including state and societal governance, international relations, science, education, medicine, culture, and the arts. It resonates loudly on international platforms. For the first time in Uzbekistan’s history, the Uzbek language was heard at the United Nations podium. This situation underscores the necessity of teaching the Uzbek language, as the state language, in educational institutions at a level that meets today’s demands.

From the perspective of enhancing students’ oral and written speech, we studied and analyzed teaching methodology manuals, programs, and textbooks. For example, in the educational manual titled “Studying Simple Sentence Syntax in School” by methodologist M. Omilxonova, it is suggested that learning grammatical material develops students’ speech and improves their literacy. In A. G’ulomov’s work “Activating Students’ Learning Activities in the Process of Teaching the Native Language”, the necessity of studying linguistic units with their stylistic application is emphasized. Methodologist M. Sobirova, in several of her research works, attempts to substantiate that literacy issues are linked to various factors (Sobirova, M., 2024; Sobirova, M., 2023; Sobirova, M., 2023; Sobirova, M., 2022; Sobirova, M., 2020; Sobirova, M., 2020; Sobirova, M., 2024; Kurbonova H., 2005).

Researcher X. Qurbonova (Hamroyev A.R., 2018) discusses the linguistic and

methodological foundations for updating the content of native language education, while A. Hamroyev (Murodova N., 1993) focuses on literacy based on designing students’ creative activities in his monograph. N. Murodova (Isaqova G. A., 2022) examines pronunciation and spelling errors arising from local dialect influences in students’ speech and methods for correcting them. Researcher G. Isaqova (Isaqova G. A. 2024; Isaqova G. A., Hamidova M. O. 2024; Atoeva S., Shahobiddinova Sh., Majidova S., Yulchieva G., Bobonazarova. 2020) directs her scientific investigations toward solving literacy problems.

### **Research Methodology**

The article discusses various aspects related to the Uzbek language, including the implementation of the “Law on the State Language”, literacy issues, and enhancing students’ literacy. It reviews research conducted in this area, the successes achieved, and the influence of families on literacy improvement. Additionally, it outlines future tasks related to the quality teaching of the native language, emphasizes the need to strengthen focus on literacy issues, and addresses the preparation of highly qualified specialists in this field.

### **Analysis and Results**

Observations, our practical experiences, and analyses indicate that significant reforms are currently underway in education, particularly in language instruction. These efforts aim to find and implement the most optimal and innovative ways to achieve the primary goals of teaching.

We analyzed the state of the process of developing literacy in native language lessons, as well as the application of advanced pedagogical technologies and methods in imparting knowledge to students in the native language. Recommendations were made regarding exercises and assignments in high school native language textbooks, the resolution of tasks, and guidelines for working with provided texts and spelling dictionaries.

To understand the state of teaching the native language in the 10<sup>th</sup> and 11<sup>th</sup> grades of general secondary schools, particularly in terms of teaching students to apply theoretical knowledge in practice, it is essential to first identify the rules reflected in the educational

content. This foundational knowledge will provide insights into how effectively the curriculum facilitates the application of theoretical concepts in practical scenarios.

According to the order of the Minister of Public Education of the Republic of Uzbekistan dated October 28, 2018, under number 266, changes were made to the core curriculum. For the 10th and 11th grades, the hours allocated for the native language subject increased from 34 to 68 hours throughout the year. The existing curriculum and textbooks for the native language in the 10<sup>th</sup> and 11<sup>th</sup> grades were designed for 34 hours, which highlighted the need for additional educational materials and guides for the newly added 34 hours.

During the meeting of the Scientific and Methodological Council for Philology (native language, literature, Uzbek language) under the Republican Education Center on July 25, 2020, the methodological guide by S. Atoeva, SH. Shahobiddinova, S. Majidova, G. Yo'lcchieva, and G. Xolmuratova was discussed and recommended for use. This guide addresses the methodology, language and style, speech styles, linguistic tools, and types of speech styles listed in the 10th-grade curriculum. It includes topics such as conversational, journalistic, artistic, scientific, and official styles, the application of stylistic devices and lexical tools in these speech styles, the stylistics of synonyms, antonyms, homonyms, paronyms, archaic words, terminology, professional vocabulary, and phrases.

The guide also covers the use of morphological tools in speech styles, including plural and case suffixes, subjective evaluative suffixes, tense suffixes, personal-number suffixes, and negation expression morphological tools. Additionally, it addresses syntactic tools in speech styles, such as word order in sentences, sentence types based on expression purpose, rhetorical questions, interjections, introductions, and insertions, as well as compound, borrowed, and assimilated sentences. Finally, it includes guidance on working with documents, writing essays, and their analysis, along with pathways for teaching topics related to the stylistics of synonyms, antonyms, homonyms, old words, and loanwords.

The same team of authors, namely S. Atoeva, Sh. Shahobiddinova, S. Majidova,

G. Yo'lcchieva, and S. Bobonazarova, in their methodological guide for teachers of the 11th grade in general secondary schools, cover various aspects of the Uzbek language and its development.

The guide discusses:

- **Speech Culture:** The key qualities that shape cultural speech, including the correctness of spoken and written language, and adherence to norms;

- **Clarity and Artistic Expression:** The clarity of speech, artistic language, logical coherence, and grammatical tools;

- **Text Composition:** The logical structure of texts and the purity of speech, as well as the richness of language and tools that enhance this richness;

- **Expressiveness and Idiomatic Usage:** The expressiveness of speech, including idioms, metaphors, and analogies, and the importance of speech culture and techniques;

- **Speech Techniques:** Emphasis and pauses in speech, working with documents and statements, and proper transcription;

- **Pronunciation and Spelling:** Variations of vowels and consonants in speech, stress pronunciation, appropriate and inappropriate words, and prohibitions in speech;

- **Euphemisms and Dysphemisms:** The stylistics of pronouns, proper use of proverbs, and ensuring alignment between form and content in speech;

- **Working with Texts and Vocabulary:** Methods for addressing topics related to text processing and vocabulary enhancement.

