



## Improving the Methodology of Teaching the Native Language in Preschool Education for Future Preschool Educators

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### Abstract:

Traditional methodologies in native language instruction for preschool education rely heavily on rote memorization and passive learning, failing to address the developmental needs of young learners during the critical language acquisition period (ages 3-6). This creates a cycle where traditionally trained teachers continue employing ineffective methods, impacting early language education quality and children's cognitive development. The problem is particularly acute in teacher training institutions using outdated methodologies that do not reflect current understanding of child development and effective pedagogical practices. This study explores the enhancement of teaching methodologies for native language instruction in preschool education, with a particular focus on preparing future preschool educators. Grounded in sociocultural and constructivist theories, the research emphasizes the importance of culturally responsive, child-centered, and play-based approaches in early language development. Using a quasi-experimental design, the study compares traditional and modernized teaching methods applied during a six-week pedagogical practicum. Results demonstrate that the modernized approach significantly improves students' vocabulary acquisition, pronunciation, creativity, engagement, and teaching confidence. These findings highlight the necessity of methodological innovation in teacher education programs to meet the linguistic and developmental needs of preschool learners in Uzbekistan and beyond. This research provides empirical evidence supporting the transformation of teacher training programs from traditional approaches to competency-based, practice-oriented models integrating child-centered and culturally responsive teaching. The findings support curriculum reforms that can enhance early childhood education quality, improve learning outcomes during children's formative years, and prepare educators capable of fostering communicative competence and cultural identity. The study establishes a foundation for future research examining long-term impacts of modernized teacher preparation methodologies on both educator development and children's language learning outcomes.

**Keywords:** preschool education, native language teaching, methodology, teacher training, early childhood development, constructivism

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### Introduction

In recent years, the significance of effective native language instruction in preschool education has been increasingly recognized as a fundamental factor in a child's cognitive, social, and emotional development. Early language acquisition lays

the foundation for future literacy, communication skills, and academic success. Moreover, in a multicultural context such as Uzbekistan, it also reinforces cultural identity and national values.

The early years of a child's life, particularly the preschool period (ages 3-6), represent a critical window for language development (Conti-Ramsden & Durkin, 2012 ; Isaac ; 2024). During this stage, children's brains exhibit remarkable plasticity, making them exceptionally receptive to linguistic input and capable of rapid language acquisition. Research consistently demonstrates that quality early language experiences not only shape immediate communicative competence but also establish neural pathways that influence lifelong learning capacity and academic achievement.

In the context of Uzbekistan's educational landscape, native language instruction serves multiple vital functions. First, it provides children with the essential tools for effective communication within their immediate cultural and social environment. Second, it acts as a bridge to preserve and transmit cultural heritage, values, and traditional knowledge systems from one generation to the next. Third, it establishes a strong foundation for subsequent multilingual development, which is increasingly important in Uzbekistan's diverse linguistic context where Uzbek serves as the state language alongside various regional languages.

The current global educational paradigm emphasizes the importance of early childhood education as a cornerstone of human development. UNESCO's Education for All initiative and the UN Sustainable Development Goals specifically highlight the critical role of quality early learning experiences in creating equitable educational opportunities. Within this framework, native language instruction emerges as a fundamental component that supports not only linguistic development but also cognitive growth, cultural identity formation, and social integration.

However, despite reforms in education policy and teacher training, methodological gaps remain in how future preschool educators are prepared to teach the native language. Traditional approaches often rely on rote memorization and lack engagement, failing to support the developmental needs and interests of young learners. These conventional methods, while historically prevalent, are increasingly recognized as insufficient for meeting the complex demands of modern early childhood education.

Contemporary research in developmental psychology and educational neuroscience reveals that young children learn most effectively through interactive, multimodal, and culturally responsive approaches. Traditional teacher-centered methodologies, characterized by passive learning and standardized instruction, often fail to capitalize on children's natural curiosity, creativity, and social learning preferences. This methodological misalignment can result in reduced engagement, limited language development, and missed opportunities for fostering critical thinking and creative expression.

Furthermore, the rapid advancement of digital technologies and changing societal expectations have created new challenges and opportunities in early childhood education. Today's preschool educators must be equipped not only with traditional pedagogical knowledge but also with innovative teaching strategies that integrate technology, promote inclusive learning environments, and address diverse learner needs (Naida et al., 2024 ; Singh, 2023). This evolution requires a fundamental reconceptualization of teacher preparation programs to ensure they remain relevant and effective.

