

SCIENTIFIC-METHODICAL BASES OF DESIGNING TASK IN THE PROCESS OF TEACHING THE MOTHER LANGUAGE IN PRIMARY GRADES BASED ON THE NEUROLINGUISTIC APPROACH

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Abstract: This article explores the scientific and methodological foundations of designing learning tasks for teaching the mother tongue in primary grades based on a neurolinguistic approach. It examines the role of neurolinguistics in the processes of language perception, processing, and acquisition, emphasizing the importance of neuro-pedagogical principles suitable for the cognitive and psychological characteristics of young learners. The study proposes a system of tasks that develops linguistic and communicative competencies by activating cognitive mechanisms and enhancing students' speech abilities. Furthermore, the article discusses interactive and innovative strategies that increase lesson effectiveness and support differentiated instruction.

Keywords: neurolinguistic approach, neuro-pedagogy, psycholinguistics, primary education, mother tongue teaching, task design, cognitive processing, learning tasks, language acquisition, linguistic competence, student activity, differentiated instruction, innovative teaching methods, didactic principles.

Introduction

In the 21st century, the organization of the language teaching process in harmony with the activity of the human brain has become one of the fundamental scientific directions. Studies aimed at studying the mechanisms of language acquisition on a psycholinguistic and neuropsychological basis (A.R. Luria, N. Chomsky, S. Krashen, J. Fodor, etc.) show that the language system is formed and develops in the human mind on the basis of complex neural networks. On this basis, the introduction of a neurolinguistic approach to the educational process ensures the natural development of language and speech abilities in primary school students.

Primary school is the most important period in which the foundations of language and thinking are formed. Therefore, the integration of neurolinguistics, cognitive psychology, linguoculturology, and interactive methodology in the process of designing tasks is of particular importance.

The Main Part. The term "neurolinguistics" was coined in the late 1940s and 1950s by Edith Crowell Trager, Henry Hecaen, and Alexander Luria. Luria's book "Problems in Neurolinguistics" is probably the first book on neurolinguistics. Harry Whitaker popularized neurolinguistics in the United States in the 1970s, and founded the journal "Brain and Language" in 1974.

The main criterion for selecting knowledge from the mother tongue is its level of usefulness and practical applicability. By useful knowledge from the mother tongue we mean knowledge that serves to form in children the skills of literate writing, creative thinking, and correct, fluent expression of thought in oral and written forms in accordance with the conditions of speech, and that ensures their upbringing and development in the spirit of high human qualities

It should be noted that until recently, the grammatical approach was the leading approach in native language education. Of course, we cannot deny grammar in this regard. A sentence constructed in accordance with grammatical rules is understandable to everyone. However, we must not forget that grammar should be taught for only one purpose - to ensure the conscious use of the language.

The program and textbooks should include not only the language phenomena that students should know in their native language, but also the practical skills and competencies that they need to perform.

It is also necessary to pay special attention to the level of productivity of the practical skills that students should acquire. As is known, in most cases, the skills that students acquire in native language classes are mainly focused on studying the grammatical structure of the language, while useful practical skills such as increasing their vocabulary, using words correctly and appropriately, and identifying effective ways of expressing thoughts are somewhat neglected.

Therefore, the native language program should be aimed at equipping students with these useful practical skills.

The purpose of teaching the native language in general secondary educational institutions is to develop oral and written speech skills, creative thinking skills, reading and speech culture in students. The main task of teaching the native language is to develop speech (communicative) competence aimed at the student's ability to think, understand the opinions of others, and express his/her thoughts competently in oral and written form; to develop students' acquired knowledge of grammar (phonetics, lexicology, word composition, word formation, morphology, syntax, writing and spelling, punctuation, speech styles, stylistic concepts) and to form linguistic competencies aimed at developing the ability to express correctly and fluently, effectively using the wide possibilities of the native language.

In primary education - ensuring students' literacy, forming adherence to the norms of literary speech in oral and written speech; In general secondary education - based on the capabilities of the native language, the student develops the skills of independent and creative thinking, and the ability to correctly, fluently and clearly express the product of creative thought in oral and written forms in accordance with the speech environment, conditions and situation. Also, as a result of the systematic and practical effective study of the phonetics, lexicon, morphology, and syntax of the native language, the goal is not only to provide the learner with the basics of linguistics, but also to convey to the student that there are dozens of possibilities in the native language for naming the same thing or phenomenon, expressing an idea, and that each of these diverse possibilities, which have diverse forms and manifestations, has its own characteristic of expression and impact, so that he can take these aspects into account, thereby forming a culture of referring to information resources, and developing the skills to use each form and possibility in its place.

