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Sottiqulov E.S., Jalilov A.T., Karimov M.U., Abdazov D.K. Infrared spectroscopy and gel chromatography methods for studying the structure of newly synthesized NCAN-55 plasticizer.....	109
Ibadullaev M., Esenbekov A.J., Berdanov T.T., Bazarbaeva A.X. On the methodology for calculating the electromagnetic system of a vibration exciter.....	113
Esenbekov A.J. Research of electromechanical systems with reverse connection.....	116
Ibadullaev M.M., Esenbekov A.J., Berdanov T.T., Esemuratova T.G. Structural diagram of an electromagnetic vibroauthor with automatic construction to resonance.....	120
Khudayberdiyev S.A. Cloud technologies and peripheral computing: Key trends of 2024.....	125
Gulmirzaeva G.A., Rashidova D.E., Nietbaeva G.B., Reymova L.U. Intelligent data analysis and algorithmic approaches for decision support.....	130
Seytimbetov D.M. The use of iot technologies and optimization systems in managing water flow in hydraulic structures.....	135
Nazarov Z.S., Buriyev Sh.U., Avazov A.N. Scientific basis for the application of various support methods in capital and preparatory mine workings at great depths.....	139
SOCIAL SCIENCES	
Yeshmuratova A.A. Using the “Opposite attitude” method in teaching the subject “Information technologies in technical systems”.....	146
Sultanova R.K. The social pedagogical necessity of developing students' legal competence.....	148
Alauatdinova M.Kh. Prospects of ecotourism development in the Republic of Karakalpakstan.....	151
Ataev J.E. Assessing role of small business in improving population well-being in Uzbekistan.....	154
Ishankulov B.M. Slalom rowing training management.....	157
Dospanova A. Combating excessive dependence on artificial intelligence in education: a creative approach to revitalizing critical and imaginative thinking.....	160
Bayzhanov S.X., Sarsenbaev S.M. Current issues in the development of agricultural economy in the Republic of Karakalpakstan.....	163
Turdimambetov I.R., Dautletbaev O.U. Didactic foundations, principles and criteria of using interactive methods in teaching geography of Karakalpakstan.....	167
Ashurova M. Protection of property rights in housing through proprietary-legal remedies.....	171
Allanazarova B.K. Improving the management of financial stability in insurance companies.....	175
Babanov Sh.A. Neighborhood law - as an institution of civil law.....	180
Abdukhakimov M.T. Land ownership rights, their protection, and the improvement of control mechanisms in land-related relations.....	182
Babanov Sh.A. Neighborhood rights and their protection.....	189
Atamuratova N. Enhancing tourism potential in Karakalpakstan through gis-based ecotourism and cultural heritage planning.....	192
Edenbayev E.I. Tourism industry assortment optimization models and their role in enhancing the competitiveness of industrial enterprises.....	197
Sauxanov J.K., Zarekeev A.A. Exploration and economic advancement of seedless grape production.....	203
Smetov M.I. Formation of theoretical aspects of the organizational and economic mechanism of agriculture.....	208
Zarekeev A.A. Scientific determinants and multifactorial influences on the enhancement of grapevine fertility.....	213
Kurbonova M.B. Methodology for developing creative and proactive leadership skills in students.....	218
Dastamova M.N. Comparative analysis of state policy on preventing violence against children in Uzbekistan and Kazakhstan.....	222
HUMANITIES SCIENCES	
Tokhsabinov Zh.P. Foreign experience in implementing public oversight of the administrative activities of internal affairs bodies.....	225
Adilov Z.Y. Mahmud Zamakhshari's philosophical views on a just society.....	228
Tursunova G.B. The Russian empire in central Asia: A comprehensive historical review.....	231
Hoshimov S.A., Najmidinova Sh. The policy of repression implemented by the Soviet authorities in the higher education system of the Uzbek SSR in the 1920s and 1930s and its consequences.....	234
Jaksimova U.J. Foundations of teaching Karakalpak literature in digital education.....	237
Tokhsabinov Zh.P. Analysis of international standards in the implementation of public control over the administrative activities of internal affairs bodies.....	240
Akramova S.A. Types of representation in family relations and their subjects.....	245
Kurbanbaev Dj.A., Jabbarbergenova A.D., Djumabaeva G.U. Some problems of translating participles from English into Uzbek.....	249
Ibrohimov B.B. The right to choose a surname as a personal right of spouses.....	254
Bekniyazova D.B. The conceptual and legal essence of the will as a fundamental basis for the emergence of transactions and succession.....	257
Jaksimova U.J. The importance of forming academic skills in higher education.....	260
Kurbanbaev Dj.A., Jabbarbergenova A.D., Djumabaeva G.U. Some ways of translating English gerunds into Russian and Uzbek.....	265
Shamshetov Sh.S. Harmonization of national microcredit legislation with international standards.....	268
Orinbaeva J. Household vocabulary in the language of Qazi Maulik's works.....	272
Sadullayeva M. Evolution of artistic psychologism in Uzbek storytelling.....	276
Satullaeva.N.J. Linguocultural study of gender stereotypes in phraseology (Based on English and Karakalpak languages).....	280
Taspanova J.K. The use of news media text as an important linguo-didactic tool.....	285
Utebaev T.T. Karakalpak folk ethnopedagogy and its upbringing role.....	290
Ergasheva X. The uniqueness of Abdukayum Yuldash in contemporary Uzbek storytelling.....	295
Smamutova Sh.A. Religious-philosophical view in K.Sarin's poetry.....	300
Karimova D. The role of nature description in literary creativity.....	305
Matekeev S.T. The importance of text processing in the spiritual and moral development of students.....	310
Babadjanova A.B., Usenova G.A. Structure of the concept "family/sha'na'raq and the methodology for its study.....	315
Bobojanov A., Pardabayeva S. Description of historical figures in the novel Avlodlar dovoni.....	318
Embergenov A.P. Sociocultural directions of harmonization of the principles of religiosity and secularism in the life of an individual.....	323
Taylakova D.N. Improving the methodology for using personality-oriented pedagogical technologies in native language teaching.....	328

