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EDUCATIONAL MODEL OF DEVELOPING STUDENTS' SPEECH COMMUNICATION SYSTEM BASED ON ASSOCIATIVE THINKING

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ANNOTATION

This article develops and substantiates an educational model aimed at developing students' speech communication system based on associative thinking. The structure of the model consists of goal-oriented, motivational, content-oriented, process-activity and result-evaluation blocks, and is based on the integration of associative, communicative, creative and reflexive components. The results of the research conducted on this basis showed that the developed model significantly developed students' speech activity, vocabulary, logical speech construction and free communication skills.

Keywords: Speech communication, associative thinking, educational model, communicative competence, speech development, pedagogical technology.

INTRODUCTION

In today's globalization and information society, one of the important tasks facing the education system is to form students as free-thinking individuals who can make independent decisions and actively participate in the communication process. Speech communication plays a central role in this process, since speech is the main means of thinking, cognition and socialization.

School practice shows that although students' grammatical knowledge is sufficiently formed, their dialogical and monological speech, free



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communication, and coherent expression of their thoughts are not sufficiently developed. Many students express their opinions based on ready-made templates, and have difficulty constructing independent speech, actively participating in conversations and discussions.

This situation requires the introduction of innovative approaches to the development of speech communication. One of such approaches is education based on associative thinking. Associative thinking is the process of forming free connections between concepts, images, phenomena and words in the human mind, which ensures the speed, content richness and creativity of speech. The purpose of the study is to develop an educational model for the development of students' speech communication system based on associative thinking and to determine its pedagogical effectiveness on an experimental basis.

METHODS

It is advisable to conduct the study with the participation of students in grades 5–6 of a comprehensive school. Experimental and control groups are formed in it. In the experimental group, classes are organized based on the educational model developed by the author, and traditional methods are used in the control group.

As research methods, we can use the following methods:

- pedagogical observation;
- interview and questionnaire;
- diagnostic tests;
- analysis of speech activity products;
- experimental and test work;
- comparative and statistical analysis.



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Conceptual foundations of the educational model. The model is based on the following approaches:

- person-centered approach;
- activity-based approach;
- cognitive-psychological approach;
- communicative approach;
- integrative approach.

Structure of the educational model. The model consists of five interconnected blocks:

1. Target block

Development of the speech communication system in students, formation of communicative competence.

2. Motivational block

Arousing the need for communication, stimulating speech activity, creating problem situations, role-playing games.

3. Content block

lexical-associative direction;
logical-communicative direction;
creative-speech direction.

4. Process-activity block

associative exercises;
communicative tasks;
creative activity;
reflexive analysis.



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5. Result-evaluation block

Criteria and levels of speech development.

RESULTS

Based on the results of the initial diagnosis, it was determined that most students have low and medium levels of speech communication. Their vocabulary is limited, dialogical speech activity is weak, and logical coherence in speech is insufficient.

The result of the experiment is that the following positive changes were noted in the students of the experimental group at the end of the planned experiment:

- increased oral speech activity;
- expanded vocabulary;
- increased independent expression of opinions;
- increased active participation in dialogues and discussions;
- improved logical coherence of speech.

Since no experimental work was carried out in the control groups, such significant changes were not observed in them.

DISCUSSION

The results obtained showed that the educational model based on associative thinking is an effective pedagogical mechanism for developing speech communication. Associative exercises activate students' quick thinking and vocabulary, while communicative situations enrich real speech experience. The model turns the student from a passive listener into an active subject of communication.



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CONCLUSION

In conclusion, we can say that the educational model developed on the basis of associative thinking shows high efficiency in developing students' speech communication system. The introduction of the model into the educational process serves to increase students' communicative competence.

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