

**THE RELATIONSHIP OF EMOTIONAL AND COGNITIVE COMPONENTS
IN THE PROCESS OF TEACHING A FOREIGN LANGUAGE IN THE PRIMARY
GRADE**

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Abstract. The article is devoted to the relationship of emotional and cognitive components in the process of teaching a foreign language in primary school. The article reveals the general didactic and particular methodological principles that are necessary for the formation of educational skills that increase the effectiveness of mastering foreign language communication.

Key words : relationship, emotional, cognitive, component, elementary grade, principles, educational and cognitive competence, foreign language, elementary school

**ВЗАИМОСВЯЗЬ ЭМОЦИОНАЛЬНОГО И ПОЗНАВАТЕЛЬНОГО
КОМПОНЕНТОВ В ПРОЦЕССЕ ОБУЧЕНИЯ ИНОСТРАННОМУ ЯЗЫКУ В
НАЧАЛЬНЫХ КЛАССАХ**

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Аннотация. Статья посвящена взаимосвязи эмоционального и когнитивного компонентов в процессе обучения иностранному языку в начальной школе. В статье раскрываются общедидактические и частные методические принципы, необходимые для формирования учебных умений, повышающих эффективность овладения иноязычным общением.

Ключевые слова: отношения, эмоциональный, познавательный, компонент, начальный класс, принципы, учебно-познавательная компетентность, иностранный язык, начальная школа.

**БОШЛАНҒИЧ СИНФДА ЧЕТ ТИЛИНИ ЎРГАТИШ ЖАРАЁНИДА
ЭМОЦИОНАЛ ВА КОГНИТИВ КОМПОНЕНТЛАРНИНГ МУНОСАБАТИ****Мирзаева Мавлуда Акрамовна,***Тошкент вилоят Чирчиқ давлат педагогика институти, туризм факультети Чет
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Аннотация. Мақола бошланғич синфда чет тилини ўқитиш жараёнида ҳиссий ва когнитив компонентларнинг ўзаро боғлиқлигига бағишланган. Мақолада чет тилларини ўзлаштириш самарадорли-гини оширадиган таълим кўникмаларини шакллантириш учун зарур бўлган умумий дидактик ва алоҳида услубий принциплар очиб берилган.

Калит сўзлар: муносабатлар, ҳиссий, когнитив, компонент, бошланғич синф, принциплар, ўқув ва когнитив компетенция, чет тили.

In training, continuity is understood as the consistency and consistency in the arrangement of educational material, the connection and consistency of the steps and stages of educational work carried out from one lesson to the next, from one year of study to another.

Continuity is characterized by comprehending what has been passed at a new, higher level, reinforcing existing knowledge with new ones, discovering new connections, due to which the quality of knowledge, skills and abilities increases. Knowledge is becoming more conscious, differentiated and generalized, the range of their application is significantly expanding.

Thus, continuity means the process of development of students through the comprehension and interaction of old and new knowledge, old and new experience.

Continuity in learning a foreign language in primary, secondary and high school is ensured by taking into account the age characteristics of schoolchildren, the system of learning goals at different levels and planned results, as well as intra -subject communications in the formation of all components of foreign language communicative competence.

In primary school created conditions for early communicative-psychological adaptation of junior schoolchildren to the new language world and for overcoming psychological barriers in the future in using a foreign language as a means of communication; to develop motivation for further mastery of a foreign language. At the 1st level of education, elementary communicative competence is formed (speech and language) and, accordingly, elementary communication skills are developed in the main types of speech activity (speaking, listening, reading, writing), as well as elementary linguistic representations and general educational skills. The study of a foreign language in senior preschool and primary school age can be considered as a powerful reserve for increasing the effectiveness of teaching foreign languages in the system of general secondary education and as a means of developing children. Early learning of a foreign language is useful and accessible to all children, regardless of their starting abilities, because it

- has an indisputable positive effect on the development of the child's mental functions: his memory, attention, thinking, perception, imagination;

- stimulates the development of the child's speech abilities, which also has a positive effect on the knowledge of the native language.

