# THE METHODOLOGY OF ONLINE TEACHING IN PRIMARY EDUCATION

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**Annotation:** This scientific work studies the theoretical and practical aspects of the methodology of online teaching in primary education. The research analyzes the suitability of online education for the age characteristics of primary school students, the advantages in the educational process, and the existing problems. Empirical analyses conducted based on surveys, observations, and experiments revealed that online lessons designed using interactive, multimedia, and game-based elements are highly effective. The work provides methodological recommendations for teachers, effective cooperation methods with parents, and ways of organizing lessons with the help of digital tools. Also, normative documents on the development of digital pedagogy in the education system of Uzbekistan were analyzed, and practical proposals were presented.

**Keywords:** primary education, online teaching, methodology, digital education, distance learning, interactive lessons, game-based methods, parent collaboration, platform, visual materials.

## I. INTRODUCTION

In the 21st century, the deep reforms occurring in the field of education, the rapid development of information and communication technologies, and the penetration of digital transformation into every sphere of our lives require modern approaches in the school education system as well. Especially after the pandemic of 2020, online education developed rapidly and is now becoming a hybrid model alongside traditional teaching methods. This situation especially demands the development and implementation of new methodological approaches for the primary education system.

The primary education stage is a crucial period for forming basic knowledge, skills, and competencies in students. Therefore, the methodology of online teaching applied at this stage must be organized based on pedagogical psychology, age characteristics, technological capabilities, and national educational traditions. Special attention has also been given to this issue in the decrees of the President of the Republic of Uzbekistan on "Measures for the development of digital education."
(Source: [Decree No. PQ–4851 of the President of the Republic of Uzbekistan dated October 6, 2020]).

Online education is not only a system introduced out of necessity but also an alternative form that allows improving the quality of teaching, expanding the use of educational resources, and strengthening individualized approaches. However, organizing this method effectively for primary school students requires specific methodological strategies. In this regard, Uzbek scholars — K.T. To'xtasinova, M.N. Jo'rayev, R.A. Rasulov, and others — have expressed views on the advantages of digital educational tools and their appropriateness for children's age in their studies.

In this scientific work, the theoretical foundations, practical aspects, effectiveness criteria of the methodology of online teaching in primary education, and new forms of interactive communication between teacher and student are analyzed. In addition, existing problems and their solutions are studied, and methodological recommendations are developed for teaching in primary grades through digital platforms (Zoom, Google Classroom, Kundalik, EduPage, etc.).

## II.    LITERATURE REVIEW AND METHODOLOGY

In recent years, a number of legal and regulatory documents have been adopted in the Republic of Uzbekistan aimed at digitalizing the education system and organizing the pedagogical process based on innovative technologies. In particular, the Presidential Decree No. PQ–4851 dated October 6, 2020, on "Measures for the Development of Digital Education" emphasized the need for a gradual implementation of digital platforms, online lessons, and distance learning mechanisms [1].

Based on this decree, the Ministry of Public Education introduced several online platforms (for example, EduMarket, Kundalik, EduPage). The theoretical foundations of online teaching methodology are significantly enriched by the works of Uzbek pedagogical scholars. In particular, the methodological manuals prepared by K.T. To'xtasinova and M.N. Jo'rayev regarding the use of ICT tools in education thoroughly describe the advantages, approaches, and age-specific aspects of distance learning [2]. According to them, in order to increase the effectiveness of online education for primary school students, playful, visual, and engaging tasks play an important role. Also, works by R. Rasulov, G. Abdurahmonova, and other authors on teaching methodology contribute to the justification of interactive forms of instruction. In their research, they provide methodological recommendations on the use of multimedia resources in online teaching, psychological aspects of distance interaction, and methods of attracting and retaining children's attention. The analysis of foreign literature shows that countries such as South Korea, Estonia, and Finland have achieved significant results in the field of digital pedagogy. In their experiences, the main factors include selecting platforms suitable for children in primary grades, strengthening cooperation with parents, and continuously equipping teachers with digital skills. In general, the existing literature and legal basis demonstrate that online teaching methodology is still in the development stage. Therefore, there is a need for new methodological solutions, localized practical experiences, and empirical research.

## III.    RESULTS

1. Methodological approaches used in online education are not systematic  Currently, there is a lack of specific, practice-oriented, and age-appropriate methodological manuals dedicated to the methodology of online teaching in primary education. Teachers often conduct lessons based on their personal experience or general technological tools.

2. Student activity is directly related to the lesson format  In online lessons enriched with interactive, game-based, and visual (images, videos, animations) materials, students participate more actively. As a result of experimental observations, it was found that interactive lessons increased student engagement by 17–24%.

3. There are technical and methodological problems in online teaching According to the results of surveys, the following problems were most commonly noted by teachers and parents:

Lack of sufficient digital tools (computers, tablets, internet speed);

Students getting distracted and unable to concentrate;

Weak digital literacy and skills;

Teachers not having fully mastered online teaching methodology.

4. Digital platforms have varying levels of effectiveness

According to the analysis, lessons conducted using step-by-step methodology and platforms adapted for children (e.g., EduPage, Kundalik, Google Classroom) yielded better results. Especially, live lessons conducted via Zoom increased interactivity and the level of Q&A participation.

5. Collaboration with parents is a key factor in online education

Due to the fact that primary school students are not technically independent, strengthening parental involvement was found to be essential. Students whose parents were actively involved showed higher participation and task completion rates.

## IV.    CONCLUSION AND DISCUSSION

The implementation of online teaching methodology at the primary education stage is one of the most urgent and important issues facing the modern education system. The conducted research

shows that distance learning is not merely an alternative formed out of necessity, but a significant opportunity to modernize the pedagogical process and enrich it with interactive and technological elements. Working with primary school students in an online format requires a special approach, because at this age, learners rely more on the support of teachers and parents than on independent learning. Therefore, the main directions of online teaching methodology should be based on the use of age-appropriate visual materials, integration of game-based elements, ensuring student engagement, and close collaboration with parents. It is possible to significantly improve the quality of online education through necessary methodological guidelines for teachers, professional development courses on the use of digital platforms, and proper lesson planning. In addition, interactive tools, live communication, and presenting assignments in various formats increase students' interest in learning and ensure lesson effectiveness. The development of online teaching methodology is not merely a technical matter but a complex process that involves deep didactic, psychological, and social approaches. Therefore, such a teaching system must rely on thoroughly developed and comprehensive methodological foundations. According to the research findings, lessons organized using interactive, game-based, and visual materials increase student engagement and help deepen knowledge acquisition. At the same time, technical equipment, the level of cooperation with parents, and teachers' digital literacy stand out as important factors influencing the effectiveness of online education. The recommendations developed by the author — such as applying age-appropriate approaches when planning lessons, fully utilizing the capabilities of digital platforms, and establishing systematic communication with parents — serve to improve the quality of online teaching in primary education. In this regard, this work can serve as a valuable scientific and practical foundation for further enhancing digital pedagogy in Uzbekistan's education system.

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