

Psychopedagogical Foundations Of Forming Motivation For Learning A Foreign Language Among Primary School Students

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Abstract: This scientific article examines the psychopedagogical foundations of developing motivation for learning a foreign language (particularly English) among primary school students. within the framework of the study, the psychological patterns of development in preschool and early school-aged children, methodological approaches corresponding to their individual and age-specific characteristics, as well as the impact of the educational environment on motivational factors, are analyzed from a scientific perspective. Furthermore, based on experimental observations and empirical analyses, the article explores effective methods aimed at fostering both intrinsic and extrinsic motivation for language acquisition. special attention is given to the implementation of communicative approaches, multimodal techniques that support emotional engagement, and learner-centered lesson design as means to strengthen students' intrinsic motivation toward foreign language learning.

Keywords: Motivation, psychopedagogy, communicativeness, multimodality, individualization, emotionality, linguodidactics, intrinsic motivation.

Introduction: In the context of globalization and digital transformation, the formation of students' cognitive and linguistic competencies at every stage of education is emerging as a pressing scientific and pedagogical issue. in particular, the process of teaching a foreign language at the primary education level is closely linked not only to the acquisition of linguistic knowledge but also to the development of an intrinsic drive motivation for language learning. the presence or absence of motivation directly influences the learner's engagement in educational activities, level of mastery, and the development of communicative competence. therefore, providing psychopedagogical justification for the formation of motivation to learn English among primary school students, as well as developing effective methodological approaches in this area, possesses significant scientific and practical relevance.

As a result of the comprehensive reforms implemented under the leadership of the President of the Republic of Uzbekistan, Shavkat Miromonovich Mirziyoyev, significant qualitative changes are taking place within the education system. in particular, the "Development Strategy of New Uzbekistan for 2022–2026" identifies the modernization of preschool and general school education content, as well as the organization of

foreign language instruction based on advanced methodologies, as one of the key priorities of state policy [1]. This strategic document emphasizes the importance of broadly introducing modern pedagogical technologies into the educational process and promoting students' independent thinking, critical reasoning, and language competence as essential means for integration into international assessment systems.

In addition, the Presidential Decree of the Republic of Uzbekistan No. PQ–5057, dated April 6, 2021, "On the Radical Improvement of the System of Foreign Language Learning," emphasizes the need to elevate the teaching of English from the primary school level to a qualitatively new stage. It also highlights the importance of widely applying methodological approaches and innovative tools to foster positive motivation among students toward learning foreign languages [2].

Such approaches in education should be developed not only on linguodidactic, but also on psychopedagogical foundations. This is because the psychological characteristics of primary school-aged children—such as unstable attention, the emotional nature of memory, and action-based thinking—directly

determine their attitude toward learning a foreign language and the process of mastering it. From this perspective, psychopedagogical approaches aimed at developing motivation should be implemented through methods that correspond to children's age-related and individual characteristics, are interactive in nature, and are based on social activity.

METHODS

At the primary education stage, the issue of forming students' learning motivation in the process of teaching a foreign language—particularly English—is regarded as one of the key areas being thoroughly studied from both pedagogical and psychological perspectives. Scientific research conducted in this field is based on the interrelation and coherence of educational content, methodology, and the factors influencing the development of the learner's personality.

Uzbek scholars have conducted significant scientific research on motivation, methods of teaching foreign languages, and approaches tailored to age-specific characteristics. In particular, in the study titled "The Theory and Practice of Forming Personality Motivation in the Psychological and Pedagogical Process" by Doctor of Pedagogical Sciences M. Jo'rayev, the concept of motivation, its types, stages of development, and mechanisms for activating them within the educational process are scientifically substantiated [3]. The author proposes strategies based on a personal (learner-centered) approach aimed at fostering intrinsic motivation among students in the learning process.

Similarly, in the manual "Methodological Foundations of Teaching a Foreign Language in Primary Education" by Candidate of Philological Sciences G. Jo'raeva, the author discusses the importance of students' emotional state, their interest in language learning, and the motivational enrichment of lesson content in the process of teaching English [4]. According to the author, the educational content for primary school students should be organized in an emotional, imaginative, and interactive form.

