

DEVELOPMENT OF ANALYTICAL AND SYNTHETICAL SKILLS IN LANGUAGE ACQUISITION (ENGLISH LANGUAGE)

РОЗВИТОК АНАЛІТИЧНИХ ТА СИНТЕТИЧНИХ НАВИЧОК У ОСВОЄННІ МОВИ (АНГЛІЙСЬКА МОВА)

The article discusses the analytical-synthetic activities conducted by young schoolchildren in their acquisition of the English language. It is noted that, whether it is a native or foreign language – in this case, English – the acquisition process relies on the analytical-synthetic operations of cognition. This acquisition progresses through several stages, where the psycholinguistic system of the language, including grammar, orthography, phonetics, and more, is assimilated. Just as in any field, specific skills are essential for language acquisition. If these skills are nurtured from a young school age, language acquisition becomes more accelerated, effective, and intensive. The author explains the methods and techniques employed to develop analytical-synthetic skills among young schoolchildren for language acquisition. They describe related experiments and show that other cognitive operations, when combined with analytical-synthetic processes, lead to effective results, as cognition itself does not operate independently of cognitive processes. Cognitive activity occurs within a framework tailored to the demands of dominant learning activities at each age level, including for young schoolchildren. Therefore, not only the analytical-synthetic operations of cognition but cognitive activity as a whole should be activated. The author proposes optimal learning methods for each grade level to create cognitive activity in acquiring various language structures, substantiating the possibility of easier English language acquisition for young schoolchildren through this approach. Other cognitive processes also contribute to the analytical-synthetic process, yielding effective results, given that cognition itself does not occur in isolation from cognitive processes. Through the foundational role of cognition in forming human conscious activity, the numerous events and facts of reality, as well as underlying laws, are revealed and comprehended, activating cognition as a whole. Cognitive operations are conducted according to the leading activity requirements for each age stage, enhancing the relevant cognitive type's activity.

Key words: language, acquisition, comprehension, cognition, analysis-synthesis, skill, psycholinguistics, grammar, phonetics, orthography.

У статті розглядається аналітико-синтетична діяльність молодших школярів під

час оволодіння англійською мовою. Зазначається, що незалежно від того, рідна мова чи іноземна – у даному випадку англійська – процес засвоєння спирається на аналітико-синтетичні операції пізнання. Це засвоєння проходить кілька етапів, на яких засвоюється психолінгвістична система мови, включаючи граматику, орфографію, фонетику тощо. Як і в будь-якій іншій галузі, для оволодіння мовою необхідні певні навички. Якщо ці навички виховувати з молодшого шкільного віку, засвоєння мови стає більш прискореним, ефективним та інтенсивним. Автор пояснює методи і прийоми розвитку аналітико-синтетичних навичок у молодших школярів для оволодіння мовою. Вони описують відповідні експерименти та показують, що інші когнітивні операції в поєднанні з аналітико-синтетичними процесами призводять до ефективних результатів, оскільки саме пізнання не діє незалежно від когнітивних процесів. Пізнавальна діяльність відбувається в рамках, адаптованих до вимог домінуючої навчальної діяльності на кожному віковому рівні, у тому числі для молодших школярів. Тому мають бути активізовані не лише аналітико-синтетичні операції пізнання, а й пізнавальна діяльність у цілому. Автор пропонує оптимальні методи навчання для кожного класу для формування пізнавальної активності в засвоєнні різних мовних структур, обґрунтовуючи можливість полегшення засвоєння молодшими школярами англійської мови за допомогою такого підходу. Інші когнітивні процеси також сприяють аналітико-синтетичному процесу, даючи ефективні результати, враховуючи, що саме пізнання не відбувається ізольовано від когнітивних процесів. Через основоположну роль пізнання у формуванні свідомої діяльності людини розкриваються і осмислюються численні події і факти дійсності, а також її закони, що активізують пізнання в цілому. Пізнавальні операції проводяться відповідно до провідних потреб діяльності для кожного вікового етапу, активізуючи активність відповідного когнітивного типу.

Ключові слова: мова, засвоєння, розуміння, пізнання, аналіз-синтез, уміння, психолінгвістика, граматики, фонетика, орфографія.

