



OVERCOMING THE CHALLENGES FACED BY PRIMARY SCHOOL STUDENTS IN DEVELOPING CREATIVE THINKING SKILLS

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ABSTRACT

The establishment of any goal is inherently rooted in human needs. The concept of a goal can be defined as the desired outcome of a planned activity, encompassing an anticipated result that is envisioned in one's mind. Within the framework of the educational system, the necessity of foreign language instruction is informed by a range of practical, educational, pedagogical, and developmental objectives. The objectives of foreign language education reflect a societal demand, aimed at cultivating well-rounded, independent, and competent individuals among students.

INTRODUCTION.

To attain the practical, educational, pedagogical, and developmental objectives of foreign language teaching within Uzbekistan's educational framework, it is essential for language educators to possess a comprehensive understanding of both the theoretical and practical aspects of methodology. This mastery allows for a nuanced analysis of students' linguistic experiences, encompassing their levels of linguistic knowledge, skills, and competencies.

The primary goal of teaching foreign languages to primary school students is to enhance their knowledge, skills, and competencies. Knowledge pertains to what a student comprehends (cognitive understanding), skill refers to the application of that knowledge in practical situations (practical ability), and competence denotes the automation of skills through consistent practice and repetition, resulting in unconscious proficiency.

In line with established pedagogical theories, knowledge is characterized as a systematic collection of information that represents reality through concepts and schemas within the learner's mind. Skill embodies the capability to organize specific activities, while competence signifies the automatic execution of particular actions or activities. Professor J. Jalolov articulates that foreign language acquisition encompasses the development of both skills and competencies: skill is an automatized aspect of consciously performed tasks, whereas competence reflects automated actions that occur without conscious oversight. Knowledge involves the mastery of vocabulary, grammar, pronunciation, and an understanding of the associated rules in a foreign language.

Our study's observations reveal that when teaching English to primary school students, the process of skill acquisition is influenced by both positive and negative language transfer. This phenomenon arises as students draw upon their prior linguistic experiences

when learning English. Such language experiences can either obstruct or facilitate the assimilation of new material. Specifically, prior language experience encompasses the accumulated knowledge, skills, and competencies in the students' first language and any additional languages studied, including Uzbek, Russian, and other foreign languages such as English, Spanish, German, or French. The impact of prior language experience may manifest as either an impediment (negative transfer—interference) or an asset (positive transfer—transposition) in foreign language learning. Consequently, interference can be described as the challenges that primary school students face when acquiring knowledge, skills, and competencies during their English language education.

Literature review

First, we analyze the views of researchers who have studied interference. Interference is widely used in linguistics, often focusing on its negative aspects. Researchers such as U. Weinreich, A. E. Karlinskiy, L. V. Shcherba, N. B. Mechkovskaya, V. Yu. Rozensveyg, V. A. Vinogradov, L. I. Barannikova, A. Berdialiyev, M. T. Zokirov, J. Jalolov, and J. C. Wells have contributed to the understanding of linguistic interference.

Methodology

To provide clarity, it is essential to differentiate between errors and difficulties in the context of language acquisition. An error is defined as an incorrect action or expression resulting from insufficient knowledge, the misuse of a specific rule, or a lapse in attention. In the field of English language teaching, an error arises when a student's understanding is inadequate, allowing for correction by the instructor. For example, primary students may mistakenly associate third-person singular pronouns (he, she, it) with verbs, as the rules in their native language, Uzbek, only utilize the pronoun "u" for third-person singular and do not require the addition of -s, -es, or -ies endings to verbs (e.g., using "he play" instead of "he plays").

Conversely, a difficulty refers to a challenge faced in acquiring knowledge or skills that has not yet manifested as an error. In a teaching context, difficulties precede errors; if left unaddressed, they have the potential to result in mistakes. For instance, in the "Guess What!" student book, primary students may encounter challenges in correctly pronouncing certain lexical items (such as this, that, these, and those), which can subsequently lead to errors. In summary, difficulties may culminate in errors, with errors serving as the observable consequence of unresolved difficulties. The subsequent sections will provide an overview of interference situations that encapsulate both errors and difficulties.

