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*Article***Integrating Methodological Approaches to Foster Intellectual Growth of Primary Students in English Classes****Gaukhar Sakhipova****K. Zhubanov Aktobe Regional University, Republic of Kazakhstan, Aktobe.*ORCID iD: <https://orcid.org/0009-0003-4346-6951>Email: sakhipova_2014@mail.ru**Gulshat Bakhtiyarova***K. Zhubanov Aktobe Regional University, Republic of Kazakhstan, Aktobe.*ORCID iD: <https://orcid.org/0000-0002-0534-4879>Email: aibol04@mail.ru**Olesya Goncharenko***K. Zhubanov Aktobe Regional University, Republic of Kazakhstan, Aktobe.*ORCID iD: <https://orcid.org/0009-0003-7656-4603>Email: ogoncharenko@zhubanov.edu.kz**Gulnura Tulegenova***K. Zhubanov Aktobe Regional University, Republic of Kazakhstan, Aktobe.*ORCID iD: <https://orcid.org/0009-0007-4305-9108>Email: tulegenovag@mail.ru**Makpal Zhazykova***K. Zhubanov Aktobe Regional University, Republic of Kazakhstan, Aktobe.*ORCID iD: <https://orcid.org/0000-0001-6015-2434>Email: makash_k@mail.ru**Dilara Zhumagul***K. Zhubanov Aktobe Regional University, Republic of Kazakhstan, Aktobe.*ORCID iD: <https://orcid.org/0000-0003-2798-4997>Email: zhumaguldilara@gmail.com**Aliya Uais***K. Zhubanov Aktobe Regional University, Republic of Kazakhstan, Aktobe.*ORCID iD: <https://orcid.org/0000-0002-0198-7949>Email: aliyaua@mail.ru**Ainura Bayadilova-Altybayeva***K. Zhubanov Aktobe Regional University, Republic of Kazakhstan, Aktobe.*ORCID iD: <https://orcid.org/0000-0002-8594-3192>Email: ba_ainura85@mail.ru**Abstract**

The article discusses the scientific and methodological foundations and pedagogical technologies that ensure the intellectual development of elementary school students in English lessons. The purpose of the study is to identify the importance of the use of interactive and cognitive-oriented technologies for the formation of critical thinking, creativity and cognitive flexibility in younger schoolchildren in the context of modernization of education in the Republic of Kazakhstan. The methodological basis consisted of an analysis of regulatory documents in the field of education (the Law of the Republic of Kazakhstan on Education, the State Program for the Development of Education and Science for 2020-2025), a theoretical generalization of modern pedagogical approaches, as well as the study of research results on the impact of early learning of a foreign language on cognitive development. The results of the study show that early learning of English promotes the development of memory, attention, analytical abilities and critical thinking, which distinguishes bilingual students from their monolingual peers. It has been confirmed that the formation of cognitive and intellectual skills at the initial stage of training creates a solid foundation for further academic and professional growth. The scientific novelty of the work lies in the systematization of pedagogical technologies that meet the requirements of the 21st century and substantiate their effectiveness for the intellectual development of younger schoolchildren in the context of globalization and educational reforms in Kazakhstan.

Keywords

Intellectual Development, Cognitive Flexibility, Psychological and Pedagogical Aspects, Development of Critical Thinking.

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Introduction

The problem of intellectual development of younger schoolchildren occupies a central place in psychological and pedagogical research both in Kazakhstan and abroad. This age group requires special approaches in education that take into account the cognitive and emotional needs of children, as well as the influence of socio-cultural factors on their development. Modern research emphasizes that the greatest effect is achieved when creating an educational environment that develops not only memory and thinking, but also ensures the emotional and social well-being of students.

English language teaching at the primary stage is of particular importance, as it contributes not only to the formation of language competences, but also to the intensification of cognitive processes, broadening of outlook and development of intercultural communication. Foreign language proficiency is considered as a factor positively influencing cognitive flexibility, problem-solving ability, as well as the development of critical and analytical thinking in children. In the context of globalization and rapidly developing technologies, English is becoming a tool that provides access to the world's educational and information resources.

The modernization of the education system of the Republic of Kazakhstan focuses on the formation of a competitive personality as well as the social demand for the development of critical and creative thinking among younger schoolchildren. Despite the availability of scientific papers on the problem of intellectual development of children, the issues of the use of gaming technologies and the individualization of English lessons in primary school remain insufficiently studied. In addition, early learning of a foreign language is considered as a factor stimulating cognitive processes and ensuring successful adaptation of students in the modern educational and socio-cultural space.

