

Integration Of Cognitive And Emotional Aspects In The Process Of Teaching Foreign Languages To Primary School Children

Toshboyeva Barnokhon Odiljonovna¹, Rustamova Feruzakhon Makhmudzjanovna²,
Uraimova Mavjudaxon Maxmudjonovna³, Moydinova Shohida Ismailjanovna⁴,
Kambarov Nodirbek Mamatkodirovich⁵

^{1,2,3,4,5}Andijan state institute of foreign languages

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This research presents an innovative psycho-methodological approach to teaching foreign languages to young learners. By integrating cognitive and emotional aspects of learning, this approach addresses the unique needs and characteristics of primary school students. The study delves into the theoretical foundations of language acquisition, examining the influence of factors such as motivation, attention, memory, and thinking on language learning. A key finding of this research is the development of a new teaching model that effectively combines traditional and innovative methodologies. The experimental study demonstrates the efficacy of this approach, highlighting significant improvements in students' vocabulary acquisition, grammar skills, and communicative abilities. Moreover, the integration of emotional intelligence into the learning process fosters a positive learning environment and enhances student motivation.

The study emphasizes the importance of developing 21st-century skills, such as critical thinking, creativity, and collaboration, within the context of foreign language learning. It also underscores the need for inclusive education practices to cater to the diverse needs of all learners.

The research offers practical implications for foreign language teaching, providing a set of guidelines for educators. These recommendations include: tailoring instruction to individual student needs; creating a supportive and engaging learning environment; utilizing a variety of teaching methods, including gamification and project-based learning; integrating technology to enhance the learning experience.

Keywords: early foreign language learning, psycho-methodological approach, primary school students, cognitive and emotional aspects, innovative methodologies, communicative competence, inclusive education, 21st-century skills.

Theoretical Foundations of the Psychological and Methodological Concept of Foreign Language Teaching, examines the key psychological characteristics of primary school students, such as developing speech, attention, memory, and thinking skills. The importance of considering these features in organizing the educational process, including foreign language instruction, is emphasized. Factors influencing student motivation, emotional states, and their ability to absorb new language material are analyzed.

Primary education is portrayed not merely as a stage of learning but as a crucial period during which the foundations for future education and socialization are established. It is significant to note that unsuccessful adaptation of children to these initial conditions can negatively impact their subsequent educational process. Initially, primary education encompasses not only basic skills such as reading, writing, and mathematics but also fosters essential life skills like communication, collaboration, and critical thinking. These skills form the foundation upon which further educational and personal development is built.

Early research by L.S. Vygotsky in the realm of speech psychology initiated a profound investigation into the processes of speech generation. His concept linking thinking and speech, along with the introduction of the notion of inner speech, became the cornerstone for subsequent scholarly inquiries. The works of T.V. Akhutina,

N.I. Zhinkin, I.A. Zimina, A.A. Leontiev, A.R. Luria, among others, significantly advanced this theory, creating a comprehensive picture of the mechanisms underlying speech generation.

According to A.A. Leontiev's model, the genesis of verbal expression constitutes a sequential chain of mental operations, initiated by a speech intention driven by a specific motive. This culminates in the formation of a speech idea that subsequently undergoes internal programmed processing. At this stage, the semantic structure is organized, and linguistic means for its realization are selected.

The speech generation models by I.A. Zimina and T.V. Akhutina, based on A.A. Leontiev's concept, treat speech as a result of a complex process encompassing motivation, meaning formation, selection of linguistic resources, and their realization in phonetic form. Zimina identifies three primary levels of speech generation, while Akhutina details the speech programming process, describing three sequential selection operations: semantic, lexical, and phonetic units. Both scholars emphasize the formation of a cohesive statement as well as the peculiarities in constructing individual sentences. Although oral and written speech share a common foundation, written expression demands additional cognitive load.

A.A. Leontiev also underscores the significance of motivation and the creation of conditions that stimulate learning and speech activity. The mastery of a foreign language can be envisioned as a process of constructing a complex system consisting of individual components. Initially, these components are learned separately and subsequently integrated into a unified whole. This transition involves moving from conscious control over each operation to automatic execution. Reinforcement methods, such as using associations or mnemonics, play a supportive role and may become less significant over time. Notably, the key themes in these definitions lean more towards psycholinguistic concepts rather than purely psychological ones.

B.V. Belyaev analyzes various components of foreign language proficiency, distinguishing phonetic, lexical, grammatical, and stylistic facets, which coalesce into the notion of "language sensitivity". He posits that these components are delineated based on the inherent characteristics of the language and can be grouped as follows:

- Phonetic abilities encompass auditory sensitivity, articulation, and the capability to perceive and reproduce intonational nuances, related to imitation skills. The connection of these abilities with musical ear is also taken into account.
- Lexical abilities refer to verbal memory, the ability to quickly and clearly distinguish similar words, grasp specific meanings, and comprehend words in foreign speech.
- Grammatical abilities involve the ability to differentiate words according to their etymology and morphology, as well as to modify them according to grammatical norms.
- Syntactic abilities pertain to the precision of perceiving and understanding syntactic structures and to the capacity for assimilating and reproducing sentences both by model and independently.

