



METHODOLOGICAL POSSIBILITIES FOR DEVELOPING SPEECH ACTIVITY BASED ON A PSYCHOLINGUISTIC APPROACH IN TEACHING A FOREIGN LANGUAGE IN INCLUSIVE EDUCATION

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Abstract

This article examines the methodological possibilities for developing speech activity in foreign language teaching through a psycholinguistic approach within inclusive education. The relevance of the study is determined by the growing need to create flexible, learner-centered, and psychologically grounded teaching strategies that support students with diverse cognitive, linguistic, sensory, and communicative needs. In inclusive foreign language classrooms, speech activity is not limited to the mechanical reproduction of vocabulary or grammar; it involves perception, comprehension, internal speech, motivation, emotional readiness, memory, attention, and social interaction. Therefore, the psycholinguistic approach provides a scientific basis for understanding how learners process foreign language input, transform it into meaningful communication, and gradually develop productive speech skills. The article highlights the importance of adapting foreign language instruction to individual psycholinguistic characteristics of learners, including speech tempo, language anxiety, auditory perception, verbal memory, and communicative motivation. Special attention is given to methodological tools such as dialogic exercises, visual-verbal support, situational speech tasks, multisensory learning, role-play, scaffolding, and differentiated feedback. These methods help create a supportive educational environment where each learner can participate in communication according to his or her abilities. The study argues that the development of speech activity in inclusive education requires integration of linguistic, psychological, pedagogical, and social factors. The psycholinguistic approach enables teachers to identify barriers to speech production and to design appropriate corrective, developmental, and communicative tasks. As a result, foreign language teaching becomes more accessible, emotionally comfortable, and effective for learners with different educational needs. The article concludes that the methodological



application of the psycholinguistic approach contributes to the formation of communicative confidence, speech initiative, and social interaction skills in inclusive foreign language education.

Keywords: Inclusive education, foreign language teaching, psycholinguistic approach, speech activity, communicative competence, learner-centered instruction, differentiated teaching, speech development.

Introduction

INKLYUZIV TA'LIM SHAROITIDA XORIJIY TILNI O'QITISHDA PSIXOLINGVISTIK YONDASHUV ASOSIDA NUTQIY FAOLLIKNI RIVOJLANTIRISHNING METODIK IMKONIYATLARI

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Annotatsiya

Ushbu maqolada inklyuziv ta'lim sharoitida xorijiy tilni o'qitishda psixolingvistik yondashuv asosida nutqiy faollikni rivojlantirishning metodik imkoniyatlari tahlil qilinadi. Tadqiqotning dolzarbligi turli kognitiv, lingvistik, sensor va kommunikativ ehtiyojlarga ega bo'lgan o'quvchilarni qo'llab-quvvatlaydigan moslashuvchan, shaxsga yo'naltirilgan hamda psixologik jihatdan asoslangan ta'lim strategiyalarini ishlab chiqish zarurati bilan belgilanadi. Inklyuziv xorijiy til darslarida nutqiy faollik faqat so'z boyligi yoki grammatik tuzilmalarni mexanik takrorlash bilan cheklanmaydi; u idrok, tushunish, ichki nutq, motivatsiya, emotsional tayyorgarlik, xotira, diqqat va ijtimoiy muloqot jarayonlari bilan uzviy bog'liqdir. Shu sababli psixolingvistik yondashuv o'quvchilarning xorijiy til materialini qanday qabul qilishi, uni mazmunli muloqotga aylantirishi va bosqichma-bosqich produktiv nutq ko'nikmalarini rivojlantirishini ilmiy asosda tushuntirish imkonini beradi. Maqolada xorijiy til ta'limini o'quvchilarning individual psixolingvistik xususiyatlariga, jumladan nutq tempi, til o'rganishdagi xavotir, eshitib idrok etish, verbal xotira va kommunikativ motivatsiyaga moslashtirish muhimligi