In this regard, the current study was conducted to identify and substantiate the pedagogical conditions conducive to the intellectual development of younger schoolchildren in the process of learning English. It aimed to identify effective methods and technologies, including individualization and play forms, that ensured enhancement of motivation, engagement and success of students. The study also aimed at identifying such pedagogical conditions that promoted the intellectual development of junior high school students through English language teaching in an actual and significant direction of scientific research that requires a systematic analysis and practical testing of the proposed methods. Specifically speaking, the study followed the following objectives:

1. identifying cognitive, emotional and social factors that influence children's development.
2. analyzing effective techniques that promote the development of critical and creative thinking.
3. identifying the possibilities of the game method in the process of teaching English to junior schoolchildren.
4. development of practical recommendations for elementary school teachers.

The methodological basis of the study includes a comprehensive methodological approach that combines theoretical and empirical methods: analysis of scientific and methodological literature, pedagogical observation, conducting a confirmatory and formative experiment, as well as questionnaire survey of teachers and students. This methodological approach would greatly help in the process of intellectual development of junior schoolchildren at primary levels. It helped to discover such pedagogical technologies and methods that lead to the development of students' cognitive abilities. The hypothesis of the study was that the use of game technologies and methods of individualization of learning within the framework of English language teaching contributes to the intellectual development of junior high school students, increasing the level of their motivation, involvement in the learning process and academic success.

Literature Review

Basic theoretical approaches to children's cognitive development that are still applicable to educational research today can be found in the works of international scholars ([Abdulhameed & Rashid, 2022](#); [Babakr, Mohamedamin, & Kakamad, 2019](#); [Clemente-Suárez et al., 2024](#); [Flavell, 2013](#); [Larcher, 2025](#)). In elementary school, when children's brains are still very malleable and sensitive to complex stimuli, this dual role is especially important. The cognitive development theory of Jean Piaget (1896-1980), a Swiss psychologist and expert on

child development, for example, states that learners go from concrete operational reasoning to more abstract, rule-based reasoning between the ages of 6 and 11 years (McLeod, 2024; Oogarah-Pratap, Bhola, & Ramma, 2025). Furthermore, Vygotsky contends that language-mediated learning in socially significant circumstances is the most successful at this stage of development (Daniels, 2016). These higher-order functions can be developed in English classes that are planned with cognitive concepts in mind. But without deliberate methodological assistance, this potential is rarely realized.

Several theorists in developmental learning theory e.g., Jean Piaget (cognitive stages), Lev Vygotsky (sociocultural theory), Albert Bandura (social learning), Jerome Bruner (constructivism), Howard Gardner (multiple intelligences), Ivan Pavlov (classical conditioning) and Erik Erikson (psychosocial development), have grounded their foundational understanding to developmental learning. Piaget's theory of cognitive development and epistemological viewpoint is known as genetic epistemology (Kuhn, 2012; Sanghvi, 2020). Under this theory, Piaget (2000, 2016) described stages of mental growth, starting with thinking based on seeing and doing, and ending with logical thinking. Vygotsky, on the other hand, stressed how important it is to interact with others when learning and growing (Vygotsky, 1978; Wertsch & Sohmer, 2010). These theories and methods have not been adjusted to fit the culture of Kazakhstan; there are some holes in the study. At the elementary school levels, for instance, a teacher pays closer attention to the issue of how students develop their thinking skills. However, to improve education, we need to shift away from simply teaching subjects and focus on helping students grow in all areas. This means combining cultural, historical, and technological knowledge to help them think flexibly and critically. The world is becoming more complex: schools must not only give students information, but also help them develop thinking, learning, and creative abilities.

In the context of Kazakhstan, several empirical studies have supported the teaching of challenging material that emphasizes understanding concepts and applying knowledge for developmental learning skills (Bekzhanova & Makoele, 2022; Derbisalova, 2019; Jainakbayeva, 2023; Moldabekova et al., 2021; Rakhimova et al., 2024). This helps students grow intellectually and become lifelong learners. All these studies emphasize upon scientific and teaching methods for helping elementary school students develop their thinking and how their thinking skills grow as they learn in preschool. Specifically, Iskakova et al. (2021) narrates how to develop future primary school teachers' intellectual skills in Kazakhstan. Derbisalova (2019) recommends the use of multimedia presentations to activate the cognitive abilities of primary school students with intellectual disabilities and help them build their thinking skills. Additionally, studies highlight intellectual abilities as a combination of natural thinking skills (mobile intelligence) along with experiences, knowledge, and cultural influences (crystallized intelligence). This means that balanced teaching methods are needed (Isaacs, 2018; Kaufman, 2018).