According to B.V. Belyaev, all these abilities depend on foreign language thinking, which serves as their foundation. He asserts that speech comprises semantic content and linguistic form. With foreign language thinking, the form of the language is perceived intuitively, whereas the meaning is recognized during both the perception and the production of speech.

Consequently, two primary types of abilities can be distinguished: Language sensitivity is the intuitive ability to operate with foreign linguistic resources. The ability for foreign language thinking is actively intertwined with both inner and outer speech.

D.B. Elkonin, who studied this topic, identified several essential conditions that facilitate mastery of learning activities: the child's ability to consciously subordinate their actions to established rules; capacity to perceive and comply with adult instructions; ability to work based on models.

National and foreign researchers (V.N. Meshcheryakova, N.V. Semenova, I.N. Pavlenko, I.L. Sholpo, Z.Ya. Futerma, L.P. Guseva, N.A. Gorlov, M.A. Khasanova, Carol Read, Cristiana Bruni, Diana Webster, etc.) have made significant contributions to this field; however, there currently exists no unified methodology for early language instruction. Two predominant viewpoints on the concept of "early foreign language education" have emerged. Some scholars argue that this exclusively pertains to preschool age, during which a child learns a language intuitively. Others, including N.D. Gal'skova and Z.N. Nikitenko, extend this concept to include the primary school age, advocating for a differentiated approach to teaching children of various ages. Preschool education focuses on developing the linguistic intuition of children aged four to seven. Primary school language

education commences in the first grade and presupposes a more systematic approach to language study. Despite differences, both approaches possess their advantages, and the selection of the optimal option depends on the individual characteristics of the child.

The concept of "early foreign language education" currently encompasses children from birth to six years of age. Nonetheless, there is disagreement regarding the optimal age to commence lessons. Gal'skova and Nikitenko contend that the most effective learning occurs between the ages of three and six in a playful manner aimed at the holistic development of the child. Utekhina concurs with this period but identifies a "golden mean" of five to eight years, at which point the child has already developed a foundation in their native language and is prepared for more systematic foreign language study.

From the discussion above, it follows that the age at which learning begins may vary depending on the child's psychophysical maturity. The educational process needs to be organized within an atmosphere of emotional comfort. It is crucial to consider that if a child displays delays in speech development or nonverbal imaginative thinking, the study of a second language could potentially hinder the development of higher mental functions, impeding their maturation.

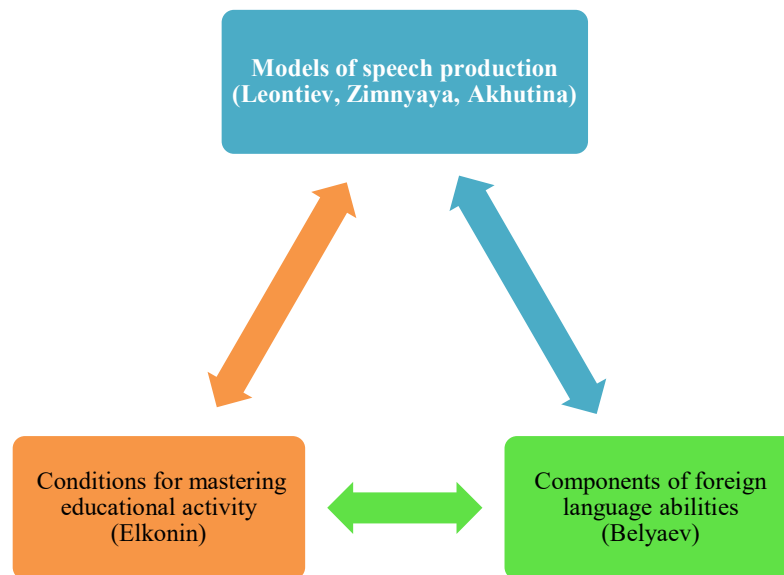


Figure 1. The Process of Foreign Language Speech Generation

At the turn of the century, the educational community actively debated the optimal age for beginning foreign language instruction. P.F. Kapterev, one of the most authoritative educators of that era, opposed early language education, arguing that premature exposure to foreign languages could lead to an overload of the child's psyche and complicate the formation of clear linguistic boundaries.

It is worth noting that the prominent Russian educator K.D. Ushinsky also opposed early foreign language acquisition for similar reasons. Emphasizing the significance of the native language in personality development, he cautioned against introducing a foreign language until it is evident that the native language has taken deep root in the child's spiritual nature. He stated that it is impossible to establish a universal timeline related to this; with one child, foreign language study can be initiated at ages seven or eight (but not earlier), while with another it may be recommended to start at ages ten or twelve; and for children with extremely low receptivity, it may be better not to begin at all.

In the eleventh century, Latin served as the language of international communication in Western Europe; however, with the rise of nation-states and an increase in local dialects, its role gradually diminished. Concurrently, the Arabic language, through the expansion of Islam, continued to play a dominant role across the vast territory of the Arab Caliphate. Arabic became the primary means of communication in political,

philosophical, and artistic literature, as well as in record-keeping and inter-state relations in the East.

