

**TASKS WITH ELEMENTS OF PARAPSYCHOLINGUISTICS USED IN TEACHING THE FRENCH LANGUAGE.****Xayatova Nigina Ikromdjonovna**

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**Abstract:** The article examines the specific features of using tasks with elements of parapsycholinguistics in the process of teaching the French language. The author analyzes psycholinguistic and parapsychological mechanisms influencing the formation of language competence and reveals the role of intuitive, associative, and emotional components in mastering a foreign language. Particular attention is paid to methodological techniques aimed at developing linguistic intuition, interpersonal understanding, and the ability to perceive hidden meanings in utterances. The paper presents examples of exercises that activate the learners' subconscious resources and enhance the effectiveness of French language acquisition. The results of the study confirm that the integration of parapsycholinguistic elements into the educational process contributes to the development of deeper and more sustainable foreign language proficiency

**Keywords:** parapsycholinguistics; psycholinguistics; foreign language teaching; French language; linguistic intuition; subconscious mechanisms of speech; teaching methodology; emotional perception of speech.

**Introduction**

Modern methods of teaching foreign languages are actively developing toward the integration of interdisciplinary approaches that combine linguistics, psychology, pedagogy, and cognitive sciences. In recent years, increasing attention has been paid by researchers to parapsycholinguistics — a new scientific field situated at the intersection of psycholinguistics and parapsychology, which studies the hidden, subconscious, and intuitive aspects of human speech activity.

In the context of teaching the French language, the use of parapsycholinguistic elements opens up additional opportunities for developing linguistic intuition, empathy, associative and imaginative thinking, as well as the perception of emotional nuances of speech. This approach contributes not only to the improvement of communicative skills but also to the activation of learners' cognitive and emotional resources.

The relevance of this research lies in the need to search for new and more effective forms and methods of teaching aimed at developing the deep psycholinguistic mechanisms of speech perception and production. The use of exercises incorporating elements of parapsycholinguistics makes the process of learning French more learner-centered, intuitive, and emotionally engaging, which is particularly important in the context of the humanization of modern education.

The purpose of this article is to reveal the theoretical foundations of the parapsycholinguistic approach and to analyze specific exercises that include its elements and can be applied in teaching the French language.

At present, the use of parapsycholinguistic approaches in teaching French in primary school involves the integration of traditional linguistic exercises with psychological, cognitive, and associative techniques. Such tasks are aimed not only at developing language skills but also at fostering learners' emotional engagement, associative thinking, and intuitive perception of a foreign language. Below are examples of exercises designed according to parapsycholinguistic methodology.

## 1. Methods of Teaching French with Elements of Rhymes and Games

The use of rhymes and games in teaching French at the primary level creates an engaging and effective learning environment that enhances language acquisition. An important element of this approach is the introduction of rhymed texts, which can significantly facilitate the memorization of lexical items.

Research has shown that rhymed texts help children better perceive the sound structure of the language and remember new vocabulary more easily.<sup>1</sup>

An interesting method consists of using children's nursery rhymes, which not only entertain learners but also help build a phonetic foundation.

The combination of rhyme and rhythm makes the learning process less stressful and more enjoyable. In addition, games as a teaching method provide opportunities for active student engagement. Games can be designed to develop language skills through interactive activities, promoting not only memorization but also oral practice. Game-based formats — such as role-playing, language contests, or singing competitions — have a positive impact on learners' confidence in using the language.<sup>2</sup> By participating in game-like situations, children communicate more freely in the foreign language and apply it in practice, which is undoubtedly an important aspect of language learning.

Poems and rhymes also serve as an excellent tool for creating associative links with new words. The ability to connect heard sounds with already familiar concepts facilitates the process of perception. According to experts, the use of nursery rhymes helps to develop not only lexical skills but also enhances children's speech activity. Such techniques foster their creativity and help them form their own phrases using the newly learned words.

