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Problems and Solutions in Implementing the National Curriculum for Mother Tongue in Primary Education

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Abstract: This paper investigates the practical challenges and potential solutions associated with the implementation of the new National Curriculum for Mother Tongue in primary education. While the modern educational reform marks a significant shift from traditional grammatical-theoretical memorization to a modern competency-based learning paradigm, its structural integration into daily classroom practices faces various methodology-related hurdles. The results indicate a distinct pedagogical execution gap: while 82% of primary school educators theoretically support the curriculum's student-centered goals, only 34% feel fully confident in executing interactive, communicative language lessons due to a lack of continuous, localized training and synchronized assessment tools.

Keywords: *Primary education, mother tongue, National Curriculum, competency-based education, curriculum implementation, teacher professional development, communicative language teaching, educational reform, literacy acquisition.*

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1. Introduction

In the system of primary education, the native language serves as the fundamental cornerstone for developing cognitive abilities, literacy skills, and cultural identity among young learners. The recent educational reforms in Uzbekistan emphasize the necessity of upgrading linguistic pedagogy to meet modern global standards. In this context, the introduction of the new National Curriculum represents a pivotal shift from traditional, rote-memorization methods to a competency-based learning paradigm [1]. However, the systematic integration of this updated framework into daily classroom practices faces various practical challenges that require comprehensive pedagogical analysis. Understanding these initial hurdles is crucial for achieving the core objectives of the national educational reform [2].

The transition to a competency-based mother tongue curriculum demands a complete transformation in instructional design, textbook development, and teaching methodologies. In primary schools, teachers frequently struggle with shifting from old grammatical-theoretical models to interactive, communicative language teaching. Current academic evaluations indicate that a significant gap still exists between the theoretical framework of the National Curriculum and the actual pedagogical readiness of primary school educators to implement these student-centered strategies effectively. Consequently, identifying these methodology-related friction points is essential to preventing a decline in early-grade literacy rates during this transitional period [3].

Beyond teacher training, the successful execution of the new curriculum heavily relies on the availability of well-aligned teaching materials and localized assessment tools. Addressing the challenges of this educational transition is not merely a technical necessity, but a vital step toward ensuring long-term academic equity and literacy excellence for all young learners. Therefore, the primary objective of this research paper is to systematically

analyze the main obstacles encountered during the practical implementation of the National Curriculum for Mother Tongue in primary education and to propose actionable, evidence-based solutions to enhance classroom efficacy [4-5].

2. Literature Review

The modernization of mother tongue education in primary schools has become a central focus of global pedagogical research, as early linguistic competence directly influences a child's overall academic trajectory. Scholars worldwide argue that a native language curriculum should prioritize communicative and functional literacy over the passive memorization of abstract grammatical rules. According to modern developmental psychology, language acquisition in early childhood is most effective when embedded in meaningful, real-world contexts that stimulate active critical thinking [6]. Consequently, international educational trends heavily favor competency-based frameworks that transform learners from passive observers into active participants in the linguistic process [7].

The practical shift toward implementing these innovative national curricula, however, often uncovers a distinct disconnect between theoretical educational policies and actual classroom execution. Several localized studies on curriculum transition emphasize that changing textbooks and standards without providing intensive, continuous professional development for teachers leads to superficial implementation. Research indicates that primary school educators frequently experience pedagogical inertia, relying on familiar, teacher-centered methods because they lack concrete methodological guidelines to execute the new competency-based goals. This highlights the critical need to study teacher adaptation patterns during large-scale national reforms. Furthermore, contemporary educational literature underscores the vital role of aligned instructional materials and supportive school environments in structural transitions. Experts observe that the success of a newly introduced linguistic curriculum is deeply dependent on formative assessment tools that accurately measure practical competencies rather than rote knowledge [8]. When these evaluation mechanisms are missing or poorly aligned, both teachers and students struggle to navigate the new academic expectations. Therefore, a synthesized review of existing literature demonstrates that overcoming curriculum implementation issues requires a tri-fold approach: clear pedagogical guidelines, systematic teacher upskilling, and fully synchronized classroom resources [9].

3. Methodology

To systematically investigate the challenges and potential solutions regarding the implementation of the National Curriculum for Mother Tongue in primary education, this study employs a mixed-methods research design. Gathering both qualitative and quantitative data allows for a more holistic understanding of how these educational reforms manifest in real classroom environments. Over a period of six weeks, qualitative data was collected through structured interviews and focus group discussions with 24 experienced primary school teachers, providing deep insights into their daily pedagogical struggles. Simultaneously, a quantitative approach utilizing descriptive and analytical research methodologies was integrated to evaluate the practical readiness of educators and the alignment of newly introduced materials across selected regional schools [10].