The study of foreign languages in our country has always been closely intertwined with cultural transformations. Eminent scholars of Central Asia, such as Al-Khwarizmi, Biruni, Ibn Sina, and Farabi, made invaluable contributions to the development of mathematics, astronomy, medicine, and philosophy. Mastering Arabic, Persian, and Greek, they translated and commented on the works of ancient philosophers and scholars, thus enriching scientific thought within the Islamic world. In their works, they not only presented the results of their research but also offered detailed methodological recommendations, making their works accessible to a broad readership.

In the 1930s, methodology actively evolved within the framework of comparative linguistics (Ryt E. M. *Fundamentals of Foreign Language Teaching Methodology*, 1930). In the 1940s and 1950s, outstanding domestic scholars L.V. Shcherba, I.V. Rakhmanov, V.D. Arakin, O.S. Akhmanova, and others also viewed general methodology as an "application" to various aspects of linguistics. This perspective, substantiated within the scientific works of the mid-twentieth century, allowed methodology to be perceived as applied linguistics.

By the 1960s, methodology began to be considered as applied psychology. The main proponents of this viewpoint were distinguished psychologists B.V. Belyaev and V.A. Artemov. B.V. Belyaev delineated the psychological components involved in the process of foreign language learning and the structure of mental phenomena and processes that facilitate the acquisition of vocabulary, grammar, and other aspects of the studied language, analyzing the process of mastering another sign system from the perspective of individualized psychological characteristics of learners. Around the same time, domestic didactics such as Yu.K. Babansky, V.S. Tsetlin, A.V. Tekuchev, E.I. Perovsky, and others considered methodology a branch of pedagogical science due to the presence and utilization of shared didactic principles within these fields of knowledge.

Currently, the methodology for teaching foreign languages is viewed as a separate scientific discipline. Among the general methodologies characterizing the contemporary state of foreign language teaching, A.N. Shchukin highlights the works of N.D. Gal'skova, "Modern Methodology for Teaching Foreign Languages" (Moscow, 2000), E.N. Solovova, "Methodology for Teaching Foreign Languages" (Moscow, 2006), and Y.M. Kolker, et al., "Practical Methodology for Teaching Foreign Languages" (Moscow, 2002). In scholarly and methodical literature, alongside the term "foreign language teaching methodology," the term "linguodidactics" is widely used. This term, introduced into scientific discourse by academician N.M. Shansky in 1969, has been further developed in the works of I.I. Khaleeva, N.D. Gal'skova, and N.I. Gez. Linguodidactics is viewed as a general theory for foreign language teaching that develops the foundational methodology for this subject. As N.D. Gal'skova notes, these two scientific domains do not stand in opposition to each other, nor do they mutually replace one another; rather, they complement each other. If methodology generates approaches for teaching foreign languages and constructs a specific methodological system—a model of education—then linguodidactics answers questions regarding the essence of an individual's general ability to engage in social interactions through language, the capacity to master a language, the regularities underlying the formation of this ability, as well as the mechanisms and processes involved in mastery and acquisition of a foreign language. Furthermore, beyond general methodology, which studies the "regularities and features of the foreign language teaching process, irrespective of which language is being addressed," there exist so-called specific methodologies that examine the teaching of linguistic and speech phenomena particular to each specific language. Alongside methodologies for individual languages, there are specific methodologies that consider the conditions of language instruction, including the specific characteristics of the learner's age category, for example: methodologies for early foreign language education, methodologies for teaching foreign languages in primary schools, secondary schools, and higher education institutions. Thus, the methodology for early foreign language education, based on the conditions of instruction, can be defined as a specific methodology or, according to N.A. Gorlova, as a branch of general methodological science.

The starting point for the establishment and development of methodologies for early foreign language education, which explores the entire spectrum of issues related to mastering a foreign language during preschool childhood, can be traced back to the early 1960s. In 1961, due to significant public and pedagogical interest, the Council of Ministers enacted a resolution permitting the organization of groups for foreign language instruction in kindergartens and primary schools, considering parents' requests and at their expense. Thus began a broad nationwide experiment aimed at teaching preschoolers foreign languages. In the RSFSR, foreign language

instruction was conducted in over 300 kindergartens. The scientific center for the initial experimental language education of preschool and primary school-age children was Leningrad. Scientific research and practical teaching demonstrated the feasibility of early foreign language education conducted through specially organized lessons in the absence of a language environment. Additionally, optimal age for learners was identified. Research authors largely agree that foreign language teaching should commence around the age of five (senior group), when a child's speech in their native language is increasingly structured and they begin to produce albeit short yet grammatically correct sentences, approaching the new language with conscious intent. Therefore, ages five to six were established as the most sensitive period conducive to the effortless and rapid retention of learned material in children's memory. The analysis and synthesis of data gathered during pedagogical activities led to a series of dissertations in the 1960s (E.S. Tsarapkina, 1964; T.A. Chistyakova, 1965; N.D. Kakushadze-Mdinaraidze, 1967; N.F. Kolieva, 1968) and methodological guides, written based on experimental validation of theoretical premises (T.A. Chistyakova, E.M. Chernushenko, G.I. Solina; O.S. Khanova; E.S. Tsarapkina).