IMPROVING THE METHODOLOGY FOR USING PERSONALITY-ORIENTED PEDAGOGICAL TECHNOLOGIES IN NATIVE LANGUAGE TEACHING

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Summary: *This article examines issues related to improving methods for using personality-oriented teaching technologies in native language instruction. It discusses the personality-oriented approach, interactive teaching methods, and the role of modern teaching technologies in native language instruction.*

Key words: *native language; personality-oriented teaching; interactive teaching methods; educational technology.*

Introduction

Global education experts emphasize that mother-tongue instruction is vital for learning success. As UNESCO notes, learning in one's native language "is a key factor for inclusion and quality learning, and it also improves learning outcomes and academic performance"[1]. In Uzbekistan, major education reforms have recently modernized the curriculum. For example, new laws and standards (e.g. the Law on Education and State Education Standards) have been introduced, and Uzbek language programs and textbooks have been updated across grades. Two generations of revised native-language textbooks were published to reflect these changes. These reforms aim to develop students' correct and creative language use, logical thinking, and communicative literacy[2]. In this context, shifting from traditional lecture-based methods toward student-centered pedagogies is seen as a priority to achieve higher engagement and outcomes in Uzbek language classes.

A student-centered approach places learners' needs and interests at the core of instruction. Kerimbayev et al. (2023) define the student-centered approach as one that "places the needs and interests of students at the center of the educational process," emphasizing active engagement, collaboration, and learner autonomy[3]. Likewise, Ibragimova (2023) emphasizes that *personally-oriented* educational technology "puts the student's personality at the center of the entire education system"[4]. In practice, this means creating a learning environment that is comfortable, supportive, and tailored to each student's abilities. Pedagogical researchers have identified many learner-centered methods – including personalized learning, collaborative pedagogy, adaptive communication, game-based learning, and project-based learning – all designed to accommodate students' individual interests and strengths. In these approaches, the curriculum and activities are organized "taking into account the interests, abilities and circumstances of the student"[4], and the goal is to foster independent thinking and problem-solving. In short, student-centered (or personality-oriented) pedagogical technologies aim to make students active constructors of knowledge rather than passive recipients.

Given Uzbekistan's focus on modernizing education, applying such interactive and personalized methods to mother-tongue teaching is both timely and important. The next sections survey theoretical foundations and existing research on using student-centered pedagogies in native language instruction, especially within the Uzbek education system.

Theoretical Background

Student-Centered Pedagogy. The learner-centered paradigm arises from constructivist educational theory, which holds that knowledge is actively built by learners. In this model, teachers act as guides or facilitators. As Kerimbayev et al. note, modern education strives for "active learning, where students become the center of the educational process and develop their skills and competencies"[3]. Ibragimova likewise points out that an effective personally-oriented education "puts the student's personality at the center" of the system[4]. The emphasis is on giving learners

choice and agency: they participate in setting goals, deciding how to learn, and reflecting on their progress.