The integration of multimedia and mobile resources makes it possible to diversify the presentation of material and adapt it to the individual characteristics of students. Such new methods including project-based learning, problem-based learning, collaboration, and digital tools have been shown to be effective in getting students more involved and active in their learning (Dudeney & Hockly, 2022). The development of critical thinking requires learners to analyze, synthesize, and evaluate information, while the formation of creativity expands the potential of cognitive growth through activities such as creative writing, storytelling, and dramatization. In English lessons, tasks that stimulate cognitive processes play a particularly important role, including debates, critical reading, role-playing games, and research projects.

The principles of the sociocultural approach highlight the importance of collaborative interaction and the learning environment for cognitive development, where the key components are the zone of proximal development and cooperative learning scenarios (Nasir et al., 2021; Sunyer et al., 2015). Research in bilingual education also demonstrates that bilingual students develop stronger executive functions and greater cognitive flexibility, which is especially significant in a multicultural educational context (Tlepbergen, Akzhigitova, & Zabrodskaia, 2025).

Collaborative learning, as emphasized by Dillenbourg (1999), promotes deep learning and improves communicative and cognitive dynamics in the classroom. Kolb's theory of empirical learning (Kolb, 1981, 2014) emphasizes the importance of practical experience linking theoretical knowledge with real life, which can be effectively implemented through educational projects, field trips, and simulations. At the same time, it is essential to provide students with educational resources of high quality that correspond to their stage of development. Thus, modern language education should be based on the integration of cognitive theories, digital technologies,

individualization of learning and practice-oriented strategies aimed at developing intellectual flexibility, as a key priority of the 21st century (Gulyamov, Egamberdiev, & Naeem, 2024).

Methodology

Research Design

The study adopted a mixed method approach to examine the impact of organizational and pedagogical conditions on the intellectual development of younger schoolchildren when learning English. This approach made it possible to combine theoretical justification with practical confirmation, providing a comprehensive consideration of the pedagogical conditions affecting the intellectual development of students. While the qualitative approach, through observations and interviews with teachers and students, provided an in-depth understanding of the learning process and perceptions of teaching methods, the quantitative approach, through tests and questionnaires, allowed an objective assessment of the impact of the applied methods on student achievement.

Sampling

The sample of the study comprised teachers of primary schools who provided first hand information about the impact of organizational and pedagogical conditions on the intellectual development of younger schoolchildren when learning English. Each of the participants contributed with information related to creating a reliable basis for drawing conclusions about the influence of educational conditions and methods on the intellectual development of children in elementary school. The text book *Smiles for Kazakhstan Grade 4 Pupil's Book* was sampled for examining all premises.

Research Procedure

The study was conducted in several phases. At the first stage, there was a selection and analysis of existing educational programs and methodological materials used in educational institutions for teaching English in elementary school. Attention was paid to their structure, content and methods used. In the next stage, observation of English lessons was planned, which provided a practical insight into the application of different pedagogical methods and their impact on students' engagement. Data on students' performance will be collected by means of testing and questionnaires, which will make it possible to assess the impact of organizational and pedagogical conditions on their learning outcomes.

Data Analysis

Based on the responses to questionnaire and interview questions, a research model was developed. The model helped in the (i) formulation of problems and hypotheses about the impact of an interactive educational environment on cognitive development; (ii) theoretical analysis of educational programs and methodological materials; (iii) empirical research (observation of lessons, testing, questionnaires, interviews); (iv) analytical data processing using qualitative and quantitative methods; (v) practical testing of the developed tasks and techniques; and (vi) interpretation of results and formulation of recommendations. SPSS ver 26 was used for data processing and visualization of results, and to get a visual representation of the dynamics of changes in student achievement.