During experimental validation of teaching complexes, the main direction of the educational process and the path to language mastery—from imitation and replication of words or phrases to contextualizing words within sentences, constructing diverse statements by analogy, and subsequently developing simple forms of dialogical speech and auditory comprehension (understanding tales and narratives supported by visual aids)—were determined.

Given the developmental characteristics associated with preschool age, scholars emphasized the necessity of broadening the use of play-based techniques—physical games (thematic, creative), story-based games, and others. A significant component of instruction at this time involves learning songs, rhymes, counting games, and engaging children in brief enactments. According to the literature, these techniques are essential for reinforcing proper pronunciation skills, acquiring new vocabulary, or practicing previously familiar words and grammatical structures.

Research on teaching foreign languages to preschoolers is noted in dissertations from the 1970s. This period is characterized by a slight decline in public interest in early foreign language studies. One of the primary reasons for this can be attributed to a lack of continuity in instruction at various stages of the education system. Specifically, there was a gap in instruction: when beginning to study a language in preschool, children could only resume in the 5th grade of school when the subject "Foreign Language" was introduced. However, the 1970s saw further development of the early foreign language education concept. Analyzing theoretical and experimental material reveals major global issues that were intensively explored during this time in domestic methodologies for teaching foreign languages in schools:

- Development and specification of the theory of speech activity based on general psychological theories of activity.
- Formation of speech skills and competencies across various types of speech activity.
- The communicative orientation of the entire process of teaching foreign languages.

In January 1941, the Council of People's Commissars of the Uzbek SSR decided to enhance the effectiveness of foreign language teaching in schools. However, the onset of World War II interrupted the implementation of these plans.

Research into language education in Uzbekistan during the 1960s and 1980s indicates that the primary objective of instruction was to cultivate practical communication skills in English and Russian, as these languages were deemed most in demand in the Republic's economic and cultural life. Consequently, thanks to implemented measures, the teaching of foreign languages in Uzbekistan's schools became more intensive and effective. Special attention was devoted to developing oral communication skills, as it was considered vital for practical use of foreign languages in daily life.

The decree of the first President of the Republic of Uzbekistan, I.A. Karimov, dated December 10, 2012, "On Measures for Further Improvement of the Foreign Language Study System" represents a significant step towards strengthening long-term cooperation across various fields of economy, politics, culture, science, and sports on the international stage. In 2013, Uzbekistan initiated a large-scale educational reform: the study of foreign languages, chief among them English, became mandatory from the first grade across all schools in the country. This decision reflects the nation's aspiration to integrate into the global community and prepare its youth for the challenges of the 21st century.

In the second chapter of the dissertation, titled "Psychological and Methodological Aspects of Forming Language Competence in Primary School Children," the definitions of language competence, its components (phonetic, lexical, grammatical, communicative), and the interrelations between them are discussed in detail.

The objective of education acts as a compass, directing the educational process. It defines what outcomes are desired as a result of the teaching endeavor. The precision and clarity of the formulated objective impact the choice of teaching materials, methods, and techniques utilized. A well-formed objective is a guarantee of successful learning.

The development of communicative competence is a priority goal in foreign language education. Achieving this aim involves creating conditions that actively employ linguistic knowledge in various communicative situations. The functional aspect of the pedagogical process, represented by skills, competencies, and knowledge, is formed and developed during the acquisition of a foreign language.

In accordance with international standards, foreign language instruction must encompass the formation of communicative competence, which consists of several key components:

- Linguistic competence encompasses mastery of language skills and speech practices covering phonetics, vocabulary, and grammar.
- Sociolinguistic competence involves the ability to intentionally utilize language forms and speech elements while considering interlocutors' characteristics and the changing circumstances of communication.
- Sociocultural competence consists of the capacity to engage in intercultural dialogue based on the understanding of both universal and specific cultural contexts.
- Strategic competence refers to the ability to employ compensatory strategies when linguistic resources are insufficient to express thoughts or understand others' speech.
- Discourse competence entails the ability to create and interpret speech with clearly expressed structure, including coherence, logic, and cohesion.
- Social competence encompasses the ability and desire to participate in communication, demonstrating important social qualities such as friendliness, attentiveness, and tolerance.

The goal during the early phases of education is to develop listening comprehension and speaking skills. This encompasses the ability to perceive the utterances of the teacher and classmates in various communicative situations during lessons and to respond appropriately based on the content of the educational material. Mastery of the overall content of educational texts and short authentic texts, which are not complex linguistically (such as fairy tales and stories), is also necessary, alongside fully and accurately comprehending brief monologic statements based on familiar material.