yoritiladi. Dialogik mashqlar, vizual-verbal tayanchlar, vaziyatli nutq topshiriqlari, multisensor ta'lim, rolli o'yinlar, bosqichma-bosqich yordam va differensial fikr bildirish kabi metodik vositalarga alohida e'tibor qaratiladi. Ushbu usullar har bir o'quvchining o'z imkoniyatlariga muvofiq muloqotda ishtirok etishini ta'minlaydigan qo'llab-quvvatlovchi ta'lim muhitini yaratishga xizmat qiladi. Maqolada nutqiy faollikni rivojlantirish lingvistik, psixologik, pedagogik va ijtimoiy omillar integratsiyasini talab qilishi asoslanadi. Psixolingvistik yondashuv o'qituvchiga nutq hosil qilishdagi to'siqlarni aniqlash hamda mos korreksion, rivojlantiruvchi va kommunikativ topshiriqlarni loyihalash imkonini beradi. Natijada xorijiy til ta'limi turli ta'limiy ehtiyojlarga ega o'quvchilar uchun yanada qulay, emotsional jihatdan xavfsiz va samarali bo'ladi. Maqolada psixolingvistik yondashuvni metodik jihatdan tatbiq etish inklyuziv xorijiy til ta'limida kommunikativ ishonch, nutqiy tashabbus va ijtimoiy muloqot ko'nikmalarini shakllantirishga xizmat qilishi xulosa qilinadi.

Kalit so'zlar: inklyuziv ta'lim, xorijiy til o'qitish, psixolingvistik yondashuv, nutqiy faollik, kommunikativ kompetensiya, shaxsga yo'naltirilgan ta'lim, differensial o'qitish, nutq rivoji

Introduction

Inclusive education has become one of the central directions of modern pedagogical theory and practice, because it is based on the recognition of every learner's right to quality education regardless of physical, sensory, cognitive, linguistic, emotional, or social differences. In the context of foreign language teaching, inclusive education requires not only organizational accessibility, but also deep methodological adaptation of the learning process. A foreign language lesson is a complex communicative environment where learners are expected to listen, understand, remember, pronounce, respond, interact, and produce speech in real time. For students with different educational needs, these processes may develop unevenly, and therefore the teacher must rely on approaches that explain the psychological and linguistic mechanisms of speech acquisition. In this regard, the psycholinguistic approach has special methodological importance.

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The psycholinguistic approach studies the relationship between language, thinking, perception, memory, attention, emotion, and speech activity. In foreign language education, this approach allows the teacher to understand how learners perceive foreign speech, how they process linguistic units, how they form inner speech, and how they transform linguistic knowledge into oral communication. Speech activity is not a simple repetition of words or grammatical forms. It is a dynamic process that includes motivation, comprehension, lexical selection, grammatical construction, pronunciation control, emotional readiness, and interaction with a communicative partner. In inclusive classrooms, these components may be influenced by individual learning difficulties, speech disorders, hearing or visual limitations, attention problems, anxiety, low self-confidence, or insufficient previous language experience.

The development of speech activity in inclusive foreign language teaching is especially relevant because communication is both an educational goal and a means of social inclusion. When learners actively participate in speech interaction, they gain not only linguistic skills, but also confidence, independence, cooperation experience, and a sense of belonging to the learning group. However, speech activity cannot be developed effectively through uniform tasks intended for an average learner. Inclusive education requires differentiated, flexible, and psychologically safe methods that take into account the learner's speech tempo, cognitive capacity, perceptual channel, emotional state, and communicative needs. Therefore, the teacher must design tasks that gradually move from supported perception to guided reproduction, from controlled dialogue to independent expression, and from individual speech practice to real communicative interaction.

In the pedagogical context of Uzbekistan, the issue of inclusive foreign language education is becoming increasingly significant due to the modernization of the education system, the expansion of inclusive practices, and the growing role of foreign language competence in academic and social development. Pedagogical universities play an important role in preparing future teachers who are able to organize foreign language instruction for diverse groups of learners. For this reason, it is necessary to strengthen the methodological foundations of inclusive

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language teaching and to introduce approaches that connect linguistic development with psychological characteristics of learners.