УДК 159.92:37.02

DOI <https://doi.org/10.32782/2663-5208.2024.67.14>

Babayeva K.A.

Doctoral Candidate

Azerbaijan University of Languages

Introduction. In psychology, the distinctive attributes, capacities, and dynamics of cognitive activity among young schoolchildren have been extensively investigated. Nonetheless, it is understood that cognitive processes encompass a broad range of complex issues, one of which pertains to analytical-synthetic processes. The examination of these processes' progression in the comprehension and acquisition of diverse subjects holds substantial theoretical and practical importance.

Moreover, in primary education, given that students' learning activities are rooted in the

psychological basis of executing particular operations, fundamental skills and competencies are acquired through this process. These competencies are critical for students' effective language acquisition and practical application since contemporary education necessitates that students command an integrated system of knowledge, competencies, and habits, within which analytical-synthetic skills in cognition hold paramount importance.

For this reason, it is essential to elucidate the function and characteristics of cognitive

analytical-synthetic operations in language acquisition. Considering these factors, the necessity arises for targeted research endeavors. In our investigation, the implementation of effective methodologies yielded significant results in enhancing analytical-synthetic competencies among young schoolchildren.

Degree of Problem Elaboration. Since the onset of the 20th century, alongside the aforementioned investigations, novel insights have been accrued in developmental and child psychology concerning cognitive function and its processes. Scholars including C. Bruner [5], J. Piaget [6], and others have explored the mechanisms underlying acquisition and analytical-synthetic processes. M. Hamzayev has provided a psychological analysis of challenges in assimilating grammatical content under the new curriculum for Grades II–III. Researchers such as L. Linda [7], A. Lianas [8], L. Williams [9], and C. Oxenden [10] have formulated a scientific-methodological framework for advancing competencies among young schoolchildren in this domain.

Objectives and Goals. The objective of this study is to determine the approaches and techniques that facilitate the development of analytical-synthetic competencies in each grade level for young schoolchildren engaged in English language acquisition, thereby enhancing the age-related dynamics in language acquisition documented within general psychology.

Methodologies. The study employed methodologies including auction-based and clustering techniques. Age-appropriate conscious-practical methods, problem-solving approaches, logopedic methods, and analytic-imitation strategies were applied across grade levels, with tasks aimed at cultivating competencies in grammar, phonetics, and orthoepy.

Main Section

The process of language acquisition engages numerous psychological and psycholinguistic frameworks

The process of language acquisition entails a multitude of psychological and psycholinguistic systems. Within these systems, the exceptional role of cognition and its processes constitutes the fundamental essence, which underpins the efficacy, primary content, and quality of cognitive functions. The analytical-synthetic stage of cognition holds particular significance, as it performs essential roles within cognitive operations. Extensive investigations have been conducted on cognition within the field of psychology, yielding a plethora of findings concerning analytical-synthetic processes. Although elucidating its true nature remains challenging, these findings are crucial for delineating the directions of the problem under examination.

Given our interest in the psychological characteristics underlying the formation of analytical-synthetic competencies in language acquisition, we focused on the topics of cognition related to acquisition and analysis-synthesis. In this regard, we explored preliminary studies pertinent to the establishment of the problem within the broader framework of psychology. It became evident that, since the inception of scientific psychology, scholars such as C. Bruner [5], J. Piaget [6], and Y. Linhard [13] have dedicated extensive research endeavors to this area.

S. I. Seyidov, M. A. Hamzayev, R. I. Aliyev, and others regard the phonetic disparities between the English language and Azerbaijani as significant factors that present challenges in the acquisition of English. “As is well known, interlingual phonetic interference arises due to the discrepancies in sounds and intonation between the languages in contact. Consequently, various types of interference errors emerge” [4, p. 96].

A wealth of evidence has been amassed in psychology concerning these issues. Such evidence facilitates a comprehensive approach to evaluating the rules and competencies associated with children’s cognitive activities concerning language utilization. In this context, it becomes imperative to examine language aptitude. M. A. Hamzayev [3] has conducted extensive inquiries regarding this matter. He concludes that educators should adopt an appropriate approach to clarifying commonly utilized concepts for enhanced understanding, employing suitable psychological methodologies and effective strategies for this purpose [3, p. 53].