In recent years, the educational and informative value of early learning a foreign language has become more and more obvious, which manifests itself in the earlier entry of a child into universal culture through communication in a new language for him. If at the same time there

is a constant appeal to the experience of the child, taking into account his mentality, the way he perceives reality, then he begins to better understand the phenomena of his own national culture in comparison with the culture of the countries of the language being studied. In the process of learning a new language, the child acquires such qualities as tolerance towards representatives of other peoples, flexibility in assessing situations and choosing options for their own speech behavior, the ability to work in a pair, group, team, team; curiosity and independence, etc. Communicative tasks provide students with the experience of practical application of a foreign language in a different social role and situational context. Tasks of an educational and cognitive nature allow you to combine speech activity in a foreign language with other types of activity (game, cognitive, artistic, etc.), making various connections with subjects studied in elementary school, and forming general educational skills that are interdisciplinary in its content. In the first years of study, there is an intensive accumulation of language tools necessary to solve a fairly wide range of communicative tasks. In the future, students will solve the same problems in other situations of communication, within the framework of new topics.

But with the transition to the middle stage of education, due to the complication of the educational material, the interest of students in learning a foreign language decreases. The specificity of the subject «Foreign language» requires children to have intense mental activity, attention, the ability to think abstractly, and the ability to generalize. The following reasons for the decrease in cognitive activity can be distinguished:

- a lot of new words
- when studying the topic, there is no reliance on the native language, since this phenomenon is absent in the native language
- this phenomenon has not yet been studied in the native language

Traditionally, such aspects of speech activity as listening comprehension, analytical reading, and writing are difficult.

In terms of methodological succession, it is desirable to ensure a smooth transition of children from one stage of education to another, avoiding the loss of developed skills and injuring children as little as possible. The easiest way to achieve this is to follow a single learning strategy throughout the entire course of teaching a foreign language, which ensures a clear formulation and achievement of the learning objectives of each level in the interaction between them.

In the process of teaching schoolchildren at the primary level, the following goals are realized:

- formation of skills to communicate in a foreign language, taking into account the speech capabilities, needs and interests of younger students
- development of the child's personality, his speech abilities, attention, thinking, memory and imagination; motivation for further study of a foreign language at subsequent stages of school education
- ensuring communicative and psychological adaptation of junior schoolchildren to the new language world in order to overcome psychological barriers in the future in the use of a foreign language as a means of communication
- mastering elementary linguistic concepts available to younger students and necessary for mastering oral and written speech: the formation of some universal linguistic concepts (sound, letter, word, sentence, parts of speech, intonation, etc.) observed in native and foreign languages
- familiarization with a new social experience using a foreign language: acquaintance with the world of their foreign peers, with some customs of other countries, with children's song, poetry and fairy-tale folklore, with accessible works of children's fiction, fostering a friendly attitude towards representatives of other countries
- the formation of speech, intellectual and cognitive abilities of younger students, as well as general educational skills

- development of the emotional sphere of children in the process of educational games, educational performances using a foreign language

- introducing younger students to a new social experience by playing different roles in game situations, typical for family, everyday, educational communication.

The study of a foreign language at the level of basic general education is aimed at achieving the following goals:

- development of foreign language communicative competence in the aggregate of its components - speech, language, sociocultural, compensatory, educational and cognitive:

- speech competence - communication skills formed on the basis of primary school in speaking, listening, reading, writing are developed so that schoolchildren reach the pan-European pre- threshold level of learning (A2)

- language competence - new language tools are accumulated that provide the ability to communicate on topics provided for by the standard and an exemplary program for this stage

- socio-cultural competence - schoolchildren become familiar with the culture and realities of countries within a wider range of areas, topics and situations of communication that meet the experience, interests of students aged 10-15, corresponding to their psychological characteristics; their ability and willingness to use a foreign language in real communication develops; the ability to represent one's own country, its culture in the conditions of intercultural communication is formed by familiarizing students with the relevant regional, cultural and sociolinguistic material

- compensatory competence - skills are developed in the process of communication to get out of a difficult situation caused by a lack of language means due to paraphrase, the use of synonyms, gestures, etc.