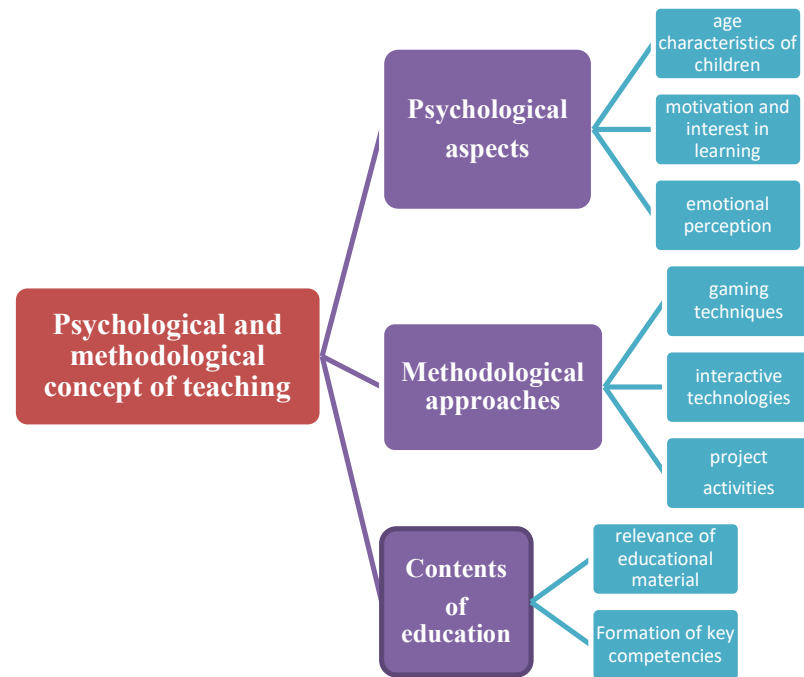


Figure 2. The Structure of the psychological and methodological concept of teaching

The idea that the aim of instruction should be clearly understood and represent a desired outcome is supported by research in psychology. A.N. Leontiev emphasizes that such an image of the outcome is consistently present in an individual's consciousness during activities. In the context of learning English, this implies that prior to preparing for a performance, students must have a clear understanding of the final goal and all the stages necessary to achieve it. They should be mindful of both the educational and developmental tasks facing them, focusing particularly on vocabulary, grammar, and methods of usage.

There exists a close interrelation between the objectives, means, and outcomes of instruction. Each objective determines which instructional methods will be utilized, while the application of these means leads to the accomplishment of specific results. This logical sequence allows the educational process to be organized in such a way that students progressively master new material and develop their language skills.

The content of education is not merely a collection of knowledge but rather a dynamic system that includes educational material and the process through which it is acquired. It continuously evolves and adapts to changing educational conditions. G.V. Rogova and I.N. Vereshchagina identify three key components:

- The linguistic component encompasses the language material and speech resources necessary for students' mastery.
- The psychological component integrates skills for working with language material, such as phonetic, lexical, and grammatical abilities, as well as skills developed across various activities.
- The methodological component consists of teaching methods that promote the development of learning activity and strategies aimed at the most effective assimilation of knowledge.

Mastering the sound structure of a language represents a fundamental stage necessary for facilitating immediate live communication during the initial phase of learning. Language skills concentrate on isolated sounds, while speech skills are related to perceiving sounds in context. The primary objective of phonetics instruction is to establish phonetic skills and encompasses several aspects:

- Developing the ability to listen to and distinguish sounds while enhancing phonemic ear;
- Articulatory skills, meaning the attainment of automatism in both external forms of language (sounds, grammar) and the development of internal speech mechanisms.

Inner speech, constituting a sort of "internal dialogue," plays a pivotal role in forming speech skills and enables learners to master the intonational subtleties of the target language more effectively.

According to G.A. Kitaigorodskaya, the ability to pronounce sounds and words correctly in a foreign language involves two interrelated aspects: the capacity to hear and reproduce sounds (auditory-articulatory skills) and the ability to effectively utilize intonation and speech rhythm (rhythmic-intonational skills).

The process of developing phonetic skills consists of three principal phases identified by S.F. Shatilov. Each phase warrants closer examination. The first phase is termed "orientational-preparatory." When introducing new sounds and intonation samples, an important criterion lies not in their complexity but rather in the extent to which children are already acquainted with previously mastered speech models. The second phase is referred to as "situational." Phonetic drills consist of exercises directed at developing auditory and articulatory skills, which can be broadly classified into two main categories: perception exercises and reproduction exercises. The third phase of phonetic skill formation, as highlighted by S.F. Shatilov, is called "automation-complexity." During this phase, already mastered sounds and intonation samples are solidified within speech, with the primary task being to achieve automaticity in pronunciation skills so they can be executed without considerable effort from the speaker. Among the most favored exercises designed to enhance pronunciation accuracy and speech fluency are activities involving rhymes, tongue twisters, dialogues, and quatrains.

As A.D. Klimentenko and A.A. Mirlyubov assert, the effective operation of speech activity plays a crucial role in forming the competence to create verbal combinations based on practical usage. A critical aspect of this activity entails the ability to create combinations of words encompassing both lexical and grammatical (syntactic) compatibility.

The activation of a lexical unit constitutes a cognitive process that includes searching for, selecting, and activating the pertinent language sign within one's mental lexicon and subsequently verbalizing it. This process involves choosing the words that may combine with the word in question. Retrieving a word from memory requires locating its corresponding sound form. The duration of this operation directly correlates with vocabulary size: the larger the vocabulary known, the greater the load placed on long-term memory, and consequently, a higher likelihood of confusion while transferring words to working memory.