It is also acknowledged that “during educational activities, students cognitively deconstruct any object or event, investigating the relationships among the constituent components. This constitutes the analytical process” [1, p. 295].

Researchers characterize the psychological features of young schoolchildren’s speech as follows: “In the second period of childhood, speech plays a significant role in the advancement of cognition. During various cognitive activities, children systematize objects through verbal expression, resulting in dynamic development in their imaginative capacities” [7, p. 285].

To investigate the psychological characteristics underlying the formation of analytical-synthetic skills in language acquisition, we conducted a series of experiments, analyses, and research endeavors. Our conclusion is that analytical-synthetic competencies are among the primary determinants in language acquisition. The explanation of analytical-synthetic skills involves the accessibility of resources aligned with the objectives of acquisition (language learning) and the contextual factors (educational content), achieved through appropriate means (utilizing ICT-based interactive pedagogical methods).

As the object of the research, the secondary educational institutions numbered 44 and 41 in the Nasimi district of Baku were selected, and students from the primary grades of these schools participated in the study. Specifically, the classes included in the research were at School No. 41 (I “b” – 25 students, II “b” – 28 students, III “a” – 26 students, IV “a” – 25 students – a total of 104 students) and School No. 44 (I “b” – 25 students, II “b” – 26 students, III “b” – 24 students, IV “b” – 27 students – a total of 102 students).

Prior to the initiation of the experiment, we assessed the academic performance of the students at the conclusion of the first academic year in both the experimental and control groups. We ascertained the overall results by class and conducted analyses by categorizing the subjects into three groups:

Level I – Students who have proficiently mastered the English language and exhibit superior analytical-synthetic skills.

Level II – Students who possess a foundational command of the English language and exhibit moderately superior analytical-synthetic skills.

Level III – Students who exhibit a limited command of the English language and exhibit deficient analytical-synthetic skills.

According to these indicators, the overall results for the acquisition of the English language in the control classes across the four grades are as follows:

I – Students who have proficiently mastered the English language and exhibit superior analytical-synthetic skills – 37%.

II – Students who possess a foundational command of the English language and exhibit moderately superior analytical-synthetic skills – 42%.

III – Students who exhibit a limited command of the English language and exhibit deficient analytical-synthetic skills – 21%.

In the experimental classes, the situation is as follows:

I – Students who have proficiently mastered the English language and exhibit superior analytical-synthetic skills – 33%.

II – Students who possess a foundational command of the English language and exhibit moderately superior analytical-synthetic skills – 42%.

III – Students who exhibit a limited command of the English language and exhibit deficient analytical-synthetic skills – 25%.

It appears that, in the current context, the number of students who have proficiently acquired the English language in the control classes exceeds that in the experimental classes.

Following the attainment of these results, we initiated formative experiments at School No. 44 in the Nasimi district. During the second phase of the experiments, we collaborated with the English language instructors and the primary grade educators of each class.

Throughout the course of the experiments, we developed the methodology for the formative experiment based on several appropriate methods from our research.

“Program for Developing Analytical-Synthetic Skills in the Acquisition of English Language by Young Learners”

Objective of the Program: To create a conducive environment for the enhancement of analytical-synthetic skills in the resolution of phonetic and grammatical tasks during the acquisition of the English language by the participants.

Tasks of the Program:

1. Accurate articulation of letters in words and proper placement in written form within oral discourse.
2. Reading words and sentences aloud with correct pronunciation and composing dictations with simple texts.
3. Constructing oral texts and written compositions based on visual prompts.
4. Resolving tasks in the acquisition of the English language based on logical reasoning.
5. Demonstrating individual stylistic expression in the analytical-synthetic operations conducted in the acquisition of the English language.

