

UDK:

ROLE OF FOREIGN LANGUAGE IN THE DEVELOPMENT OF PERSONALITY OF ELEMENTARY SCHOOL STUDENTS

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The process of mastering a foreign language has a direct impact on the cognitive development of a person. Especially for students of primary school age, learning a foreign language is not only the acquisition of vocabulary and grammar, but also a complex cognitive activity that contributes to the active development of the brain structure. As children get acquainted with a new language at an early age, their thinking, memory, attention and language sensitivity are formed. These changes occupy an important place in the personality formation of the child.

Primary school students are the most flexible age group with a tendency to learn languages. This is explained by the special property of their brain – plasticity. Plastic brain-allows you to quickly perceive new information, adapt it and apply it in different situations. Scientific studies have shown that learning a foreign language at an early age develops executive functions in a child [1]. These functions include concentration, the use of working memory, cognitive flexibility, and the ability to control one's own actions.

It has been proven by several studies that bilingual or multilingual children develop cognitive abilities at a high level. For example, Bialystok (2011) studies found that bilingual children show high results in multitasking situations (multitasking) and in solving tasks that require creative thinking. This is due to their increasing complexity of neural connections in the brain and their ability to control two or more language systems at the same time.

Learning a foreign language develops the child's metalinguistic awareness (metalinguistic awareness). This is the ability to look at language as a language system, to understand its structure. Students, understanding, for example, the difference between verb tenses in Kazakh and English, develop not only language skills, but also logical and comparative thinking. This process teaches students the ability to consciously understand grammatical structures, analyze them and see similarities and differences between different languages.

In addition, the acquisition of vocabulary and the development of language understanding activates the child's short-term and long-term memory. Memorizing words, phrases, and dialogue patterns is a cognitive exercise that requires regular repetition. These exercises strengthen the child's memory system and become the basis for success in learning and other subjects.

The relationship between language knowledge and cognitive ability is observed not only in language lessons, but also in mathematics, science. The ability to understand logical structures that develop in the process of mastering a foreign language has a positive effect on mathematical thinking. At the same time, learning a foreign language develops the child's ability to think abstractly and allows him to apply theoretical knowledge in practice.

In foreign language lessons, students learn various grammatical rules, sentence structures and apply them in practice. This process not only increases the activity of language centers located in the left hemisphere of the brain, but also enhances the work of the right hemisphere, which develops creativity, imagination and logic. As a result, the cognitive development of the student matures comprehensively.

In conclusion, learning a foreign language at an early age has a huge impact on the cognitive development of a child. In the course of learning, students' memory, attention, logical and metalanguage thinking develop, and their overall intellectual level increases. These skills are universal abilities that are necessary not only in language acquisition, but also in all areas of life.

Emotional intelligence and psychological stability

The process of mastering a foreign language, along with the cognitive development of students, has a deep impact on their emotional and psychological world. Emotional intelligence is not only a person's ability to understand, control their emotions and use them effectively, but also the ability to recognize and respond to other people's emotions. For students of primary school age, learning a foreign language is a great opportunity to develop these abilities by facing new, sometimes complex situations.

In the process of learning a new language, students go through many emotional barriers: insecurity, fear of making mistakes, inability to express themselves. By overcoming these difficulties, they develop self-confidence and a persistent character [2]. Each learned word, constructed sentence, and task achieved will increase students' inner confidence and cause them to get satisfaction from the learning process. This suggests that mastering a foreign language contributes not only to educational, but also to personal growth.

Learning a foreign language is pushing the student to step into a new world, taking him out of his habitual linguistic and cultural environment. This process teaches children to take risks, show courage and act in uncertain situations. Each new language experience strengthens the student's emotional stability, because they learn to test their capabilities without fear of difficulties. The feeling of overcoming adversity – contributes to their confidence in future life problems as well.

In addition, in the process of teaching a foreign language, students learn not only language units, but also the culture, values and way of life of the peoples who speak that language. This cognitive process affects their inner self and develops a sense of empathy. Empathy is the ability to understand, accept and act in accordance with the emotions of another person. Through familiarization with the customs, holidays, songs, fairy tales of different peoples, students acquire intercultural sensitivity, which is the reason for the development of their emotional intelligence at a high level.

