

2026-yil, 30-iyun 12(80)-son



ISSN 2021-9752

Til va adabiyot.uz

ILMIY-METODIK ELEKTRON JURNAL
НАУЧНО-МЕТОДИЧЕСКИЙ ЭЛЕКТРОННЫЙ ЖУРНАЛ
SCIENTIFIC-METHODOLOGICAL ELECTRONIC JOURNAL

«Til va adabiyot – Языка и литературы – Language and literature» (e-mail: tilvaadabiyotuz@gmail.com) <https://oak.uz/pages/4802>

27
IYUN

MATBUOT VA
OMMAVIY AXBOROT
VOSITALARI
XODIMLARI KUNI

*Bayramingiz
muborak bo'lsin!*



Gulsevar USMONOVA,

Teacher, Chirchik State Pedagogical University

Email: g.usmonova@cspu.uz

THE ROLE OF MEMORY, ATTENTION, AND MOTIVATION IN VOCABULARY DEVELOPMENT AMONG PRIMARY SCHOOL LEARNERS

Annotation: this study explores the pedagogical and psychological dimensions of vocabulary development in children aged 6–11 attending primary school. It focuses on the interconnected roles of memory, attention, and motivation in shaping the process of vocabulary acquisition and retention. The article emphasizes the value of instructional approaches such as play-based activities, contextual and visual learning, collaborative engagement, and supportive classroom environments in promoting lexical growth. It also discusses the importance of considering children's working memory limitations and developmental characteristics when designing vocabulary instruction. Based on the reviewed evidence, the study offers practical recommendations to help primary school teachers create effective and developmentally appropriate learning experiences.

Key words: *vocabulary development, primary school learners, educational psychology, memory, attention, motivation, language acquisition, lexical development, play-based learning.*

Аннотация: данное исследование посвящено изучению педагогических и психологических аспектов развития словарного запаса у детей младшего школьного возраста (6–11 лет). В работе анализируется взаимосвязанная роль памяти, внимания и мотивации в процессе усвоения и закрепления новой лексики. Особое внимание уделяется эффективности игровых методов обучения, контекстного и визуального обучения, совместной деятельности учащихся, а также созданию благоприятной образовательной среды для развития словарного запаса. Кроме того, подчёркивается важность учёта особенностей рабочей памяти и возрастного развития детей при организации обучения лексике. На основе проведённого анализа предлагаются практические рекомендации, направленные на повышение эффективности преподавания и создание условий, соответствующих возрастным и психологическим особенностям учащихся начальной школы.

Ключевые слова: *развитие словарного запаса, учащиеся начальной школы, педагогическая психология, память, внимание, мотивация, усвоение языка, лексическое развитие, игровое обучение.*

Annotatsiya: ushbu tadqiqot boshlang'ich maktab yoshidagi (6–11 yosh) o'quvchilarda lug'at boyligini rivojlantirishning pedagogik va psixologik jihatlari o'rganishga bag'ishlangan. Unda so'z boyligini o'zlashtirish va mustahkamlash jarayonida xotira, diqqat va motivatsiyaning o'zaro bog'liq roli tahlil qilinadi. Maqolada lug'at boyligini rivojlantirishda o'yin asosidagi ta'lim, kontekstual va vizual o'qitish, hamkorlikdagi faoliyat hamda qo'llab-quvvatlovchi sinf muhitining ahamiyati yoritilgan. Shuningdek, lug'atni o'qitishni rejalashtirishda bolalarning ishchi xotirasi imkoniyatlari va rivojlanish xususiyatlarini hisobga olish zarurligi ta'kidlanadi. Tadqiqot natijalariga asosan, boshlang'ich sinf o'qituvchilari uchun samarali va o'quvchilarning yosh hamda rivojlanish xususiyatlariga mos ta'lim jarayonini tashkil etishga doir amaliy tavsiyalar ishlab chiqilgan.