The problem is particularly acute in the context of teacher training institutions, where future educators are often prepared using outdated methodologies that do not reflect current understanding of child development and effective teaching practices. This creates a perpetual cycle where traditionally trained teachers continue to employ ineffective methods, ultimately impacting the quality of early language education and children's developmental outcomes.

In response to these challenges, Uzbekistan's education reform initiatives, including the Development Strategy of New Uzbekistan (2022-2026), have emphasized the need for innovative approaches to teacher preparation and early childhood education. These policy frameworks recognize that improving the quality of native language instruction requires systematic changes in how future educators are trained, supported, and equipped with contemporary pedagogical tools.

This study aims to address this gap by examining how methodological improvements in teacher training can enhance language instruction in preschool settings. The research draws upon modern pedagogical principles, including child-centered learning, play-based instruction, and culturally responsive teaching. By comparing traditional and modernized teaching practices through practical intervention, the study seeks to provide empirical evidence and pedagogical recommendations for advancing native language education in early childhood settings.

The research is particularly timely given the increasing recognition of early childhood education's role in national development and the growing emphasis on evidence-based educational practices. By investigating the effectiveness of modernized teaching methodologies in preparing future preschool educators, this study contributes to the broader discourse on educational quality improvement and teacher preparation reform.

The significance of this research extends beyond immediate pedagogical concerns to encompass broader questions of cultural preservation, educational equity, and national development. As Uzbekistan continues to navigate the balance between maintaining cultural identity and embracing global educational trends, the findings of this study may inform policy decisions and curriculum reforms that shape the future of early childhood education in the country.

Through a comprehensive examination of both traditional and innovative teaching approaches, this research endeavors to provide practical insights that can guide the development of more effective, engaging, and culturally responsive methods for preparing future preschool educators in native language instruction. The ultimate goal is to enhance the quality of early childhood education and, consequently, improve learning outcomes for young children during their most formative years.

### **Theoretical Review**

The methodological foundation for teaching the native language in preschool education is deeply rooted in interdisciplinary theories of language acquisition, early childhood development, and pedagogical innovation. This section reviews key concepts and frameworks that underpin effective language instruction for young learners and the training of future preschool educators.

Language development in early childhood is not only essential for communication but also plays a critical role in cognitive, social, and emotional development. According to Vygotsky's Sociocultural Theory (1978), language is a primary cultural tool through which children internalize knowledge and construct meaning. Through social interaction and guided participation, children learn to express themselves and understand others.

Jean Piaget (1952), in his Cognitive Development Theory, emphasized that children construct language based on stages of cognitive development, where sensorimotor and preoperational thinking influence how children process words and meanings. Therefore, preschool language instruction must align with the developmental readiness of the child.

Native language teaching in preschool settings serves not only as a foundation for later literacy but also as a way to strengthen cultural identity. In multilingual and multicultural societies such as Uzbekistan, effective native language education is instrumental in fostering national values and preserving linguistic heritage. The State Preschool Curriculum emphasizes the role of the native language (Uzbek) in developing children's speech, phonological awareness, listening comprehension, and expressive abilities.

Effective language instruction at the preschool level should be based on the following methodological principles:

1. **Child-centered learning:** Activities must be relevant to children's interests and developmental needs.
2. **Play-based learning:** Language is best acquired through songs, games, and storytelling.
3. **Multisensory engagement:** Visual, auditory, and kinesthetic modalities support memory and meaning-making.

4. Cultural responsiveness: Teaching materials should reflect the children’s cultural background and values.
5. Scaffolding: Educators provide gradual support to enable independent use of language.

These principles align with the Constructivist Learning Theory (Bruner, 1960), which posits that learners actively build knowledge through experiences and guided discovery.

To implement these principles effectively, future preschool educators require methodological training that moves beyond theoretical knowledge to practical application. According to Shulman’s Pedagogical Content Knowledge (PCK) model, teachers must integrate content knowledge (language skills) with pedagogical strategies (how to teach those skills effectively). This includes:

1. Designing developmentally appropriate language activities
2. Using formative assessments to track language development
3. Creating inclusive and linguistically rich classroom environments

Training programs should also prepare teachers to use information and communication technologies (ICT) and multimedia storytelling tools, which have been shown to enhance vocabulary acquisition and learner motivation in early childhood settings.

Recent studies in Uzbekistan, including articles published in the *Mirzo Ulug’bek National University Journal* (2022), emphasize the importance of individual approaches in developing students’ creative and linguistic abilities. They advocate for the inclusion of practical modules in teacher training programs to strengthen initiative, responsibility, and civic engagement – qualities essential for modern educators.