The relevance of this article lies in the need to identify methodological possibilities for developing speech activity through psycholinguistic mechanisms in inclusive foreign language education. The psycholinguistic approach helps to reveal the internal factors that support or limit speech production and offers practical directions for adapting teaching methods. Its application makes it possible to create a foreign language learning environment where speech activity develops gradually, consciously, emotionally safely, and in accordance with the individual potential of each learner.

Literature Review.

The scientific and methodological foundations of inclusive foreign language teaching are closely connected with the works devoted to inclusion, differentiated pedagogy, second language acquisition, psycholinguistics, and learner-centered instruction. Ainscow emphasizes that inclusive education should not be understood only as the physical presence of learners with special educational needs in the classroom, but as the creation of equal opportunities for participation, progress, and social interaction. This idea is further developed by Booth and Ainscow, who interpret inclusion as a continuous process of removing barriers to learning and participation. Their views are important for foreign language education because language learning requires active communication, emotional involvement, and cooperation with peers.

Florian and Black-Hawkins explain that inclusive pedagogy is based on the principle of extending learning opportunities for all students rather than separating learners according to difficulties. This approach is methodologically significant in foreign language teaching, where the same communicative goal can be achieved through different levels of support, different types of tasks, and different forms of response. Friend and Bursuck also stress the importance of practical classroom adaptation, collaboration, and differentiated support for students with special needs. Their ideas confirm that inclusive foreign language lessons must combine general pedagogical aims with individualized methodological assistance.

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The psycholinguistic basis of speech activity is reflected in the works of Vygotsky and Levelt. Vygotsky's theory of the relationship between thought, speech, and social interaction shows that language development takes place through communication, mediation, and gradual internalization. This is especially relevant for inclusive education, because learners need social and pedagogical support to transform external speech patterns into independent communicative activity. Levelt's model of speech production explains how intention is transformed into articulated speech through conceptualization, formulation, and articulation. This model helps teachers understand why some learners may experience difficulties not because they do not know the language material, but because they have problems with planning, lexical selection, pronunciation control, or real-time speech production.

Studies by Ellis, Gass and Selinker, Lightbown and Spada provide an important theoretical basis for understanding foreign language acquisition. These authors show that second language learning is a gradual process influenced by input, interaction, practice, feedback, memory, motivation, and individual differences. In inclusive classrooms, these factors become even more important because learners may perceive and process language material differently. Nation's research on vocabulary learning also has methodological value, since speech activity depends on the learner's ability to recognize, remember, and activate lexical units in communication.

Kormos and Kontra, as well as Kormos's later work, directly address the problems of language learners with special educational needs and specific learning difficulties. Their studies demonstrate that foreign language learning may be affected by working memory limitations, phonological processing difficulties, slow decoding, anxiety, and reduced confidence. These findings support the need for multisensory instruction, visual-verbal support, additional processing time, and emotionally safe communicative tasks. Onwuegbuzie, Bailey, and Daley also emphasize the influence of foreign language anxiety on learners' performance, which is particularly important when developing oral speech activity.

Richards and Rodgers, Oxford, and Tomlinson contribute to the methodological side of the issue. Communicative methods, language learning strategies, self-

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regulation, and differentiated instruction make it possible to organize foreign language teaching according to learners' individual needs. Mitchell's work on evidence-based strategies in special and inclusive education also confirms the importance of structured support, clear instructions, feedback, and active participation.

In the context of Uzbekistan, the Law on Education and Resolution No. PP-4860 strengthen the legal and pedagogical relevance of inclusive education. UNESCO's global report also confirms that inclusion is a priority direction of modern education. Therefore, the reviewed literature shows that the development of speech activity in inclusive foreign language teaching requires the integration of psycholinguistic theory, communicative methodology, differentiated instruction, and humanistic educational principles.