Kalit so'zlar: *lug'at boyligini rivojlantirish, boshlang'ich sinf o'quvchilari, pedagogik psixologiya, xotira, diqqat, motivatsiya, tilni o'zlashtirish, leksik rivojlanish, o'yin asosidagi ta'lim.*

INTRODUCTION

Vocabulary development is one of the most critical dimensions of children's linguistic, cognitive, and academic growth during primary school years (ages 6–11). Lexical knowledge is not merely a measure of language proficiency but a fundamental predictor of reading comprehension, academic achievement, and lifelong communicative competence. Children with limited vocabulary face compounding disadvantages, while those with rich lexical repertoire demonstrate stronger reasoning, reading fluency, and academic engagement.

Vocabulary acquisition is not a single event but a gradual, incremental process of deepening knowledge. A child first encounters a word passively, then progressively acquires its pronunciation, spelling, meaning, and appropriate use. This incremental view challenges instructional approaches that treat word introduction as equivalent to acquisition.

The primary school years represent a sensitive period for vocabulary growth. School introduces children to academic and domain-specific language far beyond the conversational lexicon of early childhood. Failure to bridge this gap creates cascading disadvantages that widen with each year of schooling.

This study examines how psychological factors – memory, attention, and motivation – interact with pedagogical conditions to influence vocabulary acquisition, retention, and use among primary school learners.

METHODOLOGY

This study adopted a qualitative research design based on systematic literature review and document analysis. Sources included scholarly monographs, peer-reviewed articles, and textbooks from developmental psychology, educational psychology, cognitive science, and pedagogy. Both international scholarship (Berk, 2013; Cowan, 2016; Santrock,

2019; Vygotsky, 1978) and regional research (Azizxo'jayeva, 2006; Botirova, 2021; Jurayev, 2022) were incorporated.

Thematic analysis was used to organize and interpret the literature. Key themes – memory, attention, motivation, child development theories, and pedagogical strategies – were identified deductively and refined inductively.

RESULTS

Memory is the foundational cognitive mechanism for vocabulary learning. Working memory holds and manipulates limited information over brief periods; long-term memory stores consolidated knowledge (Cowan, 2016). Children aged 6–7 can hold approximately three to four items in working memory, compared to seven for adults. When teachers present too many new words simultaneously, cognitive overload results in poor encoding and rapid forgetting.

Long-term retention is supported through distributed practice, meaningful contextualization, and elaborative encoding. Repetition quality matters more than frequency – active use, semantic elaboration, and real-life application produce deeper encoding than rote repetition.

Attention functions as a regulatory gateway: only information receiving sufficient attentional resources can support learning. Children aged 6–8 sustain focused attention for approximately 10–15 minutes before fatigue increases. Instructional sequences must be carefully calibrated to match attentional capacities.

Selective attention – focusing on relevant stimuli while filtering irrelevant ones – is essential for inferring word meanings from context. Joint attention between teacher and learner mediates instructional effectiveness. Motivation determines how much effort children invest in learning. Intrinsic motivation – curiosity and enjoyment – drives voluntary engagement with books and conversation, exponentially expanding vocabulary. Extrinsic motivation can generate compliance but may undermine intrinsic interest if perceived as controlling.

Classroom emotional climate shapes motivation. Warm, encouraging, psychologically safe classrooms produce risk-taking learners who attempt unfamiliar words. Critical, competitive environments produce defensive, avoidant learners. Piaget's concrete operational stage (ages 7–11) indicates children learn words most effectively when grounded in concrete experience, not abstract definitions. Vygotsky's Zone of Proximal Development suggests children

learn new words most effectively with scaffolded support from more capable partners. Play-based learning provides rich, contextualized encounters with new vocabulary. Play involves intrinsic motivation, sustained attention, and deeper processing.

Visual and contextual learning – illustrated books, flashcards, real objects – activates dual-coding processes, complementing verbal encoding.

Collaborative learning – peer discussions, group storytelling – requires active vocabulary use, promoting deeper processing.