Results

This study aimed at analyzing what methodological support is provided to young students for their intellectual development required to learn English lessons. The study emphasized the importance of providing high-quality learning resources that are meaningful and pedagogically sound. This formed the basis for selecting materials that promoted active student engagement in learning. The study had chosen the text *Smiles for Kazakhstan Grade 4 Pupil's Book* by Jenny Dooley to identify the variety of tasks and exercises that promote intellectual development. The introduction of exercises such as matching words to pictures and filling in the blanks with appropriate vocabulary were very effective in expanding vocabulary, improving memory and deepening understanding of the meanings of words in different contexts.

Early childhood is a critical period for cognitive development. At this stage, children are most receptive to new information and experiences, which shapes their intellectual abilities. The current research confirmed that intellectual development at this age encompasses not only academic skills, but also emotional and social growth. Engaging students in intellectually stimulating activities provides a solid foundation for their future learning and development. Secondly, learning a new language, such as English, is a complex intellectual activity that requires the brain to process and understand new sounds, vocabulary, and grammatical structures. Incorporating intellectual developmental strategies into English lessons can increase students' overall cognitive abilities, making them better prepared to meet future challenges.

During the course of the study, the importance of questions in the text were noted. These questions, which included multiple choice, true/false statements, and short answers, promoted critical thinking and information analysis skills. With this aspect in mind, reading comprehension tasks were designed for the participants in order to check the depth of the learning and development of interpretive skills. In addition to this, writing tasks were also used such as sentence composition and short paragraph writing, to develop students' creativity. By adopting this approach, an improvement in the grammar skills and expression of the students were noticed. Listening and oral exercises were introduced to improve attention and understanding of spoken language, enabling students to participate more confidently in communication. Grammar, sentence structure and problem-solving tasks also found their way into the learning process that was modelled upon in this study. It was observed that the use of logic games and puzzles promoted critical thinking, which in turn allowed students to improve their problem-solving abilities. In addition, cross-cultural assignments helped students broaden their horizons and deepen their understanding of diversity.

Writing exercises offered in the textbook foster creativity and grammar skills. We noted that exercises such as sentence composition and story writing help students organize their thoughts and communicate ideas, which is important for their self-expression. Interactive methods such as role play and group projects had a positive impact on the development of communication skills. This is confirmed by research showing that cooperative learning structures enhance academic achievement and improve relationships among students. We observed that an atmosphere of trust and collaboration stimulates creativity and critical thinking, which are key to building 21st century skills. We also analyzed the challenges of developing effective instructional support. Successful instruction requires adapting materials to meet the needs of younger students, applying innovative teaching methods, and accommodating the diversity of students' abilities and learning styles.

In conclusion, the results of our study confirm the importance of a systematic approach to the organization of English lessons that combines a variety of methods and resources. This creates conditions for the intellectual development of students and fosters the skills necessary for their future success. We hope that our contribution to this field of education will provide a basis for further research and improvements in English language teaching methodology.

Right at the outset, pupils were offered a number of tasks aimed at classifying objects by attributes, identifying patterns and constructing logical sequences. The purpose of testing was to assess pupils' logical thinking skills, their ability to analyze and synthesize information. The main evaluation criteria included (i) accuracy in classifying and identifying patterns: students were assessed on their ability to classify objects correctly, their ability to make logical chains and sequences, and their ability to find redundant elements or choose the correct next step in a given sequence; (ii) ability to justify their decisions in English: it was important that students should be able to explain their answers in English clearly and competently, relating their explanations to the logic of the task and reflecting their thinking correctly; (iii) completeness and justification of answers: students were required not only to complete tasks correctly, but also to fully explain their choices, including a description of the reasons why they chose a particular answer or method of classification; (iv) level of independence: the degree of independence in solving tasks, the ability to work without assistance, as well as students' confidence in their actions and explanations are assessed.

For each assignment, there was a grading system that took into account the correctness of performance and English explanation skills. [Table 1](#) presents the score based diagnostic system.

