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ORGANIZATIONAL AND METHODOLOGICAL FOUNDATIONS OF THE INTENSIVE USE OF INNOVATIVE TECHNOLOGIES IN 1ST- GRADE MOTHER TONGUE LESSONS

Nasriddinova Nilufar Shukhrat qizi

Independent Researcher, Termez State University

E-mail: [nnasriddinova57@gmail.com](mailto:nasriddinova57@gmail.com)

Tel.: +998 93 899 85 85

Abstract

This thesis examines the organizational and methodological foundations of the intensive use of innovative technologies in 1st-grade mother tongue lessons. It analyzes the principles of organizing innovative technologies in accordance with lesson objectives, content, and the age and psychological characteristics of primary school learners. The study reveals the methodological basis for integrating multimedia tasks, the Wordwall platform, the Plickers assessment system, and QR code-based activities into the teaching process. Furthermore, it substantiates the importance of adaptive tasks designed in accordance with lesson content and assessment criteria to ensure the effective application of these technological tools.

Keywords: Primary education, mother tongue lessons, innovative technologies, intensive use, organizational and methodological foundations, multimedia tasks, Wordwall, Plickers, adaptive tasks, QR code-based activities.

Introduction

The integration of innovative technologies into the educational process has become one of the key factors in improving the quality of education. In particular, the use of innovative technologies in primary school mother tongue lessons



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enhances students' cognitive activity, increases learning motivation, and contributes to the development of language skills. However, the effectiveness of these technologies depends not merely on their application but on their organization in accordance with pedagogical objectives and methodological requirements.

The organizational and methodological foundations of the intensive use of innovative technologies are based on the principles of purposefulness, systematicity, consistency, and consideration of learners' age characteristics. According to these principles, technological tools should not be introduced into the lesson randomly but should be integrated to accomplish specific didactic objectives.

According to Richard E. Mayer's **Cognitive Theory of Multimedia Learning**, learning becomes more effective when instructional materials are presented through a combination of visual and verbal channels. Mayer emphasizes the importance of considering learners' cognitive capacities, preventing cognitive overload, and focusing students' attention on essential information when designing multimedia instruction. Therefore, the short-term and purposeful use of innovative technologies in primary school mother tongue lessons is methodologically justified.

During the research, the use of innovative technologies was organized in accordance with curriculum requirements, lesson objectives, and instructional content. Rather than employing all technological tools simultaneously in a single lesson, the study followed the principle of selecting the most appropriate tool for each specific instructional task. Considering the age characteristics and attention span of first-grade pupils, the duration of technology-based activities was limited to approximately 4–5 minutes.



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Specifically, multimedia tasks were employed during the presentation of new learning material; the Wordwall platform was used for reinforcement and revision activities; the Plickers system served for formative assessment and immediate feedback; and QR code-based tasks were utilized to promote students' independent learning. The activities implemented through the Wordwall and Plickers platforms were not selected randomly. Instead, they were developed as adaptive tasks aligned with lesson content, assessment criteria, and students' levels of preparedness.

This approach enabled the identification of students' knowledge levels, the diagnosis of learning difficulties, and the timely introduction of methodological adjustments into the teaching process. As a result, the integration of innovative technologies became systematic, manageable, and pedagogically well-grounded.

Conclusion

The findings demonstrate that the effectiveness of the intensive use of innovative technologies in 1st-grade mother tongue lessons depends not on the quantity or frequency of technological tools but on their organizational and methodological alignment with lesson objectives, instructional content, and learners' age-related characteristics and educational needs.

The research confirms the necessity of adhering to the principles of purposefulness, systematic implementation, and consistency when integrating innovative technologies into the educational process. Adaptive learning tasks were designed and implemented on the Wordwall and Plickers platforms in accordance with lesson content, assessment criteria, and students' levels of preparedness. The purposeful use of multimedia activities, platform-based adaptive tasks, and QR code-based learning materials contributed to improving students' cognitive engagement, learning motivation, and academic achievement.



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These findings provide a methodological basis for further improving the organizational and methodological framework for the use of innovative technologies in 1st-grade mother tongue instruction.

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