Within the learning process, it is most effective to combine various types of activities. For example, incorporating game elements into the study of poems and rhymes increases the level of student engagement and makes the lesson more dynamic. Exercises based on elements of competition provide additional motivation, encouraging children to be more active, which contributes to better material retention.<sup>3</sup>

Therefore, by using methods that include rhymes and games, teachers can significantly increase the effectiveness of their instruction. This approach allows children not only to have fun during lessons but also to actively develop their language habits, giving them confidence in using the French language in the future. Below are practical examples of lessons where these approaches are applied.

For example, when learning numbers in French, a counting rhyme can be used to help with better memorization.

*Un, Deux, Trois - Je vais dans le bois*

*Un, Deux, Trois —*

*Je vais dans le bois.*

<sup>1</sup> *Igra kak odin iz effektivnykh priemov obucheniya inoyazychnomu govoreniyu uchaschikhsya nachalnoy shkoly* [Game as one of the effective methods of teaching foreign language speaking to primary school students] // **Ekspert i innovatsii v shkole**. — 2015. — No. 3. — URL: <https://cyberleninka.ru/article/n/igra-kak-odin-iz-effektivnykh-priemov-obucheniya-inoyazychnomu-govoreniyu-uchaschikhsya-nachalnoy-shkoly>

<sup>2</sup> **Burkhanova, F. B., & Rodionova, S. E.**

*Vnedrenie innovatsionnykh aktivnykh i interaktivnykh metodov obucheniya i obrazovatelnykh tekhnologiy v rossiyskikh vuzakh: sovremennoe sostoyanie i problemy* [Implementation of innovative active and interactive teaching methods and educational technologies in Russian universities: current state and problems] // **Vestnik Bashkirskogo Universiteta**. — 2012. — No. 4. — URL: <https://cyberleninka.ru/article/n/vnedrenie-innovatsionnykh-aktivnykh-i-interaktivnykh-metodov-obucheniya-i-obrazovatelnykh-tehnologiy-v-rossiyskikh-vuzakh-sovremennoe>

<sup>3</sup> Pushkareva Marina Petrovna, Kulsakhatov Daniyar Kulsakhatovich. *NURSERY RHYMES KAK SREDSTVO FORMIROVANIYA LEKSIČESKIH NAVYKOV OBUČAYUŠIHSJA NA MLAŽSEM ETAPE*. Vestnik Shadrinskogo gosudarstvennogo pedagogičeskogo universiteta, 2021, № 2 (50). URL: <https://cyberleninka.ru/article/n/nursery-rhymes-kak-sredstvo-formirovaniya-leksicheskikh-navykov-obuchayuschih-sya-na-mladshem-etape>

*Quatre, Cinq, Six —  
Cueillir des cerises.  
Sept, Huit, Neuf —  
Dans mon panier neuf.  
Dix, Onze, Douze —  
Elles seront toutes rouges.*

Alternatively, using elements of parapsycholinguistics, the teacher can start the lesson with a warm-up that includes gestures and a counting rhyme in French. This helps engage body language and improve phonetics, as the rhyme is performed in the target language. Such an activity adds a special tone to the lesson and increases students' interest in learning a foreign language.

*Mains en L'aire  
Mains en l'air  
Sur la tête  
Aux épaules  
Et en avant  
Bras croisés  
Sur les côtés  
Moulinet  
Et l'on se tait!*

When studying the topic “**Parts of the Body**” (*Le corps*), a short poem can be used to help students quickly memorize new words. In addition, incorporating gestures and expressive intonation helps engage the body and emotions, making the learning process more dynamic and memorable.

*Comptines  
Je cache mes yeux.  
Je montre mes yeux.  
Je lève les mains en l'air.  
Je cache mes yeux .  
Je montre mes yeux.  
Je mets mes mains au dos sans dire un mot.*

For the topic “**Colors**” (*Les couleurs*), you can hand out colored pencils and have students pass them to each other while reciting a rhyme. In this way, both gestures and pronunciation — that is, the phonetic aspect — are actively engaged.