Table 1: *Score-Based Diagnostic System.*

5 points	Very high level	The student performs the task correctly, accurately classifies objects, or completes the sequence. The explanation of the decision logic is fully consistent with the task, clear and correct. The correct English vocabulary and grammar are used.
4 points	High level	The answers are given without the help of a teacher. The student solves the problem correctly, but the explanation may be less detailed or partially incomplete. The correct English words are used, but minor errors are possible.
3 points	Average level	The student, on the whole, confidently copes with the assignment and the explanation. The student solves the problem correctly, but the explanation is not complete enough or has significant gaps. Vocabulary and grammar are at an average level, mistakes are possible that interfere with a full understanding of the explanations.
2 points	Low level	The task was solved correctly, but the student may not fully understand the logic of the task. The student makes mistakes in completing the assignment, logical connections are partially broken or incorrectly defined. The explanation is weak or insufficient, with errors in the use of English.
1 point	Very low level	The student tries to explain his answer, but the explanation is inconclusive and incorrect. The student does not solve the task, makes gross mistakes in classification and logic. There is no explanation in English or it is incorrect.
0 points	No response or incorrect completion of the task	Vocabulary and grammar are significantly impaired, the student finds it difficult to express his thoughts. The student did not give an answer or made a complete mistake in completing the task. No explanation has been provided, or it is completely wrong.

The results of diagnostics of logical thinking on the "Classification and Analysis Test" showed that 20% of pupils demonstrated a very high level of logical thinking. These pupils successfully coped with most of the tasks and were able to clearly argue their answers in English, demonstrating confident mastery of logical operations and high classification and analysis skills. The largest proportion, 33%, showed a high level. These students completed the tasks correctly, but sometimes had minor difficulties in fully explaining their answers in English, indicating a good level of logical thinking with some gaps in language competence. Out of the total students, 30% of pupils received average grades, indicating difficulties in completing individual tasks or explaining them. These students coped with basic tasks, but had difficulties analyzing complex logical sequences or presenting them. Next, 13% of students demonstrated a low level of logical thinking, having serious difficulty finding patterns and explaining their solutions. They may need more time to master logical relationships. Finally, 3% of students showed a very low level of task performance, failing most of the tasks, indicating poor development of logical thinking and a need for additional instruction and support. (see [Figure 1](#)).

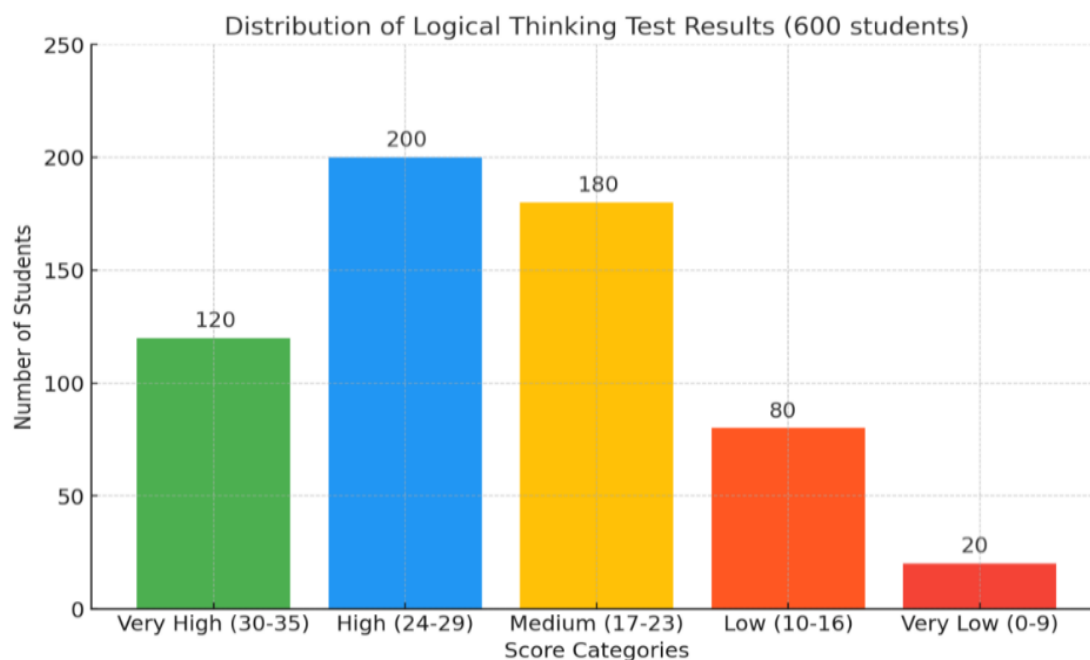


Figure 1: Results of the Logical Reasoning Diagnostic: "Classification and Analysis Test".