Receptive knowledge of a word, essential for understanding spoken language, comprises the ability to recognize lexical units through their acoustic forms and ascertain their meanings. The process of language perception can be divided into three main stages:

1. The initial stage involves perceiving the sound structure of the word.
2. The second stage consists of differentiation and identification of lexical units, which includes the ability to distinguish and compare words within spontaneous speech, crucial for their recognition.
3. The final stage of language perception encompasses the comparison of the sound form of a word with its lexical meaning within the overall context of the utterance, facilitating a comprehensive understanding of the message.

A thorough analysis of the peculiarities associated with new words, including their sound structure, constitutes an integral part of effective vocabulary instruction. The child's first exposure to a new word plays a decisive role in its future assimilation. The more vivid and distinct that introduction is, the easier it will be for the child to use the new word in speech. Therefore, establishing favorable conditions for the initial perception of vocabulary is vital.

There are two principal approaches to teaching vocabulary: contextual and extra-contextual. The first, which presents new words within specific situations or texts, is considered more effective, especially for children. It enables the child to immediately grasp the meaning of the word and observe examples of its usage. In contrast, the extra-contextual method, whereby the word is provided in a list or explained, is less effective as it does not facilitate deep understanding.

During the introduction and clarification of new lexical units, a process of semanticization occurs, which is inherently linked to context. In this regard, A.D. Klimentenko and A.A. Mirlyubov delineate several methods of semanticization that may be based on the following aspects:

- Syntagmatic relationships of lexemes formed according to context (within phrases, sentences, groups of sentences, or texts);

- Paradigmatic relations, which include comparisons with synonyms and antonyms, for example: "The mouse is small. The cow is big. This bird is black. This bird is white."
- Semantic relations between words can be expressed through definitions, detailed descriptions, and contextual examples.
- Cross-linguistic relations, such as translation, allow for establishing correspondences between lexical units across languages and understanding their meanings at a deeper level. For instance: "Milk is white water that cows make. Babies and cats like it very much. We drink it in the morning."
- Extralinguistic orientation, related to the denotation, encompasses various visual aids such as objects, images, gestures, indications, and mimicry.

The method of semanticization is individually chosen for each word, taking into account its specific characteristics. When a word denotes a particular object or phenomenon, the most effective means of explanation is to utilize visual materials. For more abstract concepts, definitions and contextual examples are more suitable. For example: "A car is a vehicle with four wheels that is used for transportation."

Vocabulary Exercises: Fairy Tinkerbell's Catalog

Tinkerbell and her friends are compiling a catalog of natural objects. What items will they list in the section dedicated to green (yellow, red, etc.) colors? What things can be green? (For example, green - leaves, cucumbers, flowers, watermelon; yellow - leaves, autumn, sun, duck, dress).

Discrimination Exercises:

1. Listen to the phrase and determine how many words it contains.
2. Listen to very similar phrases that differ by only one new word or a change in their grammatical structure. Try to understand their meaning. (It is a green tree. It is a green leaf. / It is a big ball. It is a big doll. / Cats like milk. A cat likes milk. / I have a toy. I have toys.)

Recognition Exercises (Comparison):

1. Listen carefully to the words and clap your hands if you hear the specified sound.
2. Help Malvina arrange and place the toys on the shelves. Put the toys in the order they are sounded.
3. Spider-Man is looking for assistants who are the fastest and most attentive. To pass the competition, identify which sentence speaks about several items and which one refers to only one, then raise the appropriate cards indicating singular and plural forms. (Jane has got three dolls. / The mouse is little. / I like plums. / This boy can swim.) Determine the winners of the first round.
4. Snow White wrote a letter for Alyonushka. Not knowing English, she sought assistance from a clever owl. Listen and check whether the owl accurately translated the English phrases, while also identifying any potential mistakes.

Integrating grammar into early foreign language instruction plays a crucial role in forming comprehensive linguistic competence among students. The primary objective during the basic stage of grammar instruction is to assist children in establishing a direct connection between the form of a grammatical phenomenon and its meaning in communicative contexts. In other words, learners must comprehend that each grammatical construction serves to express a specific thought. Furthermore, the learning process implies:

- The development of the child's individuality, as well as their speech skills, attentiveness, logical reasoning, memory, and imagination; stimulating interest in continued foreign language study;
- Adapting primary school students to a new linguistic environment to overcome the psychological barriers encountered when using a foreign language as a means of communication;
- Cultivating children's speech, mental, and cognitive abilities, as well as their general academic skills.

Gradually, students acquire linguistic knowledge and their grammatical skills become more refined while engaging with grammatical material. Grammatical skills vary along with types of speech activity, such as speaking, reading, listening, and writing.

Numerous classifications of grammatical skills exist. For instance, I.L. Bim, in her study on the grammatical aspects of speech, emphasizes actions associated with the grammatical formulation of speech at both morphological and syntactic levels rather than focusing on the process of skill formation itself. N.D. Gal'skova, meanwhile, differentiates language skills into productive and receptive.

Morphological skills entail correctly and automatically forming and using words in spoken language.