*Les crayons de couleur  
Mais à quoi jouent les crayons  
Pendant les récréations ?  
Le Rouge dessine une souris.  
Le Vert — un soleil.  
Le Bleu dessine un radis.  
Le Gris — une groseille.  
Le Noir qui n'a pas d'idées  
Fait des gros pâtés.  
Voilà le jeu des crayons  
Pendant les récréations*

Another interesting method that can be used in French language lessons with elements of parapsycholinguistics is **associative chains**. The purpose of this method is to develop associative thinking and expand students' vocabulary.

Students are given a word in French (for example: *le soleil* — the sun). Each child, in turn, names an association that comes to mind (for example: *chaleur – été – vacances – mer – bateau*). To enhance memorization, you can hand out sheets of paper so that children not only say the associations aloud but also draw them.

Then, the teacher writes all the associative words on the board, after which students create short sentences using the new vocabulary.

The next method is emotional coloring of words. The goal of this method is to develop the emotional and semantic perception of vocabulary. Emotions play an important role in communication and in understanding the world. Emotional states are expressed through facial expressions, gestures, speech, and language

In this activity, the teacher gives students cards with words (for example: *amitié, peur, joie, école, chocolat*). The children take turns picking a card and associating the word with an emotion (joy, sadness, fear, surprise, etc.), while accompanying it with appropriate facial expressions and gestures.

Another suggested method is text visualization.

The issue of visibility and visualization in foreign language teaching has become increasingly relevant in modern times, as 21st-century learners—who constantly interact with multimedia and internet-based visual interfaces—rely heavily on visual elements for receiving and processing information. For primary school students, due to their age characteristics, learning through visualization is both natural and effective, since outside the classroom they perceive and explore the world through images, colors, and sounds.

In this activity, the teacher reads a short text in French (4–5 sentences). The students then draw what they have imagined while listening. Afterward, each student describes their drawing in turn, using the new vocabulary. Alternatively, the teacher can ask students to act out what they imagined from the text using gestures only, without speaking, while another student interprets the scene and describes it using the new words.

Games serve as a powerful motivational factor in the process of learning a foreign language. They help reinforce linguistic patterns in memory, sustain students' interest and engagement, and foster a genuine desire to communicate in the target language. The use of game-based techniques enables the teacher to make the lesson more lively, natural, and enjoyable, while also facilitating the assimilation of language material and making learning more captivating.

The practical implementation of parapsycholinguistic approaches in teaching French to primary school students can be demonstrated through a series of specific lessons that incorporate game-based techniques, rhymed texts, and didactic games.

For instance, during a lesson on the topic “Traveling through France”, the activity can be organized as a quest in which students are divided into groups. Each group receives a map outlining the stages of their journey: *Paris, Lyon, and Marseille*. As they “stop” in each city, students complete tasks related to culture and language — for example, learning a rhymed song about local landmarks or participating in role-playing activities. This approach not only encourages active engagement but also helps foster interest in both the French language and culture.

Additionally, quizzes or contrast-based games can be used — for example, activities where students must match pictures with French words while pronouncing them aloud. Such tasks effectively activate lexical skills and aid in memorizing new vocabulary. During the game, the teacher can also introduce creative challenges, such as composing a short poem using the given words, which further stimulates students' imagination and linguistic creativity.

Methodological materials developed for supplementary education emphasize that the use of rhymed texts at the initial stage of language learning significantly contributes to the memorization of linguistic material. Lessons that include game-based elements aim to develop both linguistic and intercultural competencies, highlighting the importance of an integrated approach.

Immersion in the language through project-based activities or the use of multimedia technologies also enriches the learning process. For example, creating a video project about the lives of French children using the target language provides opportunities for the practical application of knowledge and skills. This approach renews students' interest and strengthens the connection between classroom learning and real-life contexts.<sup>4</sup>

Group and pair work in such lessons encourages interaction and communication among students, which is crucial for developing speaking and listening skills in French. Learners are given the opportunity to share their ideas, which enhances their autonomy and active participation in the learning process.

