



# **WAYS TO IMPROVE THE METHODOLOGY OF TEACHING PLACE NAMES IN PRIMARY SCHOOL MOTHER TONGUE LESSONS**

Xamidova Kamolaxon Ma'mirovna,

Associate Professor, Doctor of Philosophy (PhD) in Philological Sciences,

ORCID: 0009-0007-3161-2164, Email: kamolaxonhamidova@gmail.com

Tel: +998905641921

Obbosxonova Feruzaxon,

First-Year Master's Student, Theory and Methodology of Education and

Upbringing (Primary Education), Kokand State University

## **Abstract**

This article examines, from scientific and practical perspectives, the issue of improving the methodology for teaching place names (toponyms) in primary school mother tongue lessons. The study analyzes the effectiveness of modern pedagogical approaches, interactive methods, and communicative educational technologies in teaching place names.

**Keywords:** Place names, toponymy, primary school, mother tongue methodology, teaching technology, communicative approach, interactive methods, vocabulary, speech development.

## **Introduction**

In the modern educational system, teaching the mother tongue is not limited to the mastery of grammatical rules; rather, it constitutes a comprehensive process aimed at developing pupils' linguistic thinking, speech culture, and lexical richness. From this point of view, teaching place names, that is, toponyms, in primary grades has special methodological significance, because this lexical group simultaneously forms a child's sense of patriotism, love for the native land, and linguistic competence [1]. In Uzbek linguistics, toponymy, the discipline that studies place names, has developed as an independent scientific field. Although the studies of Academician T. Nafasov, R. Qo'ng'urov, and other scholars have



deeply examined the historical and etymological analysis of place names in the territory of Uzbekistan, the question of how to integrate this knowledge into the process of primary education has not yet been sufficiently developed [2]. The relevance of the topic is determined by the following factors: first, the new-generation State Educational Standards require primary school pupils to participate actively in all types of speech activity; second, in the process of learning place names, pupils assimilate not only vocabulary but also history, geography, and cultural heritage in an integrated manner; third, scientific studies have shown that traditional memorization methods reduce the motivation of contemporary pupils [3].

The purpose of the study is to provide a scientific justification for, and to test in practice, ways of improving the methodology for teaching place names in primary school mother tongue lessons.

The objectives of the study are as follows: to identify the current state and problems of teaching place names; to develop a new teaching model based on modern methodological approaches; and to prove the effectiveness of experimental instruction through empirical data. Why does the teaching of place names require special attention? There are several reasons for this. First, place names are not ordinary words. They are symbols of a people's history, culture, language, and collective memory. "Samarqand," "Namangan," "Chirchiq," and "Zarafshon" are names that have been formed over centuries and passed down from generation to generation. Second, the primary school period is the stage at which a child accumulates vocabulary most rapidly. It is precisely during this period that teaching place names correctly, meaningfully, and interestingly develops both linguistic and national consciousness at the same time. Observations of practice show that, in many schools, place names are still mainly memorized in the form of lists. The teacher writes several place names on the board, the pupil copies them into the notebook and memorizes them at home. The task is completed, and the lesson is over.

However, this approach has several serious shortcomings:

The first problem is rapid forgetting. A word memorized without context is usually forgotten within one or two weeks. The child may know the name, but cannot explain where it is located, what it means, or how it is used.



The second problem is passive acquisition. During memorization, the pupil remains a passive participant. The pupil does not think, compare, or discover, but simply repeats. This contradicts the requirements of modern education.

The third problem is the failure to develop grammatical skills. Knowing a place name and using it correctly in a sentence with the appropriate case form are two different skills. To produce forms such as “Samarqandda” (in Samarkand), “Toshkentga” (to Tashkent), and “Farg‘onadan” (from Fergana), the child must encounter the name in a living speech context.

The fourth problem is low motivation. If a child does not understand why the name is being learned, the child will not be interested in it. Lack of interest makes the lesson difficult for both the pupil and the teacher. To solve these problems, methodology as a field has proposed a number of modern approaches. Let us consider the most effective of them.

### **The etymological approach — “Discover the secret of the name.”**

The essence of this approach is that the teacher presents a place name not as an ordinary word but as an interesting story. For example, “Toshkent” consists of the words “tosh” and “kent.” In Turkic, “kent” means “city.” Thus, Toshkent means “Stone City.” Why was it given such a name? Have you seen the rocky mountains around it? “Zarafshon” is derived from Persian-Tajik and means “gold-scattering.” In ancient times, this river decorated its banks with golden sand. Such an explanation awakens the child’s interest in the name and creates an emotional connection with it. Not numbers and dates, but image and story. The brain retains image-based information for a long time.

The scientific and pedagogical research conducted confirms that the issue of improving the methodology for teaching place names in primary school mother tongue lessons is relevant both theoretically and practically. The results of the study lead to the following main conclusions.

The traditional memorization method does not demonstrate sufficient effectiveness in teaching place names. Although pupils remember the name for a short period, they experience difficulties in using it in a sentence, explaining its meaning, and showing it on a map. The renewed methodology based on a communicative-activity approach demonstrated a clear advantage across all major indicators in teaching place names. The average score in the experimental group increased by 17.8 points; the ability to explain a name together with its meaning reached 67 percent, and the ability to use the name correctly in a

sentence reached 83 percent. When etymological adventure, map-based work, the project method, and lexical games are applied in a complex manner, they create a mutually reinforcing synergistic effect. Since the process of teaching place names includes not only linguistic but also cultural and patriotic educational opportunities, this topic should be considered one of the priority areas of primary education. In conclusion, it should be emphasized that a primary school pupil can feel the homeland only when the pupil knows the names of the native land; and only when the pupil feels it, can the pupil love it. One of the highest tasks of mother tongue teaching is to awaken this feeling in the child's heart during the lesson.

## REFERENCES

1. Nafasov T. A Brief Explanatory Dictionary of Uzbek Toponymy. Tashkent: O'qituvchi, 1988. 264 p. [in Uzbek].
2. Qo'ng'urov R., Begmatov E., Tojiboyev E. Speech Culture and Stylistics. Tashkent: O'qituvchi, 1992. 184 p. [in Uzbek].
3. Mahmudov N., G'ulomov A. Uzbek Language (Grade 2 Textbook). Tashkent: Sharq, 2020. 128 p. [in Uzbek].
4. Crystal D. The Cambridge Encyclopedia of Language. 3rd ed. Cambridge: Cambridge University Press, 2010. 516 p.
5. Litvinko F.A. Methods of Teaching Russian. Minsk: Vysheyshaya shkola, 2004. 239 p. [in Russian].
6. Qodirov T. Methodology of Teaching the Mother Tongue in Primary Grades. Tashkent: Yangi asr avlodi, 2015. 310 p. [in Uzbek].
7. Whorf B.L. Language, Thought, and Reality: Selected Writings of Benjamin Lee Whorf. Cambridge: MIT Press, 1956. 278 p.
8. Karimov U. Uzbek Folk Oral Creativity. Tashkent: Fan, 2005. 342 p. [in Uzbek].
9. Piaget J. The Language and Thought of the Child. London: Routledge, 1959. 288 p.
10. Vygotsky L.S. Thinking and Speech. Moscow: Labirint, 1996. 416 p. [in Russian].