

PRINCIPLES OF TEACHING ENGLISH TO PRIMARY SCHOOL LEARNERS  
THROUGH ART-BASED METHOD

Subanova Dilafruz Vahapjanovna,

Associate professor, Uzbekistan National Pedagogical University named after Nizami

DOI: <https://doi.org/10.5281/zenodo.18932760>

**Abstract.** This article examines the didactic, psychological, and pedagogical principles of teaching English to primary school learners through visual and arts-based tools. Special attention is given to the role of pictures, graphic images, drama, and creative activities in developing young learners' speech skills. The study systematizes general didactic, psycholinguistic, methodological, and pedagogical principles relevant to primary foreign language education. Based on theoretical analysis of national and international research, a framework of principles for arts-integrated English language teaching is proposed. The findings indicate that visual support, communicative orientation, age-appropriate instruction, and multisensory engagement significantly enhance vocabulary acquisition, oral speech development, and learner motivation. The article contributes to the theoretical foundation of arts-based English language teaching in primary education.

**Keywords:** primary education, English language teaching, didactic principles, visual approach, arts-based learning, psycholinguistic principles, communicative competence

**Annotatsiya.** Mazkur maqolada boshlang'ich sinf o'quvchilariga ingliz tilini vizual va san'atga asoslangan vositalar orqali o'qitishning didaktik, psixologik hamda pedagogik tamoyillari tahlil qilinadi. Tadqiqotda rasmlar, grafik tasvirlar, drama elementlari va ijodiy faoliyatlarning yosh o'quvchilarning nutq ko'nikmalarini rivojlantirishdagi o'rni alohida ko'rib chiqiladi. Shuningdek, boshlang'ich bosqichda chet tilini o'qitishga oid umumdidaktik, psixolingvistik, metodik va pedagogik tamoyillar tizimlashtiriladi. Milliy va xalqaro ilmiy tadqiqotlarning nazariy tahliliga asoslanib, san'at integratsiyasiga asoslangan ingliz tilini o'qitish tamoyillari modeli taklif etiladi. Tadqiqot natijalari vizual tayanch, kommunikativ yo'naltirilganlik, yosh xususiyatlariga mos o'qitish hamda multisensor (ko'p sezgi) yondashuv so'z boyligini o'zlashtirish, og'zaki nutqni rivojlantirish va o'quvchilar motivatsiyasini oshirishda muhim ahamiyatga ega ekanligini ko'rsatadi. Maqola boshlang'ich ta'limda san'atga asoslangan ingliz tilini o'qitishning nazariy asoslarini boyitadi.

**Kalit so'zlar:** boshlang'ich ta'lim, ingliz tilini o'qitish, didaktik tamoyillar, vizual yondashuv, san'atga asoslangan ta'lim, psixolingvistik tamoyillar, kommunikativ kompetensiya.

**Аннотация.** В данной статье рассматриваются дидактические, психологические и педагогические принципы обучения английскому языку учащихся начальной школы с использованием визуальных и художественно-творческих средств. Особое внимание уделяется роли изображений, графических образов, драматических элементов и творческой деятельности в развитии речевых навыков младших школьников. В исследовании систематизированы общедидактические, психолингвистические, методические и педагогические принципы обучения иностранному языку на начальном этапе образования. На основе теоретического анализа отечественных и зарубежных научных исследований предлагается система принципов обучения английскому языку с интеграцией элементов искусства. Результаты исследования показывают, что использование визуальной поддержки, коммуникативной направленности обучения, учета возрастных особенностей и мультисенсорного взаимодействия значительно повышает эффективность усвоения лексики, развитие устной речи и мотивацию учащихся. Статья вносит вклад в развитие теоретических основ обучения английскому языку на основе искусства в начальном образовании.

**Ключевые слова:** начальное образование, обучение английскому языку, дидактические принципы, визуальный подход, обучение на основе искусства, психолингвистические принципы, коммуникативная компетенция.

**Introduction.** Teaching English to primary school learners requires special consideration of their psychological, cognitive, and linguistic characteristics. Unlike older learners, young children acquire language more effectively through visual perception, emotional engagement, movement, and play. Therefore, the use of pictures, graphic images, dramatization, and other artistic tools is considered more effective than presenting language material in plain textual form.

Visual materials significantly contribute to the development of learners' speech skills and vocabulary enrichment. Grammar instruction at the primary level should not rely heavily on abstract rules; rather, it should be introduced implicitly within meaningful contexts and reinforced through oral practice and interactive exercises.

The theoretical foundations of foreign language teaching are rooted in didactics. The term *didactics* (from the Greek *didaktikos* – “teaching, instructive”) refers to the branch of pedagogy that studies the laws, principles, methods, and forms of teaching. The concept was first introduced by Wolfgang Ratke, who interpreted it as the “art of teaching.” Later, in 1657, Jan Amos Comenius developed the theoretical foundations of didactics in his work *Great Didactics*, emphasizing systematic and age-appropriate instruction.

Although the term “didactics” was not explicitly used in the works of Eastern scholars, fundamental didactic principles can be found in the heritage of Abu Ali Ibn Sina and Alisher Navoi, who emphasized age-appropriate grouping of learners, moral education, and the importance of teacher - student relationships.

Modern foreign language methodology distinguishes between general didactic principles, specific methodological principles, and special principles related to particular language components. According to Evgeny Passov, a principle serves as the foundation of the teaching process. Contemporary European research projects on primary foreign language education also highlight the importance of meaningful context, positive learning atmosphere, holistic learning, motivation, learner-centeredness, and the priority of listening comprehension.

