



THE PRINCIPLE OF VARIABILITY IN TEACHING THE NATIVE LANGUAGE IN PRIMARY EDUCATION

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<https://doi.org/10.5281/zenodo.17430750>

ARTICLE INFO

Received: 21st October 2025

Accepted: 22nd October 2025

Online: 23rd October 2025

KEYWORDS

variability principle, native language education, primary education, individual approach, innovative methods, pedagogical technologies, competence.

ABSTRACT

This article highlights the content, significance, and practical application of the principle of variability in teaching the native language at the primary education level. The principle of variability implies taking into account the individual characteristics of students in the learning process and selecting teaching methods that correspond to their interests, needs, and cognitive abilities. The article analyzes the effectiveness of using modern pedagogical technologies, interactive methods, and information and communication tools in implementing a variable approach. It also emphasizes the importance of improving teachers' methodological training and organizing lessons based on a differentiated approach.

In the current era of globalization, ensuring the individual development of learners at every stage of education is of great importance.

From this perspective, subjects taught in primary education, particularly native language lessons, play an invaluable role in developing students' thinking, shaping their speech culture, and fostering the ability to express their thoughts coherently and logically.

The effectiveness of native language lessons directly depends on the appropriateness of the teaching methods and techniques chosen by the teacher and their compliance with the age and psychological characteristics of students. In this regard, the principle of variability serves to establish a learner-centered approach in the educational process.

The principle of variability is a pedagogical approach that allows the educational process to be organized not in a uniform, rigid manner, but in a way that adapts to the needs of each student. It ensures diversity in the content, methods, forms, and means of teaching. This article analyzes the theoretical foundations of the principle of variability, the methodology of its application in native language lessons, and aspects related to teachers' professional readiness.

In primary education, the subject of the native language occupies a central position in developing students' language sensitivity, speech culture, and logical thinking. Through language, a child not only learns about the surrounding world but also understands his worldview and national identity. Therefore, native language lessons aim not only to provide grammatical knowledge but also to teach students to think, analyze, and express their opinions logically.

Currently, in the process of modernizing the content of education, teachers are required to apply new approaches in organizing students' activities and ensuring their individual development. From this point of view, the variable teaching model in native language lessons is recognized as an important methodological tool.

The variable model involves synthesizing several teaching methods in the lesson process, taking into account students' individual abilities, and offering different tasks depending on their level of mastery.

The concept of variability is derived from the Latin word "variatio," meaning "diversity" or "changeability." In pedagogy, this principle is regarded as a methodological foundation for adapting, differentiating, and individualizing the learning process.

The main goal of the variability principle is to ensure that each student learns according to his own abilities. This means that teachers are given freedom in choosing teaching strategies, methods, and tools.

Therefore, variability ensures: flexibility of educational content; diversity of teaching forms and methods; activation of students' learning activity; implementation of a personal approach; and outcome-oriented teaching.

The theoretical foundations of the principle of variability are reflected in the works of educators and psychologists such as L.S. Vygotsky, J. Piaget, J. Dewey, and K.D. Ushinsky. According to them, if a child acquires knowledge not only by receiving it ready-made but also through his own inquiry, the learning process becomes more durable.

Applying the principle of variability in native language lessons requires thorough preparation and creativity from the teacher. First of all, it is necessary to determine differential teaching methods based on the goals of the lesson and the characteristics of students.

For example:

For students with high performance — more complex analytical tasks;

For average learners — reinforcement exercises;

For those who experience difficulties — simplified tasks with model examples.

Furthermore, a variable approach is implemented through the following methods:

1. Interactive methods — "Brainstorming," "Cluster," "Insert," "T-chart" techniques;
2. Communicative activities — conversation, discussion, dialogue-based games;
3. Creative tasks — composing texts, writing stories, analyzing poems;
4. Technological approaches — multimedia tools, presentations, audio materials.

In such lessons, the student appears not only as a recipient of knowledge but also as an active participant. This teaches students to think independently, communicate, and analyze.

In modern education, the use of innovative technologies is the most effective way to implement variability. For example:

Through the blended learning model, in-class and online learning are integrated;

Gamification increases students' motivation;

- In the flipped classroom method, the student studies theory at home and engages in practical activities during class.

These approaches fully correspond to the essence of the variability principle since each student has the opportunity to learn at his own pace and reinforce knowledge in the most comfortable way.

In native language lessons, students differ in their cognitive level, speech culture, logical thinking, motivation to learn, and psychological state. The principle of variability serves to create a personal development path for each learner by considering this diversity.

For example, some students learn better through listening, others through visual perception, and still others through practical activity. Therefore, combining visual, auditory, and kinesthetic approaches in the learning process enhances effectiveness.

In advanced schools across Uzbekistan, the variable approach has been successfully tested in native language lessons. For instance:

- At School No. 97 in Tashkent, teaching based on the “System of Differential Tasks” has been introduced;
- In Samarkand region, the “Creative Writing” project develops students’ creative thinking abilities;
- In Kashkadarya region, the “Digital Dictionary” method is used to expand students’ vocabulary.

Such experiences show that the variable approach not only improves the quality of education but also develops students’ independent thinking and creative potential.

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