Methods

The methodological basis of this article is formed by an analytical and practice-oriented approach to studying the development of speech activity in inclusive foreign language education. The research is based on the integration of pedagogical, psychological, linguistic, and psycholinguistic principles that make it possible to examine speech activity not only as a language skill, but also as a complex mental, emotional, and communicative process. In this study, speech activity is understood as the learner's ability and readiness to perceive, comprehend, produce, and use foreign language units in meaningful communication. Therefore, the methods used in the research are directed toward identifying how inclusive teaching conditions can support the gradual formation of active speech behavior among learners with different educational needs.

The first methodological direction is theoretical analysis. Scientific literature on inclusive education, foreign language teaching methodology, psycholinguistics, communicative competence, differentiated instruction, and learner-centered pedagogy was examined in order to clarify the conceptual foundations of the study. Through this analysis, the relationship between speech perception, verbal memory, attention, motivation, emotional readiness, and oral production was identified. Special attention was paid to those psycholinguistic factors that may influence the speech activity of learners in inclusive classrooms, including

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language anxiety, delayed response, difficulties in auditory perception, limited vocabulary activation, insufficient speech confidence, and problems in transforming inner speech into external communication.

The second methodological direction is pedagogical modeling. On the basis of the analyzed theoretical sources, a methodological model for developing speech activity was constructed. This model includes several interconnected stages: diagnostic observation of learners' speech and psychological characteristics, selection of adapted language material, organization of supported speech practice, gradual expansion of communicative tasks, and assessment of individual progress. The model is based on the principle of moving from simple receptive tasks to productive speech activity. At the initial stage, learners are supported through visual materials, gestures, keywords, pronunciation models, short phrases, and repeated listening. At the next stage, they perform guided dialogues, substitution exercises, question-answer tasks, and pair work. At the advanced stage, learners participate in role-play, problem situations, small group discussions, and independent speech expression.

The third methodological direction is the use of differentiated and multisensory teaching methods. Since inclusive classrooms bring together learners with different cognitive and communicative capacities, the same speech task may be presented in several forms. For example, one learner may respond orally, another may use visual prompts, while another may first prepare a written phrase and then pronounce it. Multisensory methods involve the simultaneous use of auditory, visual, kinesthetic, and emotional channels. This makes foreign language input more understandable and supports speech production by reducing psychological tension.

The fourth methodological direction is observation and qualitative interpretation of speech activity. The effectiveness of psycholinguistic support can be evaluated through such indicators as the learner's willingness to speak, frequency of participation in dialogue, ability to use learned vocabulary in context, reduction of pauses, improvement of pronunciation confidence, and development of communicative initiative. In this approach, assessment is not limited to grammatical accuracy; it also includes emotional involvement, interaction with peers, independence, and progress in overcoming speech

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barriers. Thus, the selected methods allow the study to reveal the methodological potential of psycholinguistic support in inclusive foreign language teaching.

Results

The analysis of methodological possibilities shows that the psycholinguistic approach creates a strong basis for developing speech activity in inclusive foreign language education. The main result is that speech activity becomes more effective when the teacher considers not only linguistic content, but also the internal psychological mechanisms through which learners perceive, process, remember, and produce foreign language material. In inclusive classrooms, students may differ significantly in the speed of speech perception, level of verbal memory, emotional readiness, ability to concentrate, pronunciation confidence, and communicative initiative. Therefore, the development of speech activity depends on the teacher's ability to organize language learning as a gradual, supported, and psychologically safe process.

One important result is the identification of visual-verbal support as an effective tool for activating speech. When new vocabulary, phrases, and grammatical patterns are presented together with pictures, symbols, gestures, facial expressions, and contextual situations, learners understand the meaning more quickly and experience less anxiety during speech production. This is especially important for students who have difficulties in auditory perception, attention regulation, or immediate verbal response. Visual support helps them connect the foreign word with meaning, remember it more easily, and use it in communication with greater confidence. In this process, the learner does not simply memorize a word, but forms a meaningful association between image, sound, concept, and communicative function.