Methods Utilized to Induce Changes in Participants During the Experiment:

Table 1

Levels of English Language Proficiency Among Participants in Experimental and Control Groups

Control groups – 104 p.				Experimental groups – 102 p.			
grades	Levels			grades	levels		
	I	II	III		I	II	III
I grade – 25 p.	10	10	5	I grade – 25 p.	8	11	6
II grade – 28 p.	10	11	7	II grade – 26 p.	10	10	6
III grade – 26 p.	9	11	6	III grade – 24 p.	8	12	4
IV grade – 25 p.	9	12	4	IV grade – 27 p.	8	10	9
people	38	44	22		34	43	25
percentage	37%	42%	21%		33%	42%	25%

– **Logopedic Method:** This method was employed to enhance the analytical-synthetic capabilities of students with speech deficiencies. Its application was executed in accordance with the “Program for Developing Analytical-Synthetic Skills in Participants with Weak English Language Acquisition”.

– **Emotional-Semantic Method:** This method was utilized to activate the emotional domain in the acquisition of the English language. Various strategies were employed in the implementation of the emotional-semantic method.

For Grades I and II:

– **“Role-Playing Games”:** Participants engaged in games based on roles such as “teacher-students”, “student-student”, “buyer-seller”, and “mother-child”. The objective was to reinforce their learning through practical application of the vocabulary they had acquired.

– **“Guessing Game”:** Conducted in a game-puzzle format, this approach generates high levels of engagement among children. The educator hangs a circular card on the board, behind which is a picture representing the “key word” related to the new topic (school). The side without the image faces the students. The teacher describes the concept concealed behind the picture using descriptive terminology.

For Grades III and IV:

– **“Auction”:** The educator introduces participants to the rules of conducting an auction. English names for objects or events are provided. Each participant takes turns articulating a new word that begins with the last letter of the previous word in English. The game concludes when a participant cannot identify a new word following their last utterance, with the last speaker being declared the winner. Examples include “apple”, “elephant”, “table”, “Emin”, “nose”, “egg”, “go”, “on”, “name”, “every”, “you” etc.

For Grade IV:

– **“Carousel”:** Participants are shown an image related to a theme, such as “Summer”, in A3 format or larger. Cards with vocabulary associated with summer and other topics are distributed to participants. The image is placed on the desks in front of them. They adhere the words corresponding to the summer theme from the cards onto the image: autumn, color, green, tennis, swim, T-shirt, park, swim, orange, bee, dress, boat, football, climb, flower, jump.

– **“Branching”:** The educator draws a circle in the center of an A3 sheet. A term is inscribed within this circle, such as “Family”. Beginning with this central concept, students articulate new terms that relate to it. Each new term is recorded in a new circle connected to the central circle: “parent”, “children”, “house”. Subsequently, new circles are added to each inscribed term: “parent”: “father”, “mother”; “children”: “boy”, “girl”; “house”: “kitchen”, “bedroom”, “hall”. Each subsequent

term is linked with related terms in the inscribed circle. Finally, additional terms are added to the branches, and suggestions are made.

Conscious-Practical Method: This method comprises a collection of techniques and tools for the acquisition of the English language, along with exercises aimed at developing analytical-synthetic skills.

Problem-Solving Method: This approach facilitates the creation of opportunities for analysis, synthesis, generalization, and differentiation for participants in each class. Let us examine several experimental techniques employed in the research using a didactic approach. For example, to assess the analytical-synthetic skills of students, the following tasks are assigned to them [7, p. 1–3].

Process of Analytical Operations – Grades III and IV:

Phase I: What are the characteristics of the given concepts? A series of concepts are proposed to the participants (apple, table, dog, etc.). They are asked to name the primary characteristics of each. For instance, an apple is round, green, and grows on a tree. The more attributes a student can enumerate, the better. To complicate the situation, participants are requested to emphasize a specific number of attributes (at least five, seven, or ten, depending on their age). The majority answered the task correctly.

Phase II: Divide by Characteristics! Various shapes (small/large, red/blue/green/yellow squares/circles/triangles, etc.) that need to be categorized by a specific feature are presented to the participants. Initially, categorization is done based on shape, followed by color, and finally size, with the work articulated in English.

Analysis of a Problematic Situation: Participants are presented with a problem that requires contemplation for resolution: a differentiated “Labyrinth” exercise based on ages.

Process of Synthesis Operations:

Complete the Incomplete Figure: A board is presented to the participants, featuring the names of letters written in words within 20 circles. One of the circles is empty, while the numbers are provided in a mixed format. Participants must write the appropriate number in the empty circle to complete the task.