The analysis of the results shows that about 53% of students (including "Very High" and "High" level categories) have a good or excellent level of logical reasoning development. These students not only showed high and very high levels of task fulfillment, but also indicated the presence of stable cognitive skills developed within the framework of systematic methodological work in English lessons. These pupils successfully coped with the tasks on identifying regularities, logical sequences and reasoning their own decisions in English. These students also made evident the positive dynamics in the ability to express cause-and-effect relationships, and the ability to apply previously learned knowledge in new contexts, and use appropriate vocabulary and grammatical constructions when explaining their decisions was noted. At the same time, about 30% of students showed an average level of cognitive proficiency, which indicates a need for additional support and the use of more varied methodological techniques such as visual and auditory supports, differentiated tasks, and step-by-step analysis strategies. Approximately 16% of students showed low or very low levels, which may be due to insufficient language preparation, difficulties in perceiving logical structures, or lack of sustained learning motivation. These weaker students required additional support to improve cognitive skills, especially in the area of logical analysis and classification.

These results of logical thinking diagnostic data allowed us to distinguish the levels of formation of classification and analysis skills, and also confirmed the effectiveness of the developed conditions and methods. Since more than half of the students reached a high or very high level of task fulfillment, it indicated positive dynamics of cognitive abilities development. However, the revealed difficulties of some students indicate the need for further individualization of approaches and expansion of the support system for weak students. These results also indicate the need for an individual approach to this group of students, including the use of adapted educational resources and additional counseling.

The obtained results emphasize the relevance of a systematic approach to the design of English language lessons, which includes the use of visual, auditory and practice-oriented resources aimed at the comprehensive development of the personality of a junior schoolchild. The key role was played not only by the content of the textbook, but also by the way it is implemented - it is important that learning is conducted in conditions of psychological comfort, encouragement of independence, research interest and reflection. Thus, the hypothesis that the introduction of game technologies, methods of differentiation and active learning contribute to the intellectual development of elementary school students was confirmed. The educational process should be oriented not only to the assimilation of language material, but also to the development of universal learning actions and meta-subject competencies.

It is important to note that the development of students' intellectual abilities is significantly enhanced when there are conditions that foster learning autonomy: opportunities for self-assessment, peer learning, group work and role-playing. These elements create a favorable environment for the development of metacognitive skills such as planning, reflection, and control of learning.

Discussion

In the course of the research, we analyzed the effectiveness of pedagogical conditions and methodological support aimed at the intellectual development of elementary school students in the framework of English language teaching. The data obtained allowed us to identify the key factors contributing to the formation of cognitive abilities in primary school students, as well as to establish the relationship between teaching methods and the level of development of logical and critical thinking of students. One of the most significant results was the confirmation of the hypothesis that the use of game and interactive methods, combined with an individualized approach, has a positive effect on children's cognitive development. The analysis showed that students systematically involved in tasks aimed at analysis, classification and interpretation demonstrated a higher level of independence, logical thinking and language flexibility. At the same time, there was a significant increase in the level of motivation and interest in the learning process.

Additionally, the use of quality instructional materials such as *Smiles for Kazakhstan Grade 4 Pupil's Book*, promoted the development of skills necessary for successful learning. The textbook offered a variety of tasks and exercises to develop critical thinking, creativity, and linguistic abilities. For example, word-to-picture matching exercises, fill-in-the-blanks, and word puzzles expanded students' vocabulary and improved their memory. This confirms the research by emphasizing the importance of visual supports in language learning. The analysis of text comprehension questions showed that they develop analyzing and interpreting skills, which is in line with the findings of many European scientists who argue that students' active participation in analyzing texts leads to deeper understanding. It is often argued that both lexical and syntactic awareness play an important role in understanding text in a foreign language. In particular, lexical awareness was the most significant predictor of successful reading comprehension, which underscores the importance of tasks aimed at expanding vocabulary and interpreting context. Assignments such as answering questions about the story read stimulate critical thinking and the ability to draw conclusions, which is important for intellectual growth.

In addition, the quality of written and oral tasks presented in the teaching materials, in particular in the *Smiles for Kazakhstan Grade 4 Pupil's Book*, was monitored. The tasks focused on written expression of thoughts, composing logically structured statements and essays showed high efficiency in developing the skills of argumentation, critical analysis and creative thinking. The most successful were open ended exercises requiring independent choice of a solution and explanation of one's choice. It was also found that the systematic use of language and cognitive strategies in English classes has a positive impact not only on academic success, but also on the formation of universal learning actions (ULAs) such as goal setting, information seeking, reasoning, and meaningful reading. This confirms the need to integrate cognitive development components into the overall educational program at the elementary level.