- cognitive- cognitive competence - the desire and ability to independently study a foreign language in ways accessible to schoolchildren develop (during the implementation of projects, via the Internet, using reference books, etc.), special learning skills develop (the ability to use dictionaries, the ability to interpret text information, etc.).); ability to use modern information technologies, relying on knowledge of a foreign language

- development and education of schoolchildren by means of the subject:

students' understanding of the role of learning languages of international communication in the modern multicultural world, the value of the native language as an element of national culture; awareness of the importance of a foreign language as a means of cognition, self-realization and social adaptation; education of the qualities of a citizen, patriot, tolerance towards other languages and cultures.

The principle of continuity in the study of a foreign language is observed not only in setting goals, but also in the requirements for the level of training of graduates of primary and secondary general schools. In this regard, it is necessary to cite the results of the PISA study, the Unified State Examination and the monitoring of educational achievements. (PISA, as a diagnostic tool, was created to test the level of development of competence. The objectives of the tests are to measure the ability to resolve a non-standard situation.) The general trends in research results are as follows:

- low level of formation of students' skills to work with various sources of information
- low level of formation of communicative and general educational skills

The main conclusion is that Russian schoolchildren do not know how to act in a new situation, and, consequently, the reproductive education system does not meet the requirements of modern society.

The requirements of the standard formulate the main results of primary general education:

- the formation of subject and universal methods of action, as well as a basic knowledge system that provides the opportunity to continue education in a basic school;
- education of the basics of the ability to learn - the ability to self-organize in order to solve

educational problems;

- individual progress in the main areas of personal development - emotional, cognitive, self-regulation .

Competence in any area = mode of action + support system of knowledge, skills and abilities

The structure of planned results includes:

- the zone of actual development (the level of actions, well mastered and performed practically automatically);

- zone of proximal development (the level of promising actions that are at the stage of formation and are carried out in cooperation with the teacher and peers)

Distinctive features of the new standard:

Themes	Primary School	Main school
I and my family	Acquaintance. Family, Holidays. Reception and entertainment of guests. My day. Food. Cloth. Health.	Family relationships . Help around the house. Healthy lifestyle. Visit doctor. Sport
me and my friends	Friends. Help a friend. Joint classes. Pets.	Character and hobbies of friends. Relationships with friends. Conflicts and their solutions.
world of my hobbies	Favorite toys, activities, hobbies. Fairy tales. Day off. Holidays.	Favorite activities and entertainment. Trips. Sport. Art. MEDIA. Books.
My school	School. Cool room. Educational subjects,	School life. Relationships. Relationships with school subjects.

The key competence of education is to teach how to learn.

Thus, the standards of the second generation impose the following requirements on the subject «foreign language» :

- in a foreign language lesson, it is necessary to set and achieve more complex goals: not only educational, but also developing, socio-cultural, educational
- special attention should be paid to the development of universal educational activities, both subject and meta -subject .

Continuity in the subject content of education:

Themes	Primary School	Main school
I and my family	Acquaintance. Family, Holidays. Reception and entertainment of guests. My day. Food. Cloth. Health.	Family relationships . Help around the house. Healthy lifestyle. Visit doctor. Sport
me and my friends	Friends. Help a friend. Joint classes. Pets.	Character and hobbies of friends. Relationships with friends. Conflicts and their solutions.
world of my hobbies	Favorite toys, activities, hobbies. Fairy tales. Day off. Holidays.	Favorite activities and entertainment. Trips. Sport. Art. MEDIA. Books.
My school	School. Cool room. Educational subjects, accessories. School lessons	School life. Relationships. Relationships with school subjects. School abroad. School exchanges. Role in. language. Choice of profession. Pocket money.
The world around me	My house. My room. My city. Favorite time of year. Weather. Nature.	Orientation in the city. Transport. Attractions. The future of our planet. Environment Protection _ environment.
Country of the language being studied	Characters from popular children's books. Children's folklore. Holidays.	Geographical and natural conditions, population, capitals, monetary units, sights, outstanding people, peers, traditions, holidays.

An important factor of continuity in teaching a foreign language is taking into account the psychological characteristics of schoolchildren of different age groups.

Primary school age is the period of the strongest work of mechanical memory. The students of this group have rather rich ideas and knowledge, but they are not sufficiently conscious and

disorderly. The thinking of younger schoolchildren is predominantly concrete and figurative, with bright emotional coloring. Children of this age are characterized by the ability to imitate, a great need for physical movements, the dissatisfaction of which leads to rapid fatigue and loss of interest. The organization of the pedagogical process at this stage involves the widespread use of visualization, games that give the child the opportunity to imitate the scenes he sees and the relationships of people, to liken himself to adults, to learn the norms of their behavior, including speech.