Furthermore, the *Development Strategy of New Uzbekistan (2022–2026)* outlines the need to improve the quality of education and nurture future generations with deep knowledge and independent thinking. The improvement of native language teaching methodology in preschool education directly contributes to these national goals.

## Methodology

### Research Design

The study utilized a mixed-methods approach combining quasi-experimental design with qualitative observational techniques. This methodology was selected to capture both measurable outcomes and nuanced behavioral changes in participant performance and engagement. The quasi-experimental framework allowed for controlled comparison between two distinct pedagogical approaches while maintaining the natural learning environment of teacher training programs.

The research design incorporated pre-test and post-test measurements across multiple assessment criteria, complemented by systematic qualitative observations throughout the intervention period. This dual approach ensured comprehensive data collection that could capture both immediate skill acquisition and deeper pedagogical understanding among participants.

### **Participants and Sampling**

The study involved 50 students from the Preschool Education Faculty, representing a purposive sample of future educators in their final year of preparation. Participants were randomly assigned to two equal groups of 25 students each, ensuring demographic balance across age, academic performance, and prior teaching experience. The control group received instruction through traditional lecture-based methods, while the experimental group experienced modernized interactive methodologies.

Five experienced language educators served as supervisors and observers throughout the study, providing expert evaluation and guidance. These supervisors possessed extensive backgrounds in early childhood education and native language instruction, with an average of 15 years of teaching experience in preschool settings. Their role encompassed both direct instruction delivery and systematic observation of participant progress and engagement.

### **Intervention Design**

The experimental intervention was implemented over a 6-week teaching practicum conducted in carefully designed simulated preschool classroom environments. These environments were equipped with age-appropriate materials, multimedia resources, and flexible learning spaces that could accommodate various pedagogical approaches. The simulation aspect was crucial in providing realistic teaching experiences while maintaining research control.

The traditional methodology group received instruction through conventional approaches characterized by direct instruction, theoretical lectures, and standardized lesson planning. Participants in this group followed established curriculum guidelines using textbook-based materials and teacher-centered delivery methods. The emphasis was on content knowledge transmission and adherence to predetermined learning objectives.

In contrast, the modernized methodology group engaged with innovative teaching strategies that integrated interactive storytelling using both traditional folk tales and contemporary digital narratives. The intervention incorporated phonological games specifically designed to enhance pronunciation skills, along with picture card prompts and collaborative group poetry activities that fostered creative expression.

Additionally, reflective micro-teaching sessions were implemented to build professional confidence and self-assessment capabilities.

### **Data Collection Instruments**

Multiple assessment instruments were employed to capture diverse aspects of participant development and learning outcomes. Pre-test and post-test evaluations focused on vocabulary acquisition, pronunciation accuracy, and creative language use, utilizing standardized assessment rubrics designed specifically for early childhood language instruction contexts. These instruments were validated through pilot testing with a separate cohort of students prior to the main study implementation.

Evaluation rubrics were developed to assess participant engagement levels, creative expression capabilities, and demonstration of confidence during teaching practice. These rubrics employed behavioral indicators and observable criteria to ensure consistent and objective assessment across all participants. The rubrics incorporated both quantitative scoring mechanisms and qualitative descriptive elements to capture nuanced performance differences.

Comprehensive observation checklists were utilized during teaching practice sessions to document participant behavior, interaction patterns, and pedagogical decision-making processes. These checklists were completed by trained observers who maintained detailed records of classroom dynamics, student responses, and instructional effectiveness. Reflective journals maintained by participants provided additional insight into their learning experiences, challenges encountered, and professional growth throughout the intervention period.

Feedback forms were administered to mentors and peer reviewers who observed teaching practice sessions, providing external perspectives on participant performance and methodology effectiveness. These forms included structured rating scales and open-ended response sections that captured both quantitative assessments and qualitative observations about teaching quality and student engagement.

### **Implementation Process**

The implementation process was carefully structured to ensure consistency and reliability across both experimental conditions. Each group participated in identical schedules of instruction hours, practice sessions, and assessment periods, with only the pedagogical methodology varying between groups. This standardization was essential for maintaining research validity and ensuring that observed differences could be attributed to the intervention rather than external factors.

Training sessions for supervisors and observers were conducted prior to implementation to ensure consistent application of assessment criteria and observation protocols. These sessions included calibration exercises where supervisors practiced using evaluation instruments and resolved any discrepancies in scoring or

interpretation. Inter-rater reliability was established through multiple observation sessions conducted by different evaluators.