Thus, the results of the study show that purposeful methodological support in English language teaching contributes to the formation of a set of cognitive skills underlying intellectual development in junior schoolchildren. These findings confirm the relevance of using an integrated approach that combines a variety of methods and forms of teaching, taking into account the individual characteristics of students and the goals of the modern educational paradigm. This study has shown that properly organized methodological support based on evidence-based pedagogical approaches has a positive impact on students' intellectual development. The use of various exercises, the integration of interactive and game methods, as well as the emphasis on the development of independent thinking and communication skills contribute to the active inclusion of students in the educational process and increase their learning motivation. In addition, more comparative studies that benchmark Kazakhstan's educational outcomes with those of other multilingual and post-Soviet countries could yield valuable insights for regional education reform.

Conclusion

To conclude, the integration of these research findings and methodologies into our practice showed that well-structured tasks and exercises in the 4th grade English textbook not only improved language skills, but also developed key cognitive abilities necessary for students' overall academic and personal growth. In this study, we focus on analyzing and interpreting the results related to the importance of intellectual development of elementary school students, which is the main goal of educators' work. We conclude that effective methodological support in the English language learning process plays a crucial role in matching teaching strategies and materials with the developmental needs of young learners.

In order to provide a comprehensive analysis and evaluation of the impact of organizational and pedagogical conditions on the intellectual development of elementary school students in English lessons, a methodology was developed, including key components such as research question, hypothesis, research stages and methods. The main question, which became the purpose of this study, is: "What pedagogical conditions and teaching methods contribute to the most effective intellectual development of elementary school students in English language classes?" This question allowed us to focus on the practical aspects of the learning process and identify the key factors influencing students' achievements. It was hypothesized that creating a structured and interactive learning environment that promotes cognitive development improves students' language skills and critical thinking. This hypothesis was based on the assumption that engaging students in active forms of learning, such as group projects and interactive games, can significantly improve their academic performance and overall engagement in the learning process.

While summarizing the results of the conducted research, we can confidently state that intellectual development of junior schoolchildren is the most important component of the modern educational process, especially in the context of learning a foreign language. English language lessons are an effective platform for the formation of cognitive skills such as critical and logical thinking, creativity, linguistic intuition and the ability to analyze and interpret information.

The scope of the research covers both the theoretical analysis of normative documents, scientific and methodological literature, and empirical work, including observations, questionnaires, testing, and formative experiment aimed at identifying pedagogical conditions conducive to the intellectual development of younger schoolchildren in English language teaching. At the same time, the study has a number of problematic aspects: limited sampling, differences in the level of education of students, the need to adapt educational materials to the socio-cultural characteristics of Kazakhstan, as well as the lack of long-term data to track the sustainability of the identified results. The emphasis on intellectual development in the context of new educational standards necessitates the adoption of cutting-edge techniques and technology meant to increase pupils' cognitive activity. English courses are particularly important in this process since they can be a powerful tool for fostering the development of a variety of intelligences, from linguistic intuition to logical reasoning.

Despite its limitations, the study makes the following recommendations. First, it is necessary to develop professional development programs for elementary school teachers on the integration of cognitive strategies in English language teaching; second, school should create methodological aids and take into account level differentiation and diversity of learning styles; Third, it is necessary to introduce digital learning tools to promote logical and critical thinking; Fourth, longitudinal studies should be conducted to track the impact of methodological solutions on students' cognitive development over time. Another important direction for future inquiry lies in exploring the role of parents and community stakeholders in reinforcing cognitive learning outside the classroom. Integrating parental involvement programs into the school curriculum could amplify the benefits observed in this study.

The conducted research has confirmed the importance of English lessons as a means of intellectual development of younger schoolchildren. It was proved that the use of game and interactive methods, individualization and cognitively oriented tasks contributes to the development of critical thinking, logic and creativity. The scientific novelty of the work lies in the systematization of pedagogical conditions adapted to the socio-cultural context of Kazakhstan, and in the development of practical recommendations to improve the effectiveness of teaching. The study will contribute to the improvement of the primary education system and become a basis for further research in the field of pedagogy, cognitive psychology and English language teaching

methodology. Only through the integration of theory, practice and innovation is it possible to create an educational environment that promotes the comprehensive intellectual growth of students ready for the challenges of the 21st century.

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