Insert the Number! Several images on various topics are shown to the participants. In front of these images, cards with the names of corresponding elements are placed. Participants must correctly match the cards to the images: square, house, triangle, chair, rhombus, etc.

Right Hemisphere Method: This method is implemented through the activation of the brain’s hemispheres.

Examples:

Analytical Operations – Grades II–III:

“What is Common Among Them?” Participants are presented with a series of object images

and asked to identify their similarities. These could include shared shapes/colors/sizes, similarly colored flowers/animals, or similar people, etc.

Synthesis Operations – Grades II–III:

“What are Their Similar Characteristics?” This task is the reverse of the previous one. Here, the focus is on identifying the similarities between the objects. Images of living and non-living things that share the same color but differ in shape are utilized, essentially highlighting similar items.

“Select the Image!”. This exercise can be executed in two distinct modalities:

1. The participant is presented with a collection of illustrations representing various objects or events (e.g., table, wardrobe, book, doll, trophy, dog, pencil, rainbow, apple, etc.). The task is to identify and categorize all images belonging to a specified group of objects (e.g., furniture: table, bed, chair, wardrobe).

2. In this initial phase, the participant receives the same set of images; however, their objective is now to select the image of an object that is congruent with the proposed category. For instance, if the proposed object is a sofa, the corresponding group would include a chair, table, wardrobe, and bed.

Operations of Generalization and Specification Based on Analysis and Synthesis – Grade IV:

“Assign a Name to the Group of Objects!”. This task is conducted based on images or verbal concepts. A series of images are presented to the participant, who is required to amalgamate them into a generalizing category and provide a suitable designation. For example, strawberry, cherry, and raspberry collectively fall under the category of berries.

“Enumerate the Words”. In this exercise, participants must articulate as many terms as possible that pertain to the designated group. For example, one might list items belonging to categories such as furniture, toys, school supplies, or colors.

“Respond to the Inquiry!”. Participants are expected to answer questions related to their knowledge, skills, and comprehension as comprehensively as possible. For instance, “Can you enumerate the months of the seasons?”

“Simple Analogies”. The participant is provided with an exemplar. Subsequent exercises are predicated on this exemplar. It is essential to ensure that the participant comprehends the task they are to undertake:

“Forest – tree” (A tree in the forest);

“Table – dish” (The dish on the table);

“Clothes – wardrobe” (The clothes are in the wardrobe).

The task may also be approached using free expressions.

Another category of methods that exerts a developmental impact on the formation of ana-

lytical-synthetic skills in language acquisition comprises psychological methods. Their implementation is grounded in the hypotheses of psycholinguistics. The psychological methods are as follows:

Key Words Method. The application of this method is straightforward and occurs in systematic stages:

Stage I. A text in English that is previously familiar to the participants is selected or prepared in advance for translation. We have prepared this text for practice.

Text for Grade II: “This is my garden. There are green grasses. He is a cat. The cat sleeps on the grass. There are flowers in the garden. This is my ball. I love to play. My garden is beautiful”.

Text for Grade III: “I am a pupil. I go to school every day. This is my classroom. It is clean. There are desks, chairs, and a blackboard. We are learning English. I love English. The school has a playground. We play there after school. I love school and my friends”.

Text for Grade IV: “This is my family. There are five of us: me, my father, my mother, my older sister, and my younger brother. It’s evening now. Everyone is at home. I am studying. My father is watching TV. My mother is cooking. My older sister is reading a book. My younger brother is playing with toys. I love my family”.

Stage II. Words from the texts that constitute part of the participants’ active vocabulary, encompassing approximately 50% of the text, are identified and cataloged.

Stage III. These terms are translated into the participants’ native language and documented, with a key term that unifies them under a general concept being identified.

Stage IV. Subsequently, participants read the text, correlating the less familiar words with those they previously identified, conducting a semantic analysis, and integrating them into a coherent context. When selecting key terms, an analysis-synthesis based on sentence structure is conducted to enhance retention: pronouns, nouns, verbs, adjectives, and prefixes, among others.