In the monograph "Innovative Methods in Teaching Foreign Languages in Primary Grades" by I. Karimova, the impact of the communicative approach, game-based methods, and integrated lesson models on student motivation is thoroughly analyzed [5]. The author provides an in-depth discussion of the teacher's personality, didactic skills, and the significance of interactive techniques employed in the classroom for creating a motivational learning environment.

From the perspective of educational psychology, A. Tadjibayev's work "Developmental Psychology and Motivation in the Pedagogical Process" provides a

scientific analysis of the psychological development characteristics of primary school-aged children, emphasizing how mental processes such as perception, attention, memory, and interest directly influence motivation [6]. Based on these research findings, it becomes possible to develop age-appropriate methodological approaches to foreign language instruction.

The analysis of both foreign and domestic research on foreign language teaching methodologies demonstrates that the following methodological approaches are effective in enhancing motivation for language learning among primary school students:

Game-based methods – engaging students in lessons through dramatized role-plays, interactive tasks, and language games, thereby creating a positive emotional atmosphere.

Communicative approach – strengthening the need for language acquisition through communication based on real-life situations and the development of dialogic speech.

Integrative methods – linking English lessons with other subjects (for example, introducing natural science topics through English).

Individual approach – adapting lessons to each student's interests, level of knowledge, and psychological characteristics.

Motivational stimulation methods – reinforcing intrinsic motivation through praise, encouragement, positive forms of assessment, and the use of symbols or certificates.

Reflective approach – fostering motivation through students' self-reflection and self-evaluation of their learning activities.

During the course of this research, the following methods were applied:

Scientific-analytical method – an in-depth study of relevant scientific literature, articles, and normative-legal documents to identify the state of the issue and analyze existing perspectives.

Empirical observation – observation of the activities of English teachers in primary schools to evaluate motivational approaches and their effectiveness.

Survey and interview methods – conducting anonymous questionnaires and semi-structured interviews among students, parents, and teachers to gather opinions related to motivation.

Comparative analysis – comparing and analyzing primary education programs for teaching English in Uzbekistan and other countries (such as the USA, South Korea, and Turkey).

Pedagogical experiment – testing lesson modules based on motivational components in experimental classes and analyzing the results.

Based on the analysis of literature and research methods, it can be concluded that the formation of motivation to learn English among primary school students requires a multifaceted and comprehensive approach. When this process is implemented through methodical teaching strategies grounded in psychological characteristics, students develop a stable intrinsic need and a positive attitude toward learning a foreign language.

RESULTS AND DISCUSSION

Within the framework of this research, experimental studies were conducted to evaluate the effectiveness of psychopedagogical approaches aimed at developing motivation for learning English among primary school students. The experimental trials were carried out in grades 2–4 of general secondary schools located in the

Namangan, Fergana, and Andijan regions. Three classes were selected as the experimental group and three as the control group.

During the experiment, the following methodological approaches were applied in the experimental group: communicative method, dramatic role-playing activities, emotionally supportive learning environment, use of multimedia tools, individualized instruction, and psychological support strategies. In contrast, the control group was taught using traditional teaching methods.

According to the results of experimental observations and surveys, the experimental group demonstrated significant positive changes in several aspects, including the formation of motivation, level of academic achievement, emotional engagement, classroom participation, and students' independent desire to learn the language.

Table 1. Comparison of motivation indicators for learning English between the experimental and control groups:

№	Motivational indicators	Experimental group (E)	Control group (N)	Difference (E–N)
1.	Proportion of students showing interest in lessons (%)	87%	61%	+26%
2.	Students who try to learn the language independently (%)	72%	43%	+29%
3.	Students actively participating in interactive tasks (%)	81%	52%	+29%
4.	Students demonstrating a positive emotional and psychological attitude (%)	79%	48%	+31%
5.	Students showing high achievement in vocabulary acquisition (%)	68%	41%	+27%
6.	Students expressing a desire to continue the lesson (%)	85%	56%	+29%

As can be seen from the table above, the students in the experimental group demonstrated significantly higher levels of psychological readiness for lessons, emotional engagement, intrinsic motivation, and social participation compared to the control group. This indicates that the students developed a positive attitude toward learning English.