Storytelling and narrative embed new words in emotionally resonant contexts, facilitating attention and deep encoding.

Teacher support and classroom environment – rich teacher language, specific feedback, word walls, and vocabulary-rich routines – profoundly influence lexical development.

DISCUSSION

Memory, attention, and motivation work together in vocabulary development. Children with higher motivation tend to maintain better attention and retain new words more effectively. Therefore, teaching strategies should address these factors simultaneously. Working memory limitations should be considered in primary education by introducing fewer words at a time, using visual aids, and providing repeated practice in different contexts. Scaffolded and differentiated instruction helps children learn vocabulary beyond their current level while gradually developing independent language skills. Play-based activities, such as word games, role-play, and storytelling, create meaningful and engaging opportunities for vocabulary acquisition. A positive classroom environment and peer interaction strengthen children's confidence and encourage active vocabulary use, leading to more effective and lasting learning outcomes.

CONCLUSION

This study concludes that memory, attention, and motivation form an integrated system requiring multidimensional instructional approaches. Developmental constraints of working memory represent a significant pedagogical challenge frequently underappreciated in curriculum design. Play-based learning, collaborative activities, visual and contextual instruction, and narratively rich environments are not supplementary luxuries but essential vehicles for effective vocabulary development.

REFERENCES

1. Berk L. E. Child Development (9th ed.). Boston: Pearson Education, 2013.
2. Brophy J. Motivating Students to Learn (2nd ed.). Mahwah, NJ: Lawrence Erlbaum Associates, 2004.
3. Cameron L. Teaching Languages to Young Learners. Cambridge: Cambridge University Press, 2001.
4. Cowan, N. Working Memory Capacity. New York: Psychology Press, 2016.
5. Santrock J. W. Educational Psychology (7th ed.). New York: McGraw-Hill Education, 2019.
6. Vygotsky L. S. Mind in Society: The Development of Higher Psychological Processes. Cambridge, MA: Harvard University Press, 1978.

Madina SHAKIROVA A COMPARATIVE SEMANTIC ANALYSIS OF BROWN COLOUR IDIOMS IN ENGLISH AND UZBEK	154
Adiba ESHDAVLATOVA DEVELOPING COMMUNICATIVE COMPETENCE THROUGH INTERACTIVE TEACHING METHODS	156
Nadira RASULOVA PRACTICAL STRATEGIES FOR INCORPORATING AUTHENTIC TEXTS IN READING LESSON	158
Guljakhon JURAEVA GENDER AND DIPLOMATIC DISCOURSE: FEMALE AMBASSADORS AND THE POLITICS OF REPRESENTATION.....	160
Mekhrinigor YAKHSHIYEVA DEVELOPMENT OF FEMALE STUDENTS' PHYSICAL QUALITIES THROUGH AEROBICS	162
Arobidin ARABBAYEV WEB 2.0 TEXNOLOGIYALARI ASOSIDA PEDAGOGIK TA'LIM MAGISTRANTLARINING KASBIY-KREATIV KOMPETENTLIGINI SHAKLLANTIRISH	165
Дилором МУСТАФАЕВА ПРАКТИЧЕСКИЕ АСПЕКТЫ ФОРМИРОВАНИЯ ЦИФРОВОЙ ГРАМОТНОСТИ СТУДЕНТОВ В ПРОЦЕССЕ ОБУЧЕНИЯ РУССКОМУ ЯЗЫКУ КАК ИНОСТРАННОМУ	167
И.В. РОДИНА ЛИРИЧЕСКИЙ ГЕРОЙ В СИСТЕМЕ ВЫЯВЛЕНИЯ АВТОРСКОЙ ИДЕИ ПОЭТИЧЕСКОГО ТЕКСТА: ЛИТЕРАТУРОВЕДЧЕСКИЙ И МЕТОДИЧЕСКИЙ АСПЕКТЫ АНАЛИЗА	169