Another result is that dialogic and situational exercises significantly increase learners' participation in speech interaction. Short dialogues, question-answer tasks, role-play, everyday communicative situations, and pair work encourage students to use foreign language units in a practical context. In inclusive education, such tasks are effective when they are organized with differentiated levels of difficulty. Some learners may begin with ready-made phrases, while others may complete sentences independently or create their own responses.

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This differentiated structure allows all students to participate in the same communicative activity without feeling excluded or compared unfairly with their peers.

The study also shows that multisensory teaching methods contribute to the development of speech activity by involving different channels of perception. Combining listening, seeing, speaking, movement, drawing, and emotional engagement helps learners strengthen memory and overcome speech barriers. For example, when students pronounce a word while looking at an image, repeating a gesture, and using the word in a short phrase, the language material is processed more deeply. This method is particularly useful for learners with diverse educational needs because it provides several ways to access and express meaning.

A further result is the importance of emotional safety in speech development. Learners in inclusive classrooms often avoid speaking because of fear of making mistakes, slow response, pronunciation difficulties, or negative comparison with others. The psycholinguistic approach shows that speech activity develops better when the teacher uses supportive feedback, allows additional thinking time, accepts partial answers, and encourages communicative effort rather than only grammatical accuracy. Such conditions reduce language anxiety and strengthen the learner's willingness to participate.

Overall, the results demonstrate that the psycholinguistic approach expands the methodological possibilities of inclusive foreign language teaching. It helps the teacher identify individual speech barriers, select appropriate support tools, organize differentiated communicative practice, and create conditions for gradual growth of speech initiative. As a result, learners develop not only foreign language knowledge, but also communicative confidence, social interaction skills, and readiness for active participation in the educational process.

Discussion

The development of speech activity in inclusive foreign language education requires a broader methodological vision than traditional language teaching. In many conventional approaches, speaking is often treated as the final stage of mastering vocabulary, grammar, and pronunciation. However, from the

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psycholinguistic point of view, speech activity is formed through the interaction of perception, thinking, memory, emotion, motivation, and social communication. This means that the learner's silence or low participation in a foreign language lesson should not be interpreted only as lack of knowledge. It may be connected with weak auditory processing, insufficient verbal memory, fear of mistakes, delayed formulation of thought, low self-confidence, or difficulty in transforming inner speech into oral expression. Therefore, inclusive foreign language teaching must be organized not as uniform instruction, but as a flexible system of psychological and linguistic support.

The psycholinguistic approach is especially valuable because it helps the teacher understand the hidden mechanisms behind learners' speech behavior. In inclusive classrooms, learners may have different starting points and different forms of participation. Some students understand the teacher's speech but cannot respond quickly. Others can repeat words but have difficulty using them in real communication. Some learners need visual or tactile support, while others require more time for processing information. These differences show that speech development cannot be measured only by speed, fluency, or grammatical correctness. It must also be evaluated through progress, communicative intention, emotional involvement, and willingness to interact. Such an approach corresponds to the humanistic essence of inclusive education, where each learner's individual potential becomes the basis for pedagogical work.

The discussion of methodological possibilities also shows that speech activity develops most successfully when tasks are organized gradually. At the first stage, learners need receptive and imitative support: listening to short phrases, observing visual cues, repeating pronunciation models, and connecting words with concrete meanings. At the second stage, guided speech practice becomes important: completing phrases, answering simple questions, participating in short dialogues, and using prepared speech patterns. At the third stage, learners can move toward more independent communication through role-play, problem-based situations, group interaction, and personal expression. This gradual movement reduces psychological pressure and gives learners the opportunity to experience success at each stage.