According to A. Berdialiyev, interference is a phenomenon that arises from the interaction of two or more languages, leading to the transfer of features from one language to another. J. Jalolov distinguishes between two types of interference: interlingual interference, which is influenced by one or multiple languages, and intralingual interference, which results from conflicts among structures and lexical units within the target language. This interference can manifest in various linguistic aspects, including vocabulary, grammar, and pronunciation, potentially hindering comprehension and causing misunderstandings.

Phonetic interference specifically occurs when learners perceive and produce the sounds of a second language through the lens of their first language's phonological system. Wells defines phonetic interference as the natural inclination to hear and reproduce foreign language sounds using native phonetic models, which often results in an accent. In a similar vein, Karlinskiy emphasizes that the process of foreign language acquisition is not independent; rather, it interacts with the native language in ways that can positively or negatively impact multilingual speech.

In the practical component of our study, observations indicated that second-grade students frequently mispronounce English sounds that are unfamiliar in Uzbek, such as the /θ/ and /ð/ sounds in words like "panthers," "three," "months," and "birth." To address these phonetic challenges, we developed matching exercises that effectively helped students distinguish and correctly pronounce the target sounds, leading to improved articulation.

****Grapheme-Phoneme Discrepancy****

The differences between English orthography and pronunciation can lead students to read aloud according to written representations, directly mapping letters to sounds, and subsequently producing errors. In this context, a grapheme represents the smallest unit of meaning in written language (such as a letter or letter combination), whereas a phoneme denotes the smallest unit that distinguishes meaning in spoken language (i.e., sounds). Students' inclination to pronounce English words based on their spelling often results in instances of interference, particularly as the Uzbek language adheres to a "write as you read" principle.

For example, in the "Guess What!" student book, there is a notable tendency for students to pronounce /æ/ as /a/, which transforms "man" (/mæn/) into "man" /man/ and "cat" (/kæt/) into "kat," thereby illustrating phonetic interference. Additionally, silent letters are frequently mispronounced (for instance, "know" as /knov/ and "write" as /vrait/), representing a form of graphemic interference.

Lexical Interference

Lexical interference occurs when vocabulary and expressions from a student's native language are transferred into their second language. As noted by A. E. Karlinskiy, this phenomenon arises because lexicons function as open systems with less stringent phonetic and grammatical rules. To mitigate negative lexical interference, educators should analyze similarities and differences between students' native languages and the target language, incorporating interlingual comparison exercises into their teaching methodologies.

For instance, young learners may misinterpret the phrase "I go home" as "I go to home," incorrectly utilizing the preposition "to," which is influenced by their native language structure. Similarly, words such as "home," "here," and "there" are often used appropriately only after receiving direct guidance and reinforcement from the teacher.

Grammatical Interference

Grammatical interference refers to the transfer of rules and structures from a student's native language into English, resulting in errors. U. Weinreich identifies three primary categories of this interference:

1. The transfer of source-language morphemes (for example, the use of -s in third-person singular verbs in English)
2. The expression of grammatical relations through word order
3. The transfer of grammatical meaning or function (such as the adaptation of singular to plural forms)

Grammatical interference has a significant impact on students' abilities to produce and comprehend English effectively

Conclusion

In conclusion, fostering creative thinking in primary school students is an essential aspect of contemporary education, as it equips learners with the cognitive flexibility, problem-solving skills, and innovative capacities necessary for their future personal and academic achievements. Research indicates that various challenges—such as limited resources, traditional teaching methodologies, and inadequate teacher training—can impede the cultivation of creativity; however, these barriers can be effectively addressed through targeted strategies. The implementation of structured teaching methods, the promotion of an encouraging and stimulating learning environment, and the provision of continuous professional development for educators are crucial steps in overcoming these obstacles. Ultimately, the intentional development of creative thinking not only enhances students' intellectual growth but also contributes to the emergence of a generation proficient in critical analysis, innovation, and adaptive learning. Therefore, prioritizing creativity-focused strategies within primary education is imperative for educators and policymakers alike. Although a conclusion may review the main points of the paper, do not replicate the abstract as the conclusion. A conclusion might elaborate on the importance of the work or suggest applications and extensions. Authors are strongly encouraged not to call out multiple figures or tables in the conclusion—these should be referenced in the body of the paper.

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