The development of emotional intelligence in the process of mastering a foreign language is manifested in the following aspects:

Self-knowledge: the student learns to recognize his capabilities, limitations, emotions and consciously manage them.

Motivation: through inner interest and enthusiasm, the student can set goals for himself and strive to achieve the same goal.

Empathy: by recognizing the culture of other people, the student learns to understand the views of other people and treat them with respect.

Social skills: during teamwork, joint activities, the student learns to behave correctly in the environment and build effective relationships.

Sensory experiences that occur in the process of mastering a foreign language deepen the student's self-consciousness and strengthen his personal integrity. Acting in various language situations, the student expands his boundaries, changes his attitude to the world and begins to perceive himself as a part of that world. This, in turn, enriches his personality (identity) and encourages him to reconsider his own values.

In conclusion, it should be noted that mastering a foreign language is not only a means of developing language abilities, but also an important factor that forms the emotional and psychological stability of the student. The development of emotional intelligence plays an important role not only in a child's school life, but also in his social relationships, professional and personal achievements in the future.

Social integration and communication skills

Mastering a foreign language has a huge impact on the social development of Primary School students, their adaptation to the environment and improvement of communication skills. Language is not only a means of transmitting information, it is the main mechanism for establishing contacts between people, expressing oneself, understanding others and acting as a full-fledged person in society. Therefore, learning a foreign language contributes to the social integration of students and educates them to act confidently in various social situations.

In a foreign language lesson, students constantly communicate with each other and with the teacher. This interaction brings to mind real life situations and develops students' communication skills. Through pair work, group projects, role-playing games, students, in addition to applying their language knowledge, acquire important social skills such as joint activity, the ability to listen, agree, exchange ideas.

Social integration in the process of mastering a foreign language is carried out in the following ways:

Pair and group activity: as students work together, they learn to provide mutual assistance, support each other and achieve a common goal.

Language communication skills: mastering the techniques of asking questions, answering, explaining, expressing their opinion, agreeing and disagreeing.

Mastering various social roles: in the course of role-playing games, students experience various roles in society and understand their features.

Intercultural Dialogue: a willingness to communicate with people of other nationalities by mastering a foreign language.

In the process of teaching a foreign language, students get acquainted with other cultures, thereby acquiring such values as tolerance, respect, understanding of different points of view. These qualities create conditions for them to adapt in a multinational society, live in peace with others and have an open view of the world. By learning a language, students become convinced of the diversity of the world, compare their own culture and the culture of others, and begin to understand their own social place [3].

The development of communication skills contributes to the improvement of students in the following areas:

Active listening: the student pays attention to the person listening and tries to understand their thoughts correctly.

Open and clear self-expression: the student learns to express his thoughts and feelings freely and to speak clearly and content.

Conflict resolution: learns to resolve disagreements that may arise in the process of working with a team in a peaceful way.

Cooperation: to achieve a common goal, he shares his thoughts and acts taking into account the opinions of others.

Elementary school students, learning a foreign language, begin to feel that they are members of the world community. They are formed not only as citizens of their country, but also as global citizens who can get along with different peoples of the world. This understanding increases the social responsibility of students and becomes the basis for them to become active and conscious individuals in their future life.

In conclusion, mastering a foreign language provides students with social skills, the ability to find their place in the environment, and adaptation in a multicultural world. Their communicative competence increases, they become people who can express themselves in any environment, build productive relationships with other people.

Intercultural Communication and global citizenship

Mastering a foreign language is a powerful tool that develops not only language skills in students, but also the ability to connect with other cultures. In the context of modern globalization, mutual understanding and cooperation between representatives of different nationalities and cultures is of particular importance. Intercultural communication is the process of establishing effective communication between representatives of different cultures, taking into account linguistic and cultural differences. Children of primary school age have the opportunity to form this ability early in the process of mastering a foreign language.

Learning a foreign language – introduces students to the way of life, traditions, values of other peoples. Such acquaintance expands the child's vision, pushes him to reassess his culture and allows him to see the world from different angles. Intercultural sensitivity is not just the ability to get to know another culture, but the ability to understand and accept it, to treat it with respect. Through intercultural

communication, students get used to understanding the common values of humanity and perceiving diversity as wealth.