Thus, the diversity of approaches and methods makes it possible to organize the learning process as efficiently as possible, which undoubtedly enhances students' motivation and learning outcomes in studying the French language.

What is the effectiveness of the developed materials?

To assess the effectiveness of the developed teaching materials and methodological recommendations, various methods were used, including student surveys and analysis of their academic achievements. During the practical implementation of these materials, a positive impact on the quality of language acquisition was observed, as confirmed by the results of interim assessments. Many students highly appreciated the accessibility and quality of the provided content. Research indicates that modified teaching approaches based on a systematic framework contribute to the improvement of the overall educational process.<sup>5</sup>

The criteria for evaluating the effectiveness of educational resources vary, and their significance also depends on the educational context. For instance, an important factor determining success in mastering the material is the clarity of the formulation of learning goals and objectives, which directly influences the outcomes of the learning process and the results of interim assessments.<sup>6</sup>

Thus, the conducted research has shown that the implementation of parapsycholinguistic approaches in teaching French in primary school not only improves the quality of material acquisition but also promotes the development of emotional engagement and interest in the subject, thereby creating a motivational environment for language learning.

However, the introduction of parapsycholinguistic methods into the primary school educational process faces several significant challenges. One of the main problems is the insufficient training of teachers. Many educators lack the necessary knowledge and skills to effectively implement these methods, which leads to a lower quality of teaching and reduced student motivation. Furthermore, the introduction of innovative technologies often meets resistance from teachers, which in turn complicates the organizational structure of the learning process.

It is necessary to develop methodological recommendations that will help to optimally organize the learning process. This involves considering blended learning methods, where traditional lessons are complemented by interactive games and rhymes, which contribute to increasing student engagement and motivation. Mastering new technologies is also an important element, as digital resources help create a more dynamic educational environment that maintains students' interest and involvement.

The implementation of game-based formats and manipulative techniques makes the language learning environment more appealing and accessible. Games, as educational tools, activate cognitive processes and promote deeper assimilation of new material. At the same time, special

<sup>4</sup> Firsova Ekaterina Vladimirovna, Potselieva Alexandra Vadimovna. *Osobennosti organizatsii i metodiki obucheniya aspektam inostrannogo yazyka v nachal'noy shkole*. Vestnik Taganrogskogo instituta imeni A. P. Chekhova, 2024,

<sup>5</sup> Firsova Ekaterina Vladimirovna, Potselueva Alexandra Vadimovna. *Osobennosti organizatsii i metodiki obucheniya aspektam inostrannogo yazyka v nachal'noy shkole*. Vestnik Taganrogskogo instituta imeni A. P. Chekhova, 2024,

<sup>6</sup> Lygina Nina Ivanovna, Turlo Evgenii Mikhailovich. *Ekspertiza kachestva uchebnykh materialov*. Vestnik Tomskogo gosudarstvennogo universiteta, 2007, № 305.

attention should be given to cultural aspects, which can broaden the scope of not only linguistic but also intercultural competence among students.

Modern educational trends emphasize the necessity of integrating psychological aspects into the learning process. Parapsycholinguistics, as a field that studies the influence of language on the human psyche, offers valuable tools for developing students' professional competencies. This approach can be beneficial not only for foreign language learning but also for preparing students for their future professional activities.

Challenges in implementing parapsycholinguistic approaches may arise due to a lack of qualified specialists and resources. However, successful dissemination of these ideas can be achieved through positive examples described in existing research. Such studies highlight effective strategies that help integrate parapsycholinguistic methods into educational programs.

Thus, parapsycholinguistics, by combining various disciplines and approaches, opens new horizons for foreign language education programs. Global trends such as digitalization and intercultural communication require the education system to adopt innovative solutions capable of motivating learners and deepening their linguistic skills. Modern research emphasizes that the application of innovative teaching methods can significantly enhance the educational process, meeting the challenges of contemporary education.

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