Psychologists note the desire of younger students to memorize everything or reproduce what they have learned close to the original. When memorized, they usually maintain a given order and use a uniform path of assimilation. For the correct organization of the lesson with these students, the installation, concentration of voluntary attention and a fairly frequent change in teaching methods are important.

A number of studies have shown a complex picture of the interaction in the mental activity of its two components - abstract and concrete. They vary not only from age, but also from the nature of the tasks being solved, from the teaching methods.

Learning by heart should be widely practiced at the lower level, where it is effective and interesting for schoolchildren. Game exercises should also be widely used.

From the features of younger schoolchildren mentioned above, in particular, their inherent desire to reproduce what they have learned close to the original, two conclusions should be drawn: firstly, they should carefully select educational material and, secondly, present it correctly, strive to introduce grammar exercises as early as possible, accustoming to modifying and combining what has been learned.

It is known that people are endowed with visual, auditory and motor memory to varying degrees and in different proportions. Psychological studies show that at primary school age there is a more frequent coincidence of the level of development of various types and aspects of memory in the same children. At the same time, very significant individual differences in mental development (emotional-volitional sphere, perception, attention) are observed among schoolchildren. This is due to the different experiences of their lives and activities in the family or kindergarten. In the educational process, first of all, concreteness, emotional coloring and imagery of thinking of a younger student, his unique ability to imitate, a great need for physical movements are taken into account. This makes it necessary to use visualization, games, and various methods of work designed to concentrate their arbitrary attention.

Children behave differently in the classroom. Some feel confident, they are very sociable and like to be among their peers, while others, being in a team, experience a state of anxiety. Such children are usually timid and passive, and should be given special attention from the very first lessons. They need to be occupied with work, namely: to give various grammatical exercises, including in group or pair activities. It is, therefore, about an individual approach to each primary school student.

A common feature of children of this age is their impulsiveness and restlessness. Children with difficulty restrain themselves, do not know how to control their behavior, quickly get tired.

As for teaching methods, they should be sufficiently diverse, interesting and appropriate for their purpose.

“A rational change in teaching methods in the same lesson contributes to the involvement of new untired areas of the cerebral cortex in the work” (I. P. Pavlov).

A study of the type of lessons in the lower grades shows that the efficiency of students and a lower degree of their fatigue are observed in lessons that include various types of activities of short duration, with the first part of the lesson (20-25 minutes) being the period of the greatest attention activity. From this we can conclude that the introduction of new material, its primary consolidation should fall at the beginning of the lesson, and games, dramatizations, etc. - at the

final part.

Middle school age also has a number of features that largely determine the teaching methodology, topics, presentation style, type of exercises and much more, ensuring continuity in learning.

Age	Peculiarities	Impact on learning
8-9 years old	Strong performance of mechanical memory. Concrete, figurative thinking with bright emotional coloring. The ability to imitate. Great need for physical movement. Impulsiveness. Restlessness.	The use of visuals, games. Installation, concentration of voluntary attention, frequent change of teaching methods. Learning by heart. Individual approach to each student.
10-11 years old	Playing activity is important, although learning is gradually coming to the fore. Concrete thinking prevails over abstract	Inclusion of game moments in the lessons. Grammar is presented non-standard, figuratively.
12-13 years old	Abstract thinking develops. The norms of responsible behavior in society are assimilated. Difficulties in interpersonal communication	There is an opportunity to discuss situations that require a moral choice and have educational value, use discussions in the classroom, and increase the number of productive communication exercises. There is an active formation of communicative competence.
13-14 years old	Learning skills and information competence are formed. There is a problem of choosing a profession.	The role of independent work in learning a foreign language is growing. Project activity gives the greatest effect. There is a desire to get acquainted with various areas of work

Thus, continuity in the study of a foreign language in primary, secondary and high school is ensured by taking into account the age characteristics of schoolchildren, the system of goals and planned results, intra-subject communications in the formation of all components of foreign language communicative competence.

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