Various classifications of learner-centered technologies exist. For example, pedagogues list approaches like adaptive communication technologies, problem-based learning, modular training, and personalized instruction, all intended to address each student's needs[4]. In practice, these methods often involve teamwork, open-ended projects, and the use of multimedia or games to motivate students. Importantly, student-centered strategies promote higher-order thinking: students learn to solve problems independently, engage in creative tasks, and become self-regulated learners. Research indicates that when students are active participants, they not only acquire content but also develop skills such as critical thinking and collaboration.

Role of Interactive Methods. A key aspect of student-centered teaching is the use of interactive lesson methods. Such methods engage students in dialogue, group work, and hands-on activities. The theoretical rationale is that when students “find the knowledge they are acquiring, independently study and analyze it, and even draw their own conclusions,” they achieve a deeper understanding. In an interactive classroom, the teacher's role shifts: rather than lecturing, the teacher creates conditions for each learner's development and “the student becomes the main figure” in the process[5]. In other words, educational content and tasks are structured to prompt active participation. This aligns with findings in educational theory that active engagement boosts learning outcomes.

In summary, the theoretical basis for using student-centered, interactive pedagogies is strong. When teaching is organized around the learner – considering individual needs and involving students in meaningful activities – it tends to motivate students and make learning more effective. The next section examines empirical research and practical analyses of these methods, especially as applied to mother-tongue education.

Literature Review

Recent studies from Uzbekistan and elsewhere highlight the benefits of modern pedagogical technologies in language teaching. For example, Qahhorova (2024) reports that schools have widely adopted *modern teaching methods* in mother-tongue classes, noting that “the use of modern teaching methods leads to high efficiency in the teaching process”. She emphasizes enriching traditional lessons with diverse techniques that “activate the activities of the students,” which raises students' mastery of the material[6]. Similarly, Mukhtarova (2024) describes how integrating interactive methods (such as clustering, brainstorming, or educational games) allows students to engage in discovery-based learning in a short time[5]. In such classes, students work collaboratively on tasks (e.g. problem-solving or project work) while the teacher provides guidance. Mukhtarova observes that this encourages students to “think freely” and express ideas fluently.

Several specific interactive techniques have been documented. For instance, guided group activities – debates, role-plays, or collaborative projects – motivate learners to take initiative. Research finds that when students actively participate through discussions, debates, and collaborative tasks, both language proficiency and critical thinking improve[6]. Qahhorova also recommends breaking content into smaller segments and using methods like small-group work, guided problem-solving, and class discussions. She notes that methods such as *small group work, debates, guided projects, and role play* are “required” for boosting learner engagement, and that these interactive tools have become “essential” for engaging students and making language acquisition more effective[6]. In practice, these strategies help students build confidence; one study found that didactic games allow children to express knowledge freely, debate ideas, and justify opinions, resulting in greater self-assurance[5].

Evidence suggests that these approaches yield measurable gains. For example, Kerimbayev et al. (2023) cite studies showing that a student-centered approach can significantly improve academic and social outcomes[3]. In Uzbekistan, even technology-focused studies are relevant. A recent UNICEF pilot introduced a personalized digital learning platform (Eduten) for math, reporting a +16.9% increase in students' math skills after twelve weeks of use[7]. This kind of data

implies that personalized, tech-based learning can effectively raise achievement. By analogy, using ICT and adaptive learning tools in Uzbek language classes (e.g. language apps, interactive multimedia) could similarly enhance outcomes.

Local literature also points to the broader goals of Uzbek language instruction. As Boboyev (2022) notes, the curriculum's purpose includes developing creative thinking, communicative literacy, and cultural understanding[2]. Achieving these aims aligns naturally with interactive, student-centered methods. When lessons use advanced pedagogical technologies and emphasize student activity, they support the development of those very skills (creativity, independence, language competency) that the curriculum targets[2]. In summary, both international research and Uzbek studies agree that incorporating modern, learner-focused pedagogies (whether through activities or technology) can significantly improve mother-tongue education.