The modernized methodology implementation involved structured integration of various innovative techniques throughout the practicum period. Interactive storytelling sessions were conducted using culturally relevant narratives that connected to Uzbek heritage while incorporating contemporary themes relevant to young learners. Digital storytelling tools were introduced gradually, allowing participants to develop technological competence alongside pedagogical skills.

Phonological games were systematically integrated into language instruction practice, with participants learning to design and implement activities that promoted pronunciation accuracy through playful engagement. These games were based on established principles of phonological awareness development and were adapted to reflect the linguistic characteristics of the Uzbek language.

### **Data Analysis Procedures**

Quantitative data analysis employed percentage-based comparison methods to evaluate differences between control and experimental groups across all measured criteria. Statistical techniques were applied to determine significance levels and confidence intervals for observed improvements. Pre-test and post-test score comparisons were conducted using appropriate statistical tests to establish the magnitude and significance of changes within each group.

Qualitative data analysis involved systematic thematic coding of observation notes, reflective journals, and feedback forms. A structured coding framework was developed based on key research questions and theoretical foundations, allowing for consistent analysis of qualitative information. Multiple researchers participated in the coding process to ensure reliability and validity of thematic interpretations.

The analysis process incorporated triangulation of data sources to strengthen findings and provide comprehensive understanding of intervention effectiveness. Quantitative results were interpreted in conjunction with qualitative observations to develop nuanced conclusions about the impact of modernized methodologies on participant development and learning outcomes.

## **Result and Discussion**

### **Results**

The results of the study clearly demonstrate the effectiveness of modernized teaching methodologies for the native language in preschool education compared to traditional approaches. Quantitative data were collected from two groups of future preschool educators: one trained using conventional lecture-based methods and another using interactive, learner-centered techniques including storytelling, visual aids, and game-based learning.

**Table 1.**  
**Comparative Results of Teaching Methods**

Criteria	Traditional Method (%)	Modernized Method (%)
Vocabulary Acquisition	65	85
Pronunciation Accuracy	60	82
Engagement Level	58	90
Creativity in Expression	55	88
Lesson Delivery Confidence	50	86

### 1. Vocabulary Acquisition

Participants trained with the modernized method achieved an average success rate of 85%, significantly higher than the 65% attained by those following traditional instruction. This suggests that interactive strategies significantly enhance lexical development in early childhood contexts.

**Pronunciation Accuracy:** Learners exposed to multimodal tools (songs, phonics games, digital recordings) demonstrated 82% accuracy, while the traditional group reached only 60%. This reflects the importance of sensory-rich activities in developing proper articulation skills.

### 2. Engagement Level

One of the most striking differences was in engagement. 90% of the participants using modern methods were consistently active and motivated, compared to 58% in the traditional cohort. The integration of storytelling and play contributed significantly to this improvement.

### 3. Creativity in Expression

When assessed on the ability to create stories, rhymes, and engage children in creative tasks, the modern group scored 88%, far surpassing the 55% from the control group. The emphasis on expressive activities in the modern approach cultivated higher creative potential.

### 4. Lesson Delivery Confidence

Future educators trained through practical simulations and interactive workshops showed greater self-confidence (86%) in delivering language lessons than those taught through passive learning (50%). This points to the value of experiential learning in teacher preparation.

In conclusion, these findings affirm that incorporating innovative, interactive methodologies into the training of preschool educators significantly enhances their teaching capabilities, particularly in native language instruction. These results support the ongoing need for curriculum reforms that align with the developmental needs of both teachers and young learners.

## Discussion

The data indicate a significant improvement in both linguistic outcomes and pedagogical confidence among students exposed to interactive and culturally responsive strategies. Key observations include:

1. **Vocabulary Growth:** The use of thematic storytelling enriched with cultural content allowed students to retain and use new words more effectively.
2. **Pronunciation:** Phonological awareness games helped in correcting common articulation issues. **Engagement:** Students were more motivated and involved, especially when digital media or collaborative tasks were included.
3. **Creativity and Expression:** Artistic tasks such as drawing stories or dramatizing tales nurtured expressive language use.
4. **Confidence:** Frequent peer teaching and reflective sessions built professional assurance in students' teaching abilities.

The intervention confirms that a modernized, student-centered methodology can significantly enhance the pedagogical preparation of future preschool educators in native language instruction.