The primary research instruments consisted of standardized teacher questionnaires, classroom observation protocols, and student literacy assessment rubrics. The teacher questionnaire focused on three core dimensions: familiarity with competency-based rubrics, perceived clarity of the new textbook structures, and the availability of official methodological guides. During classroom visits, specific instructional behaviors—such as the ratio of teacher talk-time versus student interactive communication—were documented using a rigorous qualitative observation framework [8] to ensure objective data collection. This observation phase was critical in identifying the exact moments where traditional teaching habits conflicted with the newly mandated curriculum standards [11].

A total of 12 primary schools participated in the study, yielding a representative sample of educators navigating the transitional phase of the national reform. Once all data

collection phases were completed, the quantitative survey responses were coded, organized, and analyzed using statistical software to identify broader trends and correlations. To ensure the highest level of academic integrity and validity, the entire data triangulation process and empirical analysis followed established guidelines for educational research design, minimizing potential researcher bias. The final structural findings from this methodology served as the baseline for developing the concrete, actionable solutions proposed in the subsequent sections of this paper [12].

4. Results and Discussion

The empirical data collected from the participating primary schools revealed several critical friction points as well as positive trends regarding the transition to the new competency-based framework [13]. Quantitatively, while 82% of the surveyed primary school teachers expressed strong theoretical support for the modern pedagogical goals of the reform, only 34% felt completely confident in their practical ability to design communicative, student-centered language lessons without pre-existing templates. This gap highlights a serious mismatch between policy intent and actual classroom execution, showing that systemic structural overhauls often cause initial teacher disorientation and pedagogical inertia before stable adaptation occurs [14].

To provide a clear visualization of the primary challenges identified during the classroom observations and survey analyses, the core obstacles have been categorized and quantified in the table below:

Table 1.

Major Barriers to the Implementation of the National Curriculum in Primary Mother Tongue Education

Implementation Barrier Category	Prevalence in Classrooms (%)	Primary Impact on Instruction	Key Observed Symptom
Methodological Uncertainty	68.5%	High reliance on traditional teacher-centered lectures.	Reverting to abstract grammar dictation.
Material Misalignment	54.2%	Difficulty adapting new textbook tasks to mixed-ability classes.	Lack of differentiated learning exercises.
Assessment Deficit	41.8%	Inability to objectively measure practical linguistic competencies.	Continuing to grade based on rote memorization.

A deeper discussion of these results indicates that the root cause of methodological uncertainty stems from a lack of continuous, localized training support. Qualitative focus group interviews revealed that teachers frequently misinterpret communicative tasks as simple reading exercises, thereby unintentionally bypassing the critical-thinking components of the National Curriculum. Educational development literature shows that introducing updated national standards without offering ongoing, school-level mentoring often results in a superficial adoption where educators merely apply new terminology to old teaching habits. This confirms that a curriculum cannot change classroom dynamics through administrative mandates alone.

On a positive note, classrooms where teachers received even brief external methodological guidance showed a massive surge in student engagement. When mother tongue lessons shifted from abstract rule-memorization to interactive role-plays and peer-to-peer discussions, early-grade literacy engagement and vocabulary retention rates improved significantly [15]. These findings align perfectly with modern psycholinguistic frameworks, which prove that language learning thrives best when students actively construct meaning through collaborative communication rather than passive copying. Therefore, resolving the identified implementation bottlenecks through systemic, continuous teacher coaching will fully unlock the transformative potential of the National

5. Conclusion

The transition to the new competency-based National Curriculum for Mother Tongue in primary education marks a historic and vital milestone in the modernization of Uzbekistan's school system. However, as this study demonstrates, shifting from a traditional, rule-heavy grammatical model to an interactive, communicative framework is an intricate process that encounters natural structural friction. The empirical evidence gathered throughout this research highlights that the primary bottlenecks do not stem from the curriculum's design itself, but rather from widespread methodological uncertainty among educators, a temporary deficit in localized assessment tools, and a lack of continuous, school-level instructional guidance.

The findings clearly indicate that while a vast majority of primary school teachers mentally embrace the spirit of the reform, their actual classroom execution often defaults to familiar, teacher-centered lectures due to a lack of practical templates. Nevertheless, the study also reveals that when teachers are equipped with even baseline communicative strategies, student engagement and functional literacy outcomes improve dramatically. This proves that the student-centered goals of the National Curriculum are highly effective and achievable when the execution gap is systematically addressed.

In final conclusion, successfully overcoming the implementation challenges of the National Curriculum requires moving away from one-time administrative workshops toward a system of ongoing, practical mentorship for teachers. Providing educators with clear methodological handbooks, practical training on formative assessment, and adaptable lesson plans will bridge the gap between theoretical educational policy and daily classroom practice. Resolving these transitional friction points will fully unlock the potential of the curriculum, ensuring that the next generation of learners develops the robust critical thinking, communication skills, and lifelong literacy foundations necessary to thrive in a globalized society.

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