Methods

To investigate how to improve student-centered methods in native language teaching, a mixed-methods approach can be used. For example:

- **Literature Review:** First, existing research on student-centered pedagogy and Uzbek language teaching was analyzed (as above) to identify effective techniques.
- **Teacher Survey:** Educators in Uzbek schools could be surveyed about their current use of interactive methods and technologies in Uzbek language classes, and their perceived challenges and benefits.
- **Classroom Observations:** Researchers might observe classes using traditional lecturing versus classes implementing student-centered strategies (e.g. group projects or educational games). Metrics like student participation rates, enthusiasm, and on-task behavior would be recorded.
- **Experimental Implementation:** A pilot study could be conducted in which one group of students learns a lesson through conventional methods, while another group learns the same material using an interactive, student-centered approach. Pre- and post-tests on language skills and comprehension would measure any differences in learning outcomes.

Each step would involve systematic data collection. For instance, teachers might rate student engagement on surveys before and after applying new methods. Classroom observers might use checklists to quantify active learning behaviors. The experimental lesson could employ gamified or collaborative tasks, and students' performance scores would be compared across groups. Qualitative feedback from students and teachers (through interviews or questionnaires) would complement the quantitative data, providing insights into how the pedagogical innovations affect motivation and confidence.

By combining these methods, researchers can assess both the practical feasibility of student-centered technologies in Uzbek language classes and their impact on learning. The next section summarizes key findings and provides recommendations based on this integrated evidence.

Conclusion and Recommendations

The reviewed evidence indicates that making Uzbek language lessons more learner-centered yields significant benefits. Interactive, student-focused methods not only increase engagement but also enhance language skills and higher-order thinking. For example, as Qahhorova observes, such methods “*engage learners actively*” and guarantee a more effective educational process[6]. Mukhtarova similarly emphasizes that in an interactive lesson the teacher “creates conditions” for individual development so that “the student becomes the main figure” in learning[5]. This alignment of methods with students' needs leads to notable outcomes: international studies report gains in achievement and soft skills under student-centered instruction[3], and Uzbekistan's own pilots (e.g. with adaptive learning software) have shown substantial test-score improvements[7].

In light of this, it is recommended that Uzbek educators and policymakers continue integrating student-centered pedagogies into mother-tongue instruction. Concretely: - **Professional Development:** Train teachers in interactive and personalized techniques. Workshops on using

cluster diagrams, problem-solving projects, and language games can equip teachers to shift away from purely lecture-based delivery.

- **Curriculum Design:** Update lesson plans to include collaborative tasks. For instance, lessons should incorporate group activities, role-plays, and discussion prompts so that students actively apply linguistic knowledge. Breaking material into smaller, investigative tasks (as Qahhorova suggests) can maintain interest and encourage students to “open [content] intellectually”.

- **Educational Technology:** Encourage use of ICT tools that support autonomy. E-learning platforms, language apps, and multimedia can provide personalized practice in reading, writing, and speaking Uzbek. The positive results from adaptive learning pilots imply that similar tools for language study would be beneficial.

- **Student Assessment:** Use formative, performance-based assessments that reflect active learning. Instead of relying solely on written tests, include projects or presentations in Uzbek that require critical thinking and creativity. This aligns with the curriculum’s goals of fostering creative and communicative skills.

In conclusion, embedding student-centered pedagogical technologies into Uzbek mother-tongue teaching is supported by both theory and practice. Such methods treat each learner as an active participant – putting the “student at the center” of the educational process – and have been shown to improve engagement and outcomes. By adopting these approaches more widely (with proper support and resources), Uzbek schools can enhance the quality of native language education and better fulfill the nation’s educational reforms.

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Rezyume: *Ushbu maqolada ona tili fanini o‘qitishda shaxsga yo‘naltirilgan pedagogik texnologiyalardan foydalanish metodikasini takomillashtirish masalasi tahlil qilinadi. Mavzuning dolzarbligi va ilmiy maqsadlar bayon etiladi. Shaxsga yo‘naltirilgan ta’lim yondashuvi, interfaol dars metodlari va zamonaviy pedagogik texnologiyalarning ona tilini o‘qitishdagi o‘rni muhokama qilinadi.*

Резюме: *В данной статье рассматриваются вопросы совершенствования методики использования лично ориентированных педагогических технологий в преподавании родного языка. Обсуждаются лично ориентированный подход, интерактивные методы урока и роль современных педагогических технологий в обучении родному языку.*

Kalit so‘zlar: *ona tili, shaxsga yo‘naltirilgan ta’lim, interfaol usullar, pedagogik texnologiyalar, ta’limda innovatsiya.*

Ключевые слова: *родной язык, лично ориентированные педагогические технологии, интерактивные методы, инновации в образовании.*