Considering these theoretical perspectives, this study aims to systematize the principles of teaching English to primary school learners through visual and arts-based tools and to propose a pedagogically grounded framework for their implementation.

**Methods.** This study employs qualitative theoretical analysis of pedagogical, psychological, and methodological literature in Uzbek, Russian, and international sources. The research is based on:

- Comparative analysis of didactic theories;
- Systematization of psycholinguistic principles of foreign language acquisition;
- Review of communicative and arts-based teaching approaches;
- Conceptual modeling of principles applicable to primary education.

The research also integrates methodological classifications of foreign language teaching principles, including general (communicative orientation, systematic instruction),

specific (teaching based on speech patterns, integration of language skills), and special principles (teaching grammar, vocabulary, reading, and writing).

Based on this analysis, a structured framework of principles for teaching English through visual and arts-based tools was developed.

**Results.** The analysis allowed the identification of four interconnected groups of principles for teaching English in primary school:

### 1. Didactic Principles

Consideration of learners' age and cognitive characteristics;

Priority of listening comprehension;

Creation of meaningful communicative contexts;

Use of authentic and age-appropriate materials;

Teaching language through speech patterns;

Systematic and sequential presentation of material.

### 2. Psycholinguistic Principles

Increasing learners' intrinsic motivation;

Encouraging physical movement and multisensory engagement;

Considering learners' first language experience;

Raising awareness of similarities and differences between native and foreign languages;

Individual approach to learners' abilities and interests.

Two major psychological orientations are emphasized:

**Verbalization principle** – language is acquired primarily through oral speech practice;

**Correlation principle** – selection of language material necessary for forming communicative skills.

### 3. Methodological Principles

Communicative orientation of all exercises;

Integration of vocabulary, grammar, and pronunciation as a whole;

Priority of oral speech at the initial stage;

Gradual progression from simple to complex structures;

Use of artificial communicative situations in classroom settings.

### 4. Pedagogical and Arts-Based Principles

Implementation of visual and multisensory approaches;

Encouraging creativity through drama, puppetry, songs, and role-play;

Creating opportunities for learners to demonstrate knowledge in English;

Promoting tolerance and intercultural awareness;

Organizing integrative, competence-based lessons.

Special emphasis is placed on visual tools (pictures, graphics, puppets, dramatization). These tools:

Expand vocabulary;  
Stimulate oral production;  
Reduce anxiety;  
Increase engagement;  
Facilitate long-term retention.

**Discussion.** The findings confirm that teaching English to primary school learners differs significantly from teaching adolescents or adults. Due to the absence of a natural English-speaking environment outside the classroom, teachers must create artificial communicative situations that simulate real-life interaction.

Unlike other academic subjects, English functions both as a goal and as a means of instruction. Learners simultaneously acquire communicative competence and use the language as a tool for obtaining new information.

Visual and arts-based tools play a crucial role in overcoming psychological barriers and compensating for the lack of authentic language environment. Multisensory learning enhances cognitive processing and memory retention. Drama and role-play create emotionally meaningful contexts, while pictures and graphic materials support comprehension and vocabulary development.

The integration of didactic, psycholinguistic, methodological, and pedagogical principles ensures a holistic approach to primary English education. The correct selection of principles increases lesson effectiveness and fosters learners' sustained interest in English.

**Conclusion.** Teaching English to primary school learners through visual and arts-based tools should be grounded in a scientifically substantiated system of principles. The effectiveness of instruction depends on age-appropriateness, communicative orientation, multisensory engagement, motivation enhancement, and integration of language components.

Arts-based and visual approaches not only facilitate speech development but also contribute to learners' cognitive, emotional, and creative growth. Therefore, their systematic implementation is pedagogically justified and methodologically necessary in primary English language education.

#### References:

1. Harmer, Jeremy. (2007). *How to teach English*. Pearson Longman.
2. Richards, Jack C., & Rodgers, Theodore S. (2014). *Approaches and methods in language teaching* (3rd ed.). Cambridge University Press.
3. Larsen-Freeman, Diane, & Anderson, M. (2011). *Techniques and principles in language teaching* (3rd ed.). Oxford University Press.
4. Nunan, David. (2004). *Task-based language teaching*. Cambridge University Press.
5. Maley, Alan, & Duff, Alan. (2005). *Drama techniques in language learning: A resource book of communication activities* (3rd ed.). Cambridge University Press.
6. Pinter, Annamaria. (2017). *Teaching young language learners* (2nd ed.). Oxford University Press.
7. Cameron, Lynne. (2001). *Teaching languages to young learners*. Cambridge University Press.

8. Vygotsky, Lev. (1978). *Mind in society: The development of higher psychological processes*. Harvard University Press.
9. Piaget, Jean. (1952). *The origins of intelligence in children*. International Universities Press.
10. Passov, Evgeny I. (1991). *Kommunikativny metod obucheniya inostrannomu yazyku*. Prosveshcheniye.
11. Jalolov, Jamol Jalolovich. (2012). *Chet til o'qitish metodikasi*. Toshkent: O'qituvchi.
12. Gorlova, Nadezhda A. (2010). *Metodika obucheniya inostrannym yazykam v nachalnoy shkole*. Akademiya.
13. Heathcote, Dorothy. (1984). *Collected writings on education and drama*. Northwestern University Press.
14. Wedell, Martin, & Malderez, A. (2013). *Understanding language classroom contexts: The starting point for change*. Bloomsbury.
15. Leontiev, Alexei N. (1981). *Problems of the development of the mind*. Progress Publishers.