Neurolinguistics is a science that studies the processes of the brain receiving, processing, remembering and producing language. According to A.R. Luria, in speech activity, brain systems operate on the basis of three blocks:

1. receiving and processing information,
2. compiling speech programs,
3. executing speech mechanisms.

Therefore, native language tasks should also be designed in accordance with these blocks.

The neurolinguistic foundations of language learning are based on several scientific directions: Language units are associated with conceptual structures in the mind. Children learn words faster based on real experience. Therefore, tasks should be associated with sensation, movement, and image.

In 7–10-year-old students:

- sensation and perception are strong;
- figurative and emotional thinking prevails;
- movement-based learning is fast;
- short-term memory is active, but long-term memory is just being formed.

Therefore, tasks should be based on demonstration, movement, emotion, and repetition.

The neurolinguistic approach develops:

- phonetic hearing, interpretation;
- conscious perception of grammatical structure;
- semantic understanding;
- active use of vocabulary;
- reasoning and text creation.

This, in turn, increases the student's overall literacy.

Learning the mother tongue is an important factor in the cognitive, speech, and creative development of students in primary school. The formation of language skills is not limited to grammar and vocabulary, but is directly related to the neuropsychological processes of the brain. Therefore, the language learning process should be planned on a scientific basis. Psychological research shows that through language learning, children develop logical thinking, increase vocabulary, and strengthen their 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, it is recommended to use creative exercises and word games related to the topic when developing assignments 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' language sensitivity, logical thinking and creative thinking skills are effectively developed.

There are several theoretical sources on the study of the mother tongue and the neuropsychological approach. Chomsky (1965) studies how the structure of language and grammatical rules are encoded in the brain and considers human language as a natural instinct. Pinker (1994) 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 methods. When analyzing this literature, it is clear that neuropsychological and linguistic approaches are effective in engaging students in active participation in teaching the mother tongue.

The following task systems are considered effective in teaching the mother tongue for primary grades:

- ✓ phonological exercises - separating syllables, words and sentences, pronunciation exercises;
- ✓ semantic exercises - linking words to the topic and increasing vocabulary;
- ✓ grammar exercises - developing sentence structure and syntax skills;
- ✓ creative exercises - developing thinking through mini-stories, imagery, and dramatization;
- ✓ multisensory exercises - combining visual, auditory, and kinesthetic channels.
- ✓ In the process of teaching the mother tongue in primary school, practical exercises are

organized as follows to support the cognitive, speech and creative development of students:

- ✓ “Colored syllables” - dividing words into syllables and representing each syllable with a color;
- ✓ “Enlivening a speech” - enlivening a simple sentence with visual and moving elements;
- ✓ “Semantic center” - finding words connected around a given word;
- ✓ “Matching words and pictures” - an exercise in matching pictures and words;
- ✓ “Word game” - developing speech by dividing words into syllables and changing them;
- ✓ “Creating a mini-story” - composing a short story using given words. These exercises improve phonological sensitivity and pronunciation, develop vocabulary and semantic connections, increase the efficiency of attention and working memory, and increase interest and motivation in lessons.

Conclusion. Much of the work in neurolinguistics involves testing and evaluating theories put forward by psycholinguists and theoretical linguists. In general, theoretical linguists propose models to explain the structure of language and how linguistic information is organized, psycholinguists propose models and algorithms to explain how linguistic information is processed in the mind, and neurolinguists analyze brain activity to determine what biological structures are involved.

Introducing a neurolinguistic approach to mother tongue education develops students' independent thinking skills, is important in developing critical thinking skills, and provides teaching that takes into account their thinking and speaking abilities, age, and psychological characteristics.

The results show that a system of tasks based on a neuropsychological and linguistic approach is effective and interesting for primary school students. In primary school native language teaching, an improved system of tasks based on a neuropsychological and linguistic basis effectively develops students' language and cognitive skills, strengthens speech, creative and logical thinking skills, and increases interest in lessons..

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