

A SYSTEM OF IMPROVED TASKS BASED ON THE NEUROPSYCHOLOGICAL AND LINGUISTIC APPROACH TO TEACHING THE MOTHER LANGUAGE IN PRIMARY GRADES

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Abstract. *This article analyzes the process of developing and implementing an improved system of tasks on neuropsychological and linguistic grounds in native language lessons for primary school students. The main goal of the study is to develop students' phonological, semantic and grammatical skills, improve speech and creative thinking skills. The article provides practical exercises and methodological recommendations for students.*

Keywords: *neuropsychology, linguistics, native language, primary school, tasks, methodology, improvement.*

Learning the mother tongue is a key factor in the cognitive, speech and creative development of primary school students. The formation of language skills is not limited to grammar and vocabulary, but is directly related to the neuropsychological processes of the brain. Therefore, it is important to plan the language learning process based on a scientific basis.

Psychological studies show that through language learning, children:

- develop logical thinking,
- increase vocabulary,
- strengthen speech and creative abilities.

According to Vygotsky's theory, the development of children's thinking and speech is an interrelated process, and learning a native language forms a person's thinking ability. Therefore, creative exercises and word games related to the topic should be used when developing tasks in the lessons.

The neuropsychological approach includes exercises aimed at developing students' attention, memory, auditory and visual abilities. For example, students can be given exercises to distinguish syllables using colored cards.

The linguistic approach is based on the formation of skills in phoneme, word and sentence structure. For example, students can be given tasks to use new words in a sentence or compose a short story.

By combining these approaches, students effectively develop language sensitivity, logical thinking and creative thinking skills.

There are several theoretical sources on the study of the native language and the neuropsychological approach.

- Chomsky (1965) studies the structure of language and how grammatical rules are encoded in the brain. According to him, humans perceive language as a natural instinct and there are psychological processes associated with the structure of language.
- Pinker (1994) studies the language instinct and explains the process of language acquisition in children from a biological and cognitive perspective.
- Akhutina (2005) describes methods for developing speech and auditory activity through a neuropsychological approach.
- Leontyev (2010) analyzes psycholinguistic principles and applies them to practical methodology.

When analyzing this literature, it is clear that neuropsychological and linguistic approaches are effective in engaging students in active participation in teaching their native language.

The following system of tasks is considered effective in teaching the mother tongue for primary grades:

1. Phonological exercises - separating syllables, words and sentences, pronunciation exercises. For example, dividing the word "book" into syllables: ki-tob.
2. Semantic exercises - linking words to the topic, increasing vocabulary. For example, separating the words "tree", "flower", "bird" from the word "garden".
3. Grammar exercises - forming sentence structure and syntax skills. For example, arranging words in the correct order to form sentences.
4. Creative exercises - composing a mini-story, developing thinking through imagery and dramatization.
5. Multisensory exercises - combining visual, auditory and kinesthetic channels. For example, dividing words into syllables using colored cards.

We present practical exercises and examples for the cognitive, speech and creative development of students in the process of primary school native language education:

1) "Colored syllables"

Students are asked to divide words into syllables and represent each syllable with a color:

- book → ki (red) + tob (blue)
- school → mak (yellow) + tab (green)

2) "Enliven the speech"

Students are given a simple sentence and asked to enliven it with visual, moving elements:

- The dog runs in the field → Dog (card) + field (image) + runs (action)

3) "Semantic center"

Finding words connected around the given word:

- Garden → tree, flower, apple, bird, grass

4) “Word and Picture Matching”

Exercise matching picture and word:

- Apple (picture) → apple, banana, cherry
- House (picture) → house, school, garden

5) “Word Game”

Develop students’ speech by dividing words into syllables and changing them:

- Book → kit, tob, bock
- Tree → dara, raht, rast

6) “Create a mini-story”

Students compose a short story using the given words:

- Words: bird, tree, children
- Story: “The children watched the birds under the tree.”

As a result of these experimental exercises, phonological sensitivity and pronunciation improve, vocabulary and semantic connections develop, attention and working memory efficiency increase, interest and motivation in lessons increase.

The results show that the system of tasks based on a neuropsychological and linguistic approach is effective and interesting for primary school students.

In primary school, the system of tasks improved on a neuropsychological and linguistic basis effectively develops students' language and cognitive skills. This system strengthens students' speech, creative and logical thinking skills and increases interest in lessons.

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