The analysis shows that psychopedagogical approaches—such as encouraging students while considering their individual psychological characteristics, enriching lessons emotionally, and expanding opportunities for self-expression—can effectively stimulate intrinsic motivation for language learning. This conclusion aligns with the scientific views of M. Jo'rayev, who emphasized the importance of fostering motivation through individualized approaches.

Furthermore, it was observed that students' speech activity, independent learning skills, and willingness to use learned words and expressions in context increased significantly. This finding corresponds with G. Jo'raeva's assertion that organizing lessons in imaginative, dramatic, and socially engaging forms enhances students' motivation and active participation.

During the discussion process, the following conclusions were reached:

Psychological support, an interactive environment, and a positive emotional background play an important role in the formation of intrinsic motivation.

For primary school students, English lessons should not merely serve as a means of delivering knowledge but should be organized as engaging, imaginative, and socially meaningful activities.

Game-based approaches, dramatic role-play exercises, and the use of multimedia tools serve as effective means of enhancing motivation.

Traditional methods are insufficient for increasing motivation, as they influence only the level of external stimulation.

Teachers' psychopedagogical preparation and methodological competence have a direct impact on the effectiveness of motivation-oriented lessons.

Furthermore, several challenges were identified during the research. In particular:

Among primary school teachers, methodological preparedness for forming motivation in foreign language teaching remains insufficient.

Educational curricula lack materials that are psychologically adapted and enriched with motivational components.

The assessment system for students should focus not

only on learning outcomes but also on the learning process and level of participation.

The research findings indicate that psychopedagogically grounded approaches can effectively foster intrinsic motivation for learning English. Students' attitudes toward language learning, their engagement, and their level of achievement largely depend on the quality of the educational environment provided to them and on the teacher's didactic and psychological approach.

CONCLUSION AND RECOMMENDATIONS

As a result of the conducted scientific research, an in-depth study of the psychopedagogical foundations for developing motivation toward learning English among primary school students has led to the following key scientific conclusions:

1. The psychopedagogical approach to the formation of motivation requires a comprehensive psychological analysis and reconsideration of the content, methodology, and organizational methods of English language instruction for primary school students. An educational process that takes into account psychological compatibility, emotional state, personal individuality, and levels of social development serves as one of the key factors stimulating intrinsic motivation.
2. Based on the results of experimental research, it was determined that in English language teaching, the use of communicative games, interactive activities, and a multimodal approach (the integration of auditory, visual, and kinesthetic elements) significantly influenced students' attitudes toward the language. In particular, indicators such as interest in lessons, inclination toward independent inquiry, and participation in speech activities were notably higher than those of the control group.
3. The formation of motivation among primary school students is a multifactorial process in which the teacher's psychopedagogical competence, the emotional richness of lesson content, the favorability of the socio-psychological environment, and the presence of learner-centered methods serve as key determinants. Only when these factors are applied in an integrated manner can stable intrinsic motivation be achieved.
4. The research findings show that lessons organized on the basis of psychologically adapted and didactically coordinated methodologies help create a positive emotional background toward learning English among primary school students, enhance personal engagement, and promote social adaptation. This, in turn, enables the process of foreign language learning to become a factor contributing to personal

development.

Based on the results of the conducted research, the following scientific and methodological recommendations have been developed:

Firstly, it is necessary to design English language lessons for primary school students based on a psychopedagogical model. In this process, individual and group teaching strategies should be developed and implemented, taking into account children's emotional, cognitive, and communicative characteristics.

Secondly, it is advisable to organize specialized psychopedagogical training courses for English language teachers. These courses should focus on methods of stimulating motivation in language learning, techniques for supporting children's emotional development, and the management of psychodynamic processes in the process of acquiring a foreign language.

Thirdly, it is recommended to integrate a socio-emotional approach into the primary education curriculum for English language learning. Textbooks and classroom activities should include game-based tasks, dramatic exercises, visual and multimedia materials, as well as exercises based on contextual (real-life) situations.

In conclusion, the formation of motivation to learn a foreign language in primary school is not only a linguistic process but also a comprehensive pedagogical phenomenon that contributes to the psychological, social, and emotional development of the learner. Such an approach must be grounded in deep psychopedagogical principles. The consistent implementation of this model will help shape primary school learners into active, self-aware, communicative, and independent language learners from the early stages of education.

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