The results of this study confirm that the modernization of teaching methodologies in native language instruction significantly benefits the professional preparation of future preschool educators. These findings align with prior research by Bodrova & Leong (2007) and Vygotsky (1978), which emphasize the importance of social interaction and cultural tools in language acquisition and cognitive development during early childhood.

In particular, the incorporation of child-centered methods such as storytelling, visual prompts, and game-based learning aligns with constructivist theories that posit learners actively construct knowledge through engagement and experience. The marked improvement in vocabulary acquisition, pronunciation accuracy, and expressive creativity among students trained with these methods underscores the practical value of interactive and reflective teaching.

Furthermore, the data also demonstrate an increase in teacher confidence and classroom engagement—two factors closely linked to teaching effectiveness and student outcomes in preschool education. The fact that these future educators felt more competent and motivated after experiential learning activities suggests that

pedagogical training should not only focus on content knowledge but also on the how of teaching—through simulation, collaboration, and hands-on practice.

These outcomes support the need for a systemic shift in teacher education programs toward a competency-based and practice-oriented model, as outlined in Uzbekistan's national strategy for education reform (2022–2026). They also advocate for ongoing professional development that equips educators with 21st-century skills and instructional flexibility necessary for working with diverse learners in dynamic classroom environments.

The findings of this study provide compelling evidence for the superiority of modernized, interactive methodologies in preparing future preschool educators for native language instruction. The significant improvements observed across all measured criteria—vocabulary acquisition, pronunciation accuracy, engagement levels, creative expression, and teaching confidence—can be understood through several interconnected theoretical frameworks that illuminate the mechanisms underlying effective early childhood language education.

### **Constructivist Learning Theory and Social Interaction**

The remarkable 20% improvement in vocabulary acquisition and 22% increase in pronunciation accuracy among students trained with modernized methods aligns closely with Vygotsky's sociocultural theory of cognitive development, which emphasizes that language development occurs through social interaction and cultural mediation. The interactive storytelling sessions and collaborative group activities employed in the experimental intervention exemplify what Vygotsky termed the "zone of proximal development" (ZPD), where learners achieve higher levels of understanding through guided support from more knowledgeable others (Wood, Bruner, & Ross, 1976).

The concept of scaffolding, derived from Vygotsky's ZPD theory, was particularly evident in the study's implementation of phonological games and picture card prompts, which provided temporary support structures that enabled students to develop independent language instruction capabilities. This theoretical foundation is further supported by recent research demonstrating that scaffolding techniques including modeling, questioning, prompting, and providing feedback are essential for helping children progress to higher levels of understanding and skill development (Berk & Winsler, 1995).

### **Play-Based Learning and Cognitive Development**

The dramatic 32% increase in engagement levels observed in the modernized methodology group resonates with Vygotsky's emphasis on play as a leading activity in early childhood development. Vygotsky viewed learning as an ongoing journey where language and social life play key roles, with play serving as a critical mechanism

for cognitive and linguistic development. The integration of phonological games and dramatization activities in the experimental intervention reflects this understanding, as play-based learning environments naturally accommodate children's developmental needs while promoting meaningful language acquisition.

Research by Bodrova and Leong (2007) further supports these findings, demonstrating that play-based approaches to early childhood education enhance not only immediate learning outcomes but also long-term cognitive development and self-regulation skills. The 33% improvement in creative expression among the experimental group suggests that when teacher preparation programs incorporate playful, interactive methodologies, future educators develop enhanced capabilities for fostering creativity and imaginative thinking in their students.

### **Culturally Responsive Pedagogy**

The study's emphasis on culturally relevant storytelling and materials reflects the principles of culturally responsive pedagogy advocated by Gay (2010) and Ladson-Billings (1995). These scholars argue that effective education must acknowledge and incorporate students' cultural backgrounds, values, and experiences into the learning process. The integration of traditional Uzbek folk tales alongside contemporary digital narratives in the experimental intervention demonstrates how teacher preparation programs can prepare educators to honor cultural heritage while embracing technological innovation.

This approach is particularly significant in multilingual contexts, where research consistently shows that maintaining and developing first language skills provides a foundation for second language acquisition and academic success. The 36% improvement in teaching confidence among the experimental group suggests that when future educators are trained to value and incorporate cultural diversity into their practice, they develop greater professional efficacy and pedagogical flexibility.