In the process of teaching a foreign language, intercultural communication is formed in the following ways:

The relationship between language and cultural context: through language, students understand the way of thinking, values of the people who speak that language.

Through the use of cultural elements in the classroom: songs, fairy tales, national holidays, Food, features of life, students feel the diversity of cultures.

Comparative analysis: observing similarities and differences between one's own culture and the culture of the language you are learning.

Elimination of stereotypes and stereotypes: rethinking superficial opinions about other cultures, the development of tolerance.

By mastering a foreign language, students begin to feel like global citizens. Global citizenship is an understanding of the relationship between different cultures and societies in the world and a responsible approach to their development [4]. It is possible to explain this concept to elementary school students at a simple level: "we are all different, but we all have a common environment – the Earth." This attitude forms in the child the quality of indifference to the environment, events in the world.

Within the framework of global citizenship, students develop the following qualities:

The ability to think world: to be interested in World processes, not limited to one's own environment.

Ability to conduct intercultural dialogue: listen to different points of view, understand them and accept cultural differences.

Tendency to social justice: equality in society, respect for Human Rights, striving for justice.

Environmental and social responsibility: protecting nature, acting for the good of society.

For the development of intercultural communication and global citizenship, foreign language lessons should focus not only on grammatical structures, but also on cultural aspects. This will be the basis for students to act confidently in a multicultural environment in the future, to establish effective relations with representatives of different nationalities.

In conclusion, the acquisition of a foreign language contributes to the development of intercultural communication skills in primary school students and the formation of them as citizens of the world. They become a person who is able to understand and accept the diversity in the world, and at the same time feel their place and global responsibility.

Methodological features of teaching a foreign language at an early age

When teaching a foreign language to primary school students, it is important to take into account their age characteristics. The cognitive abilities, emotional stability and level of concentration of attention of children at this age are significantly different from those of adults. Therefore, the methodology of teaching an effective foreign language should be built in accordance with the psychological and physiological characteristics of students. Children show good results in the language learning process through tasks that are specific, interesting, action-based and fully involve the senses.

The attention span of early childhood students is short-lived and they cannot concentrate on monotonous activity for a long time [5]. For this reason, it is recommended to widely use game elements, movements, music and visual materials in teaching a foreign language. Such methods maintain the interest of children in the lesson and ensure their active participation.

The main methodological features used in teaching a foreign language at an early age:

Learning through play: according to the nature of children, play is their most effective learning tool. Role-playing games, language quizzes, interactive exercises will help children learn the language fluently.

Songs and poems: music contributes to the child's easier and faster memorization of language structures. In the process of singing, memorizing poems, children automatically learn new words and grammatical structures.

Storytelling and storytelling: listening to short stories in a foreign language, composing fairy tales form children's speech skills and develop their imagination.

The use of visualization tools: through pictures, cards, videos, the possibilities of visual perception of children are increased.

Movement exercises: by associating language learning with body movements, students quickly memorize new words and phrases.

In teaching a foreign language, it is very important to create a psychologically safe environment. Only when the child feels confident will he be ready to try new language forms. It is necessary to increase the intrinsic motivation of children through support and encouragement, without fear of making mistakes. Teachers develop a positive attitude towards the language by noticing each small achievement of students and motivating them.

Also, the integration of a foreign language with other subjects will be a meaningful and useful experience for children. As part of the Content and Language Integrated Learning (CLIL) method, children study mathematics, geography or natural science in a foreign language, thereby developing equally in both directions: subject knowledge and language competence [6]. This method develops logical thinking of students and allows you to use language material in a realistic context.

Repetition and consistency in language learning are very important for children. Students fully master the same word or phrase only when they use it several times in different situations. Therefore, the training program should be based on systematic repetition, gradual strengthening of language skills.

In conclusion, it should be noted that the methodology of teaching a foreign language at an early age should correspond to the age characteristics of children and be implemented in an environment where they develop their activity and creativity. Through interesting, meaningful and versatile activities, students perceive a foreign language as a vital skill and consciously strive to master it.

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