Analysis and Synthesis in Phonetic Skills Sound Waves and Learning Processes

Sound waves are generated as a consequence of the vibration of sound-emitting objects. These waves are characterized by the pitch, intensity, and timbre of the sound produced. The auditory process functions in a manner analogous to the visual mechanism. In other words, just as we perceive external visual stimuli within our cognitive framework, we also process auditory signals similarly. Signals undergo several stages of processing within the cerebral cortex before being transmitted to the auditory center for interpretation in the final phase. The auditory process itself is executed within the central

regions of the brain. Consequently, under its influence, the responsiveness of other receptors in the brain is expected to increase.

In children, reading and writing disorders are frequently accompanied by a considerable number of orthographic errors. This phenomenon is attributed to a deficiency in preparedness for linguistic generalizations and the inability to apply learned orthographic conventions effectively. In this regard, exercises that focus on the segmentation and identification of emphasized syllables are particularly beneficial. Such training facilitates a better understanding of one of the fundamental orthographic rules acquired in primary education, specifically the orthographic regulations concerning vowels.

The objective of these methodologies, along with the application of various tasks and exercises within these frameworks, is to foster the acquisition of foundational competencies in English among first-grade students. This encompasses the learning of the alphabet, mastery of expressive styles, transcription, phonemes, and the establishment of an initial lexicon based on nouns, verbs, and adjectives.

In the second grade, students engage in analysis and synthesis based on words and simple sentences. They acquire the initial pronunciation rules of phonemes within sentence structure and articulate the logical relationships between objects and events in English, thereby reinforcing their linguistic foundation by expressing names, attributes, and characteristics. The aim of these activities is to facilitate language acquisition through the employment of analytical and synthetic skills.

In the third and fourth grades, concepts and events previously presented through visual aids and other didactic instruments are articulated more freely in spoken language, reading, and writing, while also being abstracted in terms of imagination and imagery.

In our conducted experiments, one of the most critical considerations in the organization of English language instruction based on

analytical and synthetic operations is to cultivate students' competencies in simple speech, dialogue formulation, and monologue delivery. Furthermore, it involves elucidating cause-and-effect relationships between objects and events in the target language, independently resolving assigned tasks, and, in summary, facilitating the acquisition of English at the age-appropriate level.

Finally, following the implementation of four months of formative experiments during the second semester of the 2022/2023 academic year, we assessed the academic outcomes of young learners in both control and experimental groups. The results are summarized as follows.

According to the final indicators, the results of English language acquisition in control classes have demonstrated a slight increase, with the number of students exhibiting poor proficiency decreasing by 3%: I – Students with superior analytical-synthetic skills – 39%. II – Students with partially superior analytical-synthetic skills – 43%. III – Students with weak analytical-synthetic skills – 18%.

In the experimental classes, however, the situation has markedly changed, with positive outcomes in academic performance being more pronounced: I – Students with superior analytical-synthetic skills – 43%. II – Students with partially superior analytical-synthetic skills – 44%. III – Students with weak analytical-synthetic skills – 13%.

The most significant change has occurred in the results of those with weak proficiency, whose scores have decreased by 13%.

Thus, we have examined the analytical-synthetic skills as a fundamental component of language acquisition. We identified that numerous studies have been conducted regarding the psychological characteristics of early school-age children. These studies elucidated the opportunities for language acquisition, comprehension, conceptualization, and speech characteristics, as well as developmental traditions and analytical-synthetic skills concerning their psychological development and cognitive activities. It became

Table 2

Levels of English Language Acquisition Among Participants in Experimental and Control Groups

Control groups – 104 p.				Experimental groups – 102 p.			
grades	levels			grades	levels		
	I	II	III		I	II	III
I grade – 25 p.	10	11	4	I grade – 25 p.	10	12	3
II grade – 28 p.	10	13	5	II grade – 26 p.	13	10	2
III grade – 26 p.	9	11	6	III grade – 24 p.	9	12	3
IV grade – 25 p.	11	10	4	IV grade – 27 p.	12	9	5
people	40	45	19		44	43	13
Primary percentage	37%	42%	21%		33%	42%	25%
Final percentage	39%	43%	18%		43%	44%	13%

evident that the level of skill development, which is an integral part of a child's cognitive process, can be determined by the levels of comprehension and intellectual performance.