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Another important issue is the teacher’s role in creating an emotionally safe communicative environment. In inclusive foreign language classrooms, the teacher is not only a transmitter of language material, but also a mediator of interaction, a diagnostician of speech barriers, and an organizer of differentiated support. Supportive feedback, patience, acceptance of partial answers, encouragement of speech attempts, and avoidance of negative comparison are essential conditions for activating speech. When learners feel that their communicative effort is valued, they become more willing to participate, even if their speech is not yet fully accurate or fluent.

The psycholinguistic approach also strengthens social inclusion. Foreign language communication provides opportunities for cooperation, mutual assistance, peer interaction, and participation in shared learning tasks. Through dialogic exercises and group activities, learners with different abilities can communicate within one educational space. This process helps overcome isolation and develops not only linguistic competence, but also empathy, tolerance, and social confidence. Thus, the methodological significance of the psycholinguistic approach lies in its ability to connect speech development with personal growth and social participation.

In the context of pedagogical universities, this issue has practical importance for teacher training. Future foreign language teachers must be prepared to analyze learners’ psycholinguistic characteristics, adapt speech tasks, use multisensory methods, and organize differentiated communication. They should understand that inclusive education does not mean simplifying the content for all learners, but creating different paths to achieve meaningful participation. Therefore, the application of psycholinguistic principles in foreign language teaching can serve as an effective methodological foundation for improving the quality, accessibility, and humanistic orientation of inclusive education.

Conclusion

The development of speech activity in foreign language teaching under inclusive education conditions is a complex methodological task that requires the integration of linguistic, psychological, pedagogical, and social factors. The analysis carried out in this article shows that the psycholinguistic approach


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creates an effective theoretical and practical basis for organizing foreign language instruction in a way that corresponds to the diverse educational needs of learners. Speech activity is not formed only through memorization of vocabulary, repetition of grammatical structures, or mechanical pronunciation practice. It develops through perception, comprehension, internal speech, verbal memory, attention, motivation, emotional readiness, and communicative interaction. Therefore, the teacher must understand not only what language material should be taught, but also how each learner processes, stores, and produces this material in real communication.

In inclusive classrooms, learners may face different barriers to speech activity. These barriers may be connected with sensory limitations, delayed language processing, weak concentration, speech disorders, low confidence, fear of mistakes, insufficient vocabulary activation, or difficulties in oral expression. The psycholinguistic approach allows the teacher to identify these barriers more accurately and to organize appropriate methodological support. Such support includes visual-verbal aids, multisensory exercises, gradual speech modeling, differentiated tasks, dialogic activities, role-play, situational communication, peer interaction, and supportive feedback. These methods help learners move step by step from passive perception to active participation in foreign language communication.

The main methodological value of the psycholinguistic approach lies in its learner-centered nature. It does not require all students to demonstrate speech activity in the same way, at the same speed, or at the same level of complexity. On the contrary, it recognizes individual differences and creates several possible routes for participation. One learner may begin with repetition and visual prompts, another may use prepared speech patterns, while another may participate in independent dialogue. This flexibility is especially important in inclusive education, because it prevents exclusion, reduces psychological tension, and strengthens the learner's belief in his or her communicative potential.

The study also confirms that emotional safety is one of the decisive conditions for developing speech activity. If learners are afraid of criticism, comparison, or failure, they often avoid speaking even when they understand the language


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material. For this reason, the teacher’s feedback, patience, encouragement, and acceptance of partial answers play an important role in speech development. When the classroom atmosphere supports effort and progress rather than only perfect accuracy, learners become more active, open, and confident in communication.

Thus, the application of the psycholinguistic approach in inclusive foreign language teaching expands the methodological possibilities of developing speech activity. It helps transform the foreign language lesson into a communicative, supportive, and socially inclusive environment. In pedagogical universities, this approach should be considered an important component of future teacher training, because it prepares specialists who are able to adapt language instruction to different learners, develop communicative confidence, and ensure meaningful participation for all students. The psycholinguistic approach therefore contributes not only to foreign language acquisition, but also to the broader goals of inclusive education, social integration, and personal development.

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