Syntactic skills represent the grammatical speech competencies that enable correct placement of words

(defining word order) in various types of sentences in accordance with language rules.

A productive grammatical skill is defined as the speaker's ability to select the appropriate model based on the communicative task and phrase it in compliance with the norms of the given language. The communicative task implies the intention to convey information, express one's opinion, and so on. Successful execution of these tasks demands the use of specific grammatical forms.

At the primary school age, children exhibit high emotionality and activity, while their attention is often inconsistent and involuntary. It is essential to take into account the psychological characteristics of children during this developmental stage when organizing the educational process. Typically, children exhibit heightened interest in topics that resonate with their personal interests. Taking into consideration the psychophysiological characteristics of younger schoolchildren, a differentiated approach incorporating communicative and inductive methods proves to be more effective in instruction. At this stage of development, children find it challenging to grasp grammatical rules and tables.

E. Vorontsova's methodology employs the principle of visualizing grammatical constructions through specialized volumetric models. These "grammatical toys" allow children not only to memorize rules but also to understand the logic behind sentence construction. Thanks to these models, the process of grammar instruction transforms into an engaging game in which the child can independently combine words and formulate various sentences, gradually mastering grammatical categories such as tense, number, and person.



Figure 3. Innovative Approaches by E. Vorontsova and T.P. Bludova in Teaching Grammar.

Bludova T.P. suggested utilizing a system of conditional signs for visually representing the lexical units of the English language. These signs, resembling enigmatic pictograms, assist children in establishing connections between the phonetic form of a word and its written representation. A special system of symbols and gestures was devised for the first 50 basic words in English.

The third chapter of the dissertation is titled "Pedagogical Foundations of the Principle of Continuity in Teaching Younger Schoolchildren." The achievement of objectives in foreign language instruction hinges not only on the abilities and needs of learners but also on their motivation and level of cognitive interest.

It predetermines the direction of activity, the means, and methods for achieving this objective. Unfortunately, a noticeable decline in cognitive interest towards learning foreign languages can be observed across grade levels, particularly in elementary classes. Additionally, gaps that arise during the initial stages of learning adversely affect motivational engagement. Often, graduates of primary school lack adequately developed

communicative competence in a foreign language: they may not possess fundamental grammar knowledge, nor can they read or write in the foreign language, etc. However, the primary reason lies in the absence of a well-developed methodology for maintaining and nurturing motivation for foreign language study, alongside insufficient consideration by educators of the psychological patterns governing motivation development and the age-related characteristics of students at specific learning stages.

Continuity in foreign language instruction has been a topic of study since the 1950s. Various viewpoints on issues of systematic instruction in foreign languages have been articulated in published methodological guides and journals. Some assert that continuity when transitioning from middle to high school constitutes one of the essential pillars of the process of foreign language teaching in higher education; thus, the high school course is viewed as a direct continuation of the school course, a necessity in their view. Conversely, others maintain that teaching at the high school level should commence from the beginning, taking into account the language proficiency levels of students. The primary reasons for this include, first, the absence of acquired speaking skills and qualifications from school, and second, the varied levels of knowledge, skills, and qualifications that students possess.

The questions of what should be taught within the educational framework, how it should be taught, and who teaches offer a structure for educational content. It is appropriate to address the question of which subjects should be prioritized. The fact that this query remains unsettled in Uzbekistan for years illustrates the lack of integration among diverse educational types, as well as the inadequately developed measures for unifying educational content, making this issue acutely timely. Since educational content is determined by curricula, ensuring coherent connections among various educational types and among interdisciplinary and inter-class/subject linkages is imperative. In extensive educational reforms, we must not only alter forms but also the content that ensures quality. Based on this objective, we have delineated the following tasks:

- Development of subject-focused concepts for the continuous education system;
- Preparation of analytical comparative charts on themes examined across all education types within scientific domains;
- Preparation of integrated educational programs for preschool, general secondary, vocational, and higher educational institutions;
- When studying international experiences, including that of Finland, attention should be paid to coherence, continuity, logical sequencing and systematicity.

The completion of the tasks outlined revealed several fundamental issues regarding the provision of integrity and continuity in working programs:

- Imbalances exist in selecting and containing educational content due to the interdisciplinary nature of continuous education;
- The repetition of themes occurs across different stages of continuous education;
- Inefficient utilization of time by instructors and students arises from redundancies and excess time.

The existing challenges pertaining to each educational pathway, alongside the objectives and tasks involved in teaching respective subjects, strategies, and the educational-methodological support expressed in concepts aimed at synchronizing systems of preschool, general secondary, vocational, and higher education, alongside coherence in development, interdisciplinary integration, and personnel preparation in this domain are highlighted in anticipated outcomes.

To create educational-methodological support for a given subject, didactic, scientific-methodological, pedagogical-psychological, aesthetic, and hygienic requirements were established. It was highlighted that the objectives and tasks of each entity contribute to the development of today's new Uzbekistan, relying on educational, scientific, and industrial integration, while aligning with the strategic directions across all sectors of societal life. For instance, within the framework of natural science concepts and curricula, knowledge in this area (such as genetic engineering, biotechnology) holds significance for the immediate advancement of industry. Delays in the mastering of the latest chemical or biological technologies compromise the competitiveness of the national economy while heightening its vulnerability against increasing geopolitical competition.