Based on these analyses, we prepared the methodology for the research. We determined the role of analytical-synthetic processes in the acquisition of the psycholinguistic structure of language. Furthermore, by examining the progression of analytical-synthetic operations in the phonetics and grammar of languages, we distinguished the developmental characteristics of these processes in the acquisition of language structures.

Conclusions. The analyses indicated that cognitive activity is conditioned by specific psychological regularities. The analytical-synthetic processes of thought become more pronounced in problem-oriented intellectual activity. The existence of a problem situation prompts the active engagement of cognitive activity. As a result, in response to the demand for analysis and synthesis in cognition, these processes are directed toward solving the problem. In problem situations, it is necessary to employ analytical-synthetic processes with maximum precision to achieve correct solutions. The expansion of functional possibilities in logical thinking during early school years, as well as the rapid development of other psychological functions – such as perception, memory, imagination, and speech – redirects the analytical-synthetic processes of thought to a qualitatively new stage. This process accelerates further during the middle years of primary schooling. From a functional perspective, the favorable conditions for the occurrence of qualitative changes in the thinking of young students provide a foundation for the establishment of analytical-synthetic operations at an abstract level in language acquisition.

In substantiating all of these, we monitored the role of analytical-synthetic processes in language acquisition within the educational experience, clarifying how these skills are formed in practice. We conducted formative and summative experiments. The results achieved the objec-

tives set forth. We ensured the fulfillment of the identified tasks. We collaborated with teachers and students on program-related activities. We implemented programs that responded to contemporary requirements for employing analytical-synthetic skills in the acquisition of the English language. The propositions we put forward have been validated.

BIBLIOGRAPHY:

1. Bayramov Ə.S. Psixologiya. Ə.S.Bayramov, Ə.Ə. Əlizadə. Bakı: Maarif, 1989. 540 s.
2. Əmrahlı L.Ş. Uşaq psixologiyası. L.Ş.Əmrahlı, N.T. Rzayeva. Bakı: ADPU-nun mətbəəsi, 2010. 358 s.
3. Həmzəyev M.Ə. II-III siniflərdə yeni proqram üzrə qrammatik materialların mənimsənilməsindəki çətinliklərin psixoloji təhlili. Elmi tədqiqat işi, ATİ, 1962. 120 s.
4. Seyidov S.İ. Psixologiya / S.İ. Seyidov, M.Ə. Həmzəyev, R.İ. Əliyev və b. Bakı: Nurlan, 2010. 700 s.
5. Bruner J. S. & Goodman C. C. «Value and need as organizing factors in perception». Journal of Abnormal and Social Psychology. 1974. № 42. pp. 33–44.
6. The Developmental Psychology of Jean Piaget Hardcover. December 8, 2011. by John Hurley Flavell (Author), Jean Piaget (Foreword)
7. Linda, L. Faks-Figures. L.Linda, P.Askert. Boston: International Student Edition, 2018. 262 p.
8. Lianas A. English 2. Happy Campers. Student Book/ A.Lianas, L. Williams – London: Macmillan education limited, 2021. 75 p.
9. New Round-Up Starter. Horlow: Pearson Education Limited, 2011. 112 p.
10. Oxenden C. New English File / C. Oxenden, K. Latham-Koenig. Oxford University Press, 2018. 79 p.
11. Owen M. Hom fun booklet 1. /M. Owen. Cambridge: Cambridge University Press, 2016. 32 p.
12. Owen, M. Hom fun booklet 2. /M. Owen. Cambridge: Cambridge University Press, 2017. 79 p.
13. Proceedings of the XVth World Congress of Philosophy. Volume 6, 1975. Лінгарт. Pages 71–74, URL: <https://doi.org/10.5840/wcp1519756183>
14. Dil ve Konuşma Terapistleri için Temel Fizik ve Ses Fiziolojisi URL: <https://uskudar.edu.tr>
15. Learn English Listening Beginner: Lesson 1–5. URL: <https://www.youtube.com/watch?v=eMvg1n6bll0>