This guide aims to equip teachers with the necessary tools and methodologies to effectively teach these aspects of the Uzbek language, enhancing students' overall communication skills.

In terms of speaking skills, it is expected that students can articulate their understanding of a text, express their viewpoints during spontaneous communication, and present their opinions supported by clear evidence. They should be able to orally analyze texts of various genres and express their thoughts in a literary manner, adhering to pronunciation norms while being expressive, fluent, and impactful.

Regarding reading skills, students should read given texts expressively and fluently,

break down texts into parts while connecting their meanings, and read texts from different genres, conveying the understood content to listeners.

In terms of linguistic competence, students are expected to adhere to the norms of orthoepy and orthography when articulating their thoughts. This includes correct pronunciation, spelling, vocabulary usage, and punctuation. They should be able to understand the meanings of words, use words appropriately in context, distinguish between univocal and polysemous words, and recognize the literal and figurative meanings of words. Additionally, they must comprehend the meanings of phrases, differentiate between types of dictionaries, and identify the stylistic application of grammatical tools in both spoken and written discourse.

Regarding speech competence in writing, students should be able to express topic-related concepts in writing, reformulate sentences by substituting grammatical tools, and correctly use punctuation marks while constructing sentences. They should be capable of rewriting main ideas from listened audio texts without omitting key information, creating outlines that reveal the essence of a given topic, and composing grammatically correct and logically coherent texts consisting of 20–22 sentences. Furthermore, they should be able to write dictations of 150–160 words, shorten or expand texts according to the speech situation, and produce various types of documents (such as letters, announcements, reports, certificates, descriptions, and notifications).

For 11<sup>th</sup>-grade students, the outcomes of their educational activities regarding speech competence include the following expectations:

1. Listening Comprehension:

- Understanding domain-specific scientific and popular speech;
- Identifying the main information from listened texts;
- Comprehending the content and purpose of current information from mass media;
- Recognizing correctness, logical coherence, and clarity in speech;
- Visualizing and recalling main events from observed situations and understanding dialogues.

2. Reading Comprehension:

- Understanding grammatical principles and information presented in textbooks;
- Extracting necessary details and ideas from various texts and tables, comparing and distinguishing them, and generalizing conclusions.

3. Speaking Skills:

- Expressing thoughts in an articulate, fluent, meaningful, and impactful manner;
- Knowing lexical, grammatical, and stylistic norms;
- Demonstrating logical, creative, and critical thinking verbally;
- Presenting learned texts sequentially in oral presentations;
- Describing the method of completing given tasks and information orally, using grammatical principles and information.

4. Communication Abilities:

- Distinguishing, understanding, comparing, and verbally articulating necessary details and ideas from various texts and tables;
- Initiating conversations on familiar and unfamiliar topics, continuing discussions, and asking relevant questions that delve into the essence of the topic;

Overall, these competencies aim to equip students with the ability to effectively engage in listening, reading, speaking, and critical thinking in their language education.

In terms of linguistic competence, students are expected to:

1. Lexical Skills:

- Distinguish between the figurative meanings of words and their stylistic properties, as well as identify terminology;
- Use the Uzbek language lexicon correctly in speech, understanding its development and sources of enrichment.

2. Speech Culture:

- Explain the current development of the Uzbek language, recognizing key qualities that shape cultural speech, including correctness, clarity, logical coherence, purity, richness, expressiveness, and appropriateness in written expression.

However, both the 10<sup>th</sup> and 11<sup>th</sup>-grade native language textbooks and the associated educational manuals have not sufficiently addressed the development of literacy and the application of innovative technologies in this process.



Regarding writing skills in the 11<sup>th</sup> grade, the expected competencies include:

- Creating creative texts while adhering to spelling, punctuation, and stylistic rules;
- Demonstrating logical, creative, and critical thinking in written expression;
- Maintaining logical coherence in expressing ideas, including the use of introductions, insertions, quotations, and descriptive language;
- Writing in both familiar and unfamiliar contexts while applying grammatical principles and information;
- Understanding, comparing, and summarizing necessary details and ideas from various texts and tables, and providing written responses;
- Clearly and fluently expressing ideas in writing by linking words and sentences;
- Composing a text of 22–25 sentences while following calligraphy, punctuation, and spelling rules;
- Writing a dictation of 170–180 words while adhering to these same rules;
- Producing various types of documents, such as reports, excerpts, recommendations, and official and personal letters.

These skills aim to enhance students' overall linguistic competence and their ability to communicate effectively in both spoken and written forms.

### Conclusion

Developing students' written speech has always been a pressing issue in language education. Without mastering their native language, one cannot truly become a person of high culture.

In the process of developing written speech, it's essential to clearly define the goals and objectives of the work, followed by implementing activities that fall within the students' learning processes. If alternative words or phrases carry distinct meanings, exercises focused on recognizing these nuances play a crucial role in skill development.

Expressing thoughts in sentence form, which involves correctly identifying the positions of words or phrases, should be the starting point. This foundational approach ensures that students build a solid basis for constructing coherent and meaningful sentences.

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