In addition to analyzing local curricula and programs, Finnish educational frameworks were also examined. In Finland, the development of a curriculum may be subject-specific or integrated. Another aspect that differentiates our curriculum is integrated education, whereby one subject is taught alongside multiple other

subjects over a specified time period (hours, days, weeks).

For example, the topic "Motherland" may incorporate elements from the native language, literature, foreign language from the perspective of language education, geography, and historical location, as well as mathematics concerning the country's real income, with regards to numerical aspects, within natural sciences.

M.E. Vildo, who researched issues relating to the continuity of English grammar instruction in primary and secondary schools, noted that for the achievement of foreign language mastery in higher education, it is crucial to establish coherence in the program content, teaching resources, educational materials, as well as the knowledge levels of younger students, high school graduates, lyceum students, and college students.

By the 70s and 80s, approaches to continuity also evolved. Proponents of the first approach gradually repeat vocabulary and restore partially mastered skills and competencies while simultaneously introducing new material, constituting a corrective course aimed at reaffirming learned lexical and grammatical constructs in spoken language (K.N. Kulakov, A.P. Shramova).

Proponents of the second approach advocate for uniform demands to be imposed upon all students regardless of their accomplishments achieved in school (V.D. Bakulin, T.A. Abramkina, Yu.A. Zluktenko).

Despite the fact that M.E. Vildo's proposal for coherence in teaching foreign languages has found reflection in various methodological developments, the question of the most effective approach to organizing the educational process in higher education remains unanswered. An analysis of existing practices indicates that a corrective course involving the repetition and systematization of previously studied material presents the most promising outcomes. Yet, continued research in this domain is essential for identifying new effective methodologies and developing optimal learning models.

Pedagogical experimental work was carried out in Andijan, Namangan and Fergana regions. Pedagogical experimental work was organized and carried out in schools of Andijan region, Namangan region and Fergana region in the 2023-2024 academic year at the stages of diagnostics and forecasting, organizational and preparatory, practical and generalizing.

From the obtained results, it can be concluded that the indicator of the assessment of the effectiveness of training is greater than one, and the indicator of the degree of knowledge is greater than zero. This means that the effectiveness of experimental work conducted on the psychological and methodological concept of teaching foreign languages to children of primary school age increased by 15.4%, which became known from statistical analysis.

The research conducted on a psycho-methodological approach to teaching foreign languages to primary school students has yielded the following conclusions:

1. Development of an Innovative Concept: An innovative psycho-methodological concept has been developed, integrating cognitive and emotional aspects of learning, while considering the age-specific characteristics of young learners. This has enabled a deeper understanding of the theoretical foundations of foreign language learning psychology and the creation of a more effective teaching model.

2. Experimental Validation: The experimental study confirmed the effectiveness of the developed concept. Students taught using this program demonstrated superior results compared to the control group in terms of vocabulary acquisition, grammar, and communicative skills.

3. Emotional Intelligence Integration: The integration of emotional intelligence elements into the learning process fostered a sustained motivation for foreign language learning and enhanced students' self-esteem.

4. 21st Century Skills Development: The concept contributed to the development of key 21st-century skills such as critical thinking, creativity, communication, and collaboration.

5. Implications for Practice: The results of the study open up broad prospects for implementing the developed concept in foreign language teaching practice. This concept can be successfully adapted for various age groups and language proficiency levels. It is recommended to develop comprehensive professional development programs for teachers aimed at mastering innovative methods and integrating them into the teaching process.

6. Efficacy of Innovative Methodologies: The experimental verification confirmed the effectiveness of the developed concept. The application of innovative methodologies such as game-based learning and project-based learning led to significant improvements in students' communicative competence.

7. Flexible and Inclusive Learning Environment: The developed concept, grounded in the principles of flexible and inclusive education, allowed for the creation of a learning environment where every student could realize their potential. The use of gamification and project-based activities facilitated the development of students' creativity and critical thinking.

8. Accommodating Diverse Learners: The developed methodological approaches ensure successful learning for all students, including those with special educational needs.

9. Practical Significance: The research findings have high practical significance and can be used to develop new curricula, teaching materials, and teacher training courses.

Methodological Recommendations Based on the Research

1. Individualized Instruction: When teaching foreign languages to primary school students, it is essential to consider the individual characteristics of each learner, including their knowledge level, emotional needs, and motivation.

2. Flexible Teaching Methods: Flexible teaching methods should be employed to allow students to work at their own pace and choose tasks that align with their interests.

3. Inclusive Learning Environment: An inclusive learning environment should be created. Equal opportunities should be provided to all learners, including those with special needs.

4. Gamification and Motivation: Games and gamification should be used to enhance student motivation and engagement.

5. Positive Learning Environment: A classroom atmosphere of trust and mutual understanding should be fostered, helping students manage their emotions.

6. Authentic Language Practice: The learning process should be organized in a way that allows students to practice the language in real-life situations.

7. Integration of Technology: The effectiveness of teaching can be enhanced by integrating digital tools into the educational process.

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