PEDAGOGIKA

Tolib AVLIYAQULOV TALABALAR AXLOQIY TA'LIM-TARBIYASIDA PEDAGOGIK-QADRIYATLI YONDASHUVLARNI TAKOMILLASHTIRISH.....	173
Dildora XOLMO'MINOVA MA'NAVIY-AXLOQIY TARBIYA TUSHUNCHASINING PEDAGOGIK MOHIYATI VA TUZILMASI.....	175
Husniddin NAZAROV BOSHLANG'ICH SINFLARDA O'QITILADIGAN TABIIY FANLAR VA MATEMATIKA FANLAR INTEGRATSIYASINING AHAMIYATI.....	177
Саида МАМАДАЛИЕВА МЕТОДИЧЕСКИЕ ОСНОВЫ ФОРМИРОВАНИЯ КОММУНИКАТИВНОЙ КОМПЕТЕНЦИИ СТУДЕНТОВ -ФИЛОЛОГОВ НА ЗАНЯТИЯХ ПО РУССКОМУ ЯЗЫКУ	179
Шахноза ТАДЖИМОВА Дильноза СИДИКОВА РОЛЬ САМОСТОЯТЕЛЬНОЙ РАБОТЫ В РАЗВИТИИ ИНОЯЗЫЧНОЙ КОММУНИКАТИВНОЙ КОМПЕТЕНЦИИ СТУДЕНТОВ.....	183

У.Р. ПУЛАТОВА СОВЕРШЕНСТВОВАНИЕ НАВЫКОВ ПИСЬМЕННОЙ ЮРИДИЧЕСКОЙ РЕЧИ СТУДЕНТОВ В ЛИНГВИСТИЧЕСКОМ И МЕТОДИЧЕСКОМ АСПЕКТАХ	185
--	-----

Gulsevar USMONOVA THE ROLE OF MEMORY, ATTENTION, AND MOTIVATION IN VOCABULARY DEVELOPMENT AMONG PRIMARY SCHOOL LEARNERS.....	188
--	-----

KICHIK TADQIQOT

Ismigul SAMATOVA O'ZBEK ADABIYOTIDA TAZKIRACHILIKNING RIVOJLANISH OMILLARI	191
Madinabonu BOBOQULOVA "GULISTON" ASARINING KOMPOZITSION TUZILISHI VA G'OYAVIY BADIY XUSUSIYATLARI	194
Dilnozaxon JO'RAYEVA DRAMA NAZARIYASINING TARAQQIYOT BOSQICHLARI: ARISTOTELDAN BREXTGACHA	197
Perizat DJOLDASBAEVA O'QUVCHILARDA IJODKORLIKNI RIVOJLANTIRISHDA GEYMIFIKATSIYANING ROLI	199
MaxliyoXon RO'ZIMUROTOVA XITOIY VA O'ZBEK IJTIMOIIY TARMOQLARIDA EKOLOGIK DISKURSNING QIYOSIIY TAHLILI.....	201
Sevinch AZAMATOVA O'ZBEK TILIDA AYRIM "ETAK" KOMPONENTLI IBORALARNING SEMANTIK TAHLILI	203
Shakhnoza NURMATOVA МОЛОДЁЖНЫЙ СЛЕНГ В ЭПОХУ ЦИФРОВОЙ КОММУНИКАЦИИ: ФУНКЦИИ, ИСТОЧНИКИ И ТЕНДЕНЦИИ РАЗВИТИЯ	205
Marvaridxon ALIXONOVA Madina SHAKIROVA COLOR-COMPONENT IDIOMS IN ENGLISH AND UZBEK FROM A CROSS-CULTURAL PERSPECTIVE: RED COLOR-COMPONENT IDIOMS IN ENGLISH AND UZBEK: A LINGUOCULTURAL ANALYSIS.....	207
Z.M.NAJIMOVA THE SIGNIFICANCE OF THE TERM "DEONYM" IN LINGUISTICS.....	209

IJOD SOATI

Asroriddin SAYDAZIMOV OLGA O'ZBEKISTON	212
--	-----