### **Multimodal Learning and Cognitive Processing**

The substantial improvements in pronunciation accuracy (22% increase) and vocabulary acquisition (20% increase) can be understood through the lens of multimodal learning theory, which posits that information processing is enhanced when multiple sensory modalities are engaged simultaneously (Paivio, 1986). The experimental intervention's incorporation of visual aids, auditory storytelling, and kinesthetic activities reflects current understanding of how the brain processes and retains linguistic information most effectively.

Recent neuroscientific research supports these findings, demonstrating that early childhood language learning is optimized when instruction engages multiple neural pathways through varied sensory experiences (Kuhl, 2010). The use of digital storytelling tools and interactive multimedia resources in the experimental group

provided rich, multisensory learning experiences that enhanced both immediate comprehension and long-term retention of linguistic concepts.

### **Teacher Efficacy and Professional Development**

The 36% improvement in lesson delivery confidence among the experimental group aligns with Bandura's (1977) social cognitive theory, particularly his concept of self-efficacy as a critical determinant of professional performance. Recent research on early literacy and language curriculum effectiveness demonstrates that teacher confidence and competence are closely linked to student outcomes, suggesting that the methodological improvements observed in this study may have far-reaching implications for children's language development.

The reflective micro-teaching sessions implemented in the experimental intervention reflect principles of reflective practice advocated by Schön (1983), who argued that professional development occurs through systematic reflection on experience. The structured opportunities for self-assessment and peer feedback provided in the modernized methodology appear to have enhanced participants' metacognitive awareness and pedagogical decision-making capabilities.

### **Implications for Teacher Education Reform**

These findings have significant implications for teacher education reform, particularly in the context of Uzbekistan's national development strategy. The evidence suggests that traditional, lecture-based approaches to teacher preparation are insufficient for developing the complex pedagogical competencies required for effective early childhood language instruction. Instead, teacher education programs must embrace experiential, interactive methodologies that mirror the child-centered approaches future educators will use in their classrooms.

The increasing recognition of the importance of early language development in dual language learners further emphasizes the need for comprehensive reform in teacher preparation programs. As educational systems worldwide grapple with increasing linguistic diversity, the preparation of culturally responsive, methodologically flexible educators becomes increasingly critical for ensuring educational equity and effectiveness.

### **Limitations and Future Research Directions**

While these findings provide strong support for modernized teacher preparation methodologies, several limitations must be acknowledged. The relatively small sample size ( $n=50$ ) and short intervention period (6 weeks) suggest the need for larger-scale, longitudinal studies to confirm these results and explore their long-term impact on both teacher development and student outcomes. Additionally, the study's

focus on simulated classroom environments, while methodologically sound, may not fully capture the complexities of authentic preschool settings.

Future research should examine the sustainability of these improvements over time, investigate the specific mechanisms through which different methodological components contribute to teacher development, and explore the direct impact of improved teacher preparation on children's language learning outcomes. Cross-cultural studies examining the effectiveness of these approaches in diverse educational contexts would also contribute valuable insights to the global discourse on early childhood education reform.

## Conclusion

This study highlights the critical importance of improving the methodology of native language teaching in preschool education through innovative training approaches for future educators. The findings clearly indicate that student teachers trained with interactive, learner-centered methods outperformed their peers in key areas of language instruction, including vocabulary acquisition, pronunciation, creative expression, and confidence in lesson delivery.

Moreover, the results underscore that early language development is most effective when pedagogical strategies reflect the developmental characteristics of young children—engaging them emotionally, socially, and cognitively. By modernizing teaching practices, future preschool teachers are better prepared to meet the evolving demands of education systems that aim to cultivate communicative competence, cultural identity, and early literacy in their learners.

As Uzbekistan continues to implement educational reforms, integrating such evidence-based practices into teacher training programs will be essential to ensuring high-quality, inclusive, and culturally responsive early childhood education. Further research with larger participant groups and longitudinal studies is recommended to explore the long-term impact of these methods on child language outcomes.

This study highlights the critical need to modernize the methodologies used in teaching the native language to preschool children, particularly through the effective training of future educators. Findings from both quantitative and qualitative data reveal that student teachers who were exposed to interactive, culturally relevant, and child-centered methods demonstrated significantly higher levels of language competence, creativity, engagement, and teaching confidence than those using traditional methods.

By integrating storytelling, games, and reflective teaching practices into the training process, future preschool educators become better equipped to foster language development in diverse and dynamic preschool environments. This transformation aligns with national educational goals aimed at producing knowledgeable, creative, and socially responsible early childhood professionals.

Moving forward, such methodological innovations should be embedded into curriculum reforms, teacher education modules, and continuous professional development programs.

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