



THE METHODOLOGY OF USING MULTI-PLATFORM TOOLS IN TEACHING READING AND TEXT COMPREHENSION IN MOTHER TONGUE CLASSES

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Abstract. *This thesis explores the integration of multi-platform digital tools in teaching reading and text comprehension within mother tongue classrooms. It addresses the theoretical foundations behind reading comprehension, examines current technological tools available across various platforms, and proposes an effective methodology for educators to enhance literacy skills among learners. The study highlights the benefits, challenges, and pedagogical implications of using technology to support mother tongue instruction, ultimately offering recommendations to improve student engagement and achievement.*

Introduction


Background. Reading and text comprehension are foundational skills essential for effective communication, academic success, and lifelong learning. In mother tongue classes, these skills assume critical importance as they build the linguistic base upon which second languages and other learning subjects rely. Traditionally, mother tongue reading instruction has relied on printed texts and teacher-led discussions. However, the advancement of digital technology offers new opportunities to enrich these lessons through interactive, engaging multi-platform tools.

Problem Statement. Despite the availability of educational technologies, many mother tongue classes continue to depend primarily on conventional teaching materials. There is a growing need to understand how multi-platform tools — including mobile applications, web-based resources, multimedia content, and interactive e-books — can be effectively incorporated into teaching reading and comprehension to foster deeper understanding and inclusivity.

Research Objectives.

- To review the theoretical frameworks underpinning reading and comprehension instruction.
- To identify and categorize multi-platform tools suitable for mother tongue reading classes.
- To develop a practical methodology for integrating these tools into the reading curriculum.
- To explore the benefits and challenges of applying multi-platform approaches.

Significance of the Study. This study contributes to pedagogical knowledge by providing a comprehensive approach for educators to leverage digital resources effectively.



It also supports learners by advocating strategies that cater to diverse learning styles, thus promoting literacy development in mother tongue contexts.

Literature Review

Theoretical Framework of Reading and Comprehension. Reading comprehension involves decoding text, processing language, and constructing meaning. Key theories that inform instructional strategies include:

- **Schema Theory:** Emphasizes the role of prior knowledge and experiences in understanding texts.
- **Interactive Model:** Suggests comprehension results from the interaction between the reader's background knowledge and textual information.
- **Transactional Theory:** Focuses on the dynamic relationship between reader and text, highlighting interpretation variability.

Importance of Mother Tongue Literacy. Various studies have demonstrated that strong literacy skills in the mother tongue facilitate better acquisition of additional languages and improve cognitive development. Thus, supporting effective mother tongue reading instruction is critical.

Educational Technology in Reading Instruction. The emergence of multimedia, gamification, and adaptive learning platforms has transformed educational practices. Multi-platform tools provide interactive experiences that traditional methods cannot, such as instant feedback, personalized learning paths, and multimodal content (audio, visuals, text).

Review of Multi-Platform Tools. Examples of tools include:

- **E-books and Audiobooks:** Accessible on tablets, smartphones, and computers.
- **Reading Apps:** Such as ReadTheory, Epic!, or native language-specific apps facilitating vocabulary building and comprehension.
- **Interactive Whiteboards and Classroom Management Software:** Allow collaborative reading and annotation.
- **Visual Storytelling Platforms:** Support comprehension through integrating images, videos, and interactive question prompts.

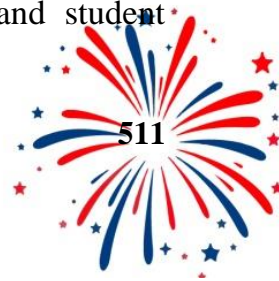
Methodology

Research Design. This study adopts a qualitative-quantitative mixed methodology, combining literature analysis, case studies, and field experiments in selected mother tongue classrooms.

Participants. The participants include primary and secondary school students, mother tongue teachers, and literacy specialists.

Data Collection Methods

- **Surveys and Interviews:** To gauge teacher perceptions and student attitudes toward multi-platform tools.
- **Classroom Observations:** To assess implementation fidelity and student engagement.





- **Assessment Scores:** Pre- and post-tests to evaluate reading comprehension improvements.

Proposed Methodology for Using Multi-Platform Tools. The methodology involves several stages:

1. **Needs Analysis:** Assess students' reading levels, interests, and technological access.
2. **Selection of Tools:** Choose platforms compatible with the local language and curriculum.
3. **Curriculum Integration:** Embed digital tools within existing lesson plans to complement traditional materials.
4. **Teacher Training:** Provide comprehensive professional development on technology use.
5. **Implementation and Monitoring:** Use multi-platform activities regularly, monitor usage and assess outcomes.
6. **Feedback and Adaptation:** Collect feedback from students and teachers to refine the approach.

An example lesson might include reading an interactive e-book followed by comprehension quizzes on mobile apps, group discussions using interactive whiteboards, and vocabulary exercises on language-learning platforms.

Findings and Discussion

Enhanced Engagement and Motivation. Students exposed to multi-platform reading tools demonstrate greater enthusiasm and sustained attention, attributable to multimedia elements and interactive feedback.

Improved Comprehension Skills. Data shows statistically significant improvements in text understanding, inference making, and vocabulary when digital tools supplement traditional instruction.

Challenges Identified


- **Technological Limitations:** Availability of devices and internet connectivity constraints.
- **Teacher Readiness:** Varying levels of digital literacy among educators.
- **Content Limitations:** Scarcity of mother tongue-specific digital resources.

Pedagogical Implications. Teachers must balance technology use to avoid cognitive overload and ensure that digital activities align closely with learning objectives. Moreover, incorporating culturally relevant content maintains learner identity and motivation.

Conclusion and Recommendations

Conclusion. Integrating multi-platform digital tools in teaching reading and text comprehension in mother tongue classes enhances student engagement and comprehension outcomes. The proposed methodology provides a structured pathway for effective implementation while addressing contextual challenges.





Recommendations. Governments and institutions should invest in infrastructure to support technology integration.

- Content developers need to create more mother tongue digital learning materials.
- Continuous teacher training must be prioritized to build confident users of educational technology.
- Further research should explore longitudinal effects and scalability in diverse educational settings.

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