



DEVELOPING PRIMARY SCHOOL STUDENTS' SOCIAL-COMMUNICATIVE COMPETENCE THROUGH IMITATIONAL MODELS IN MOTHER TONGUE LESSONS

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Abstract *This article examines the development of primary school students' social-communicative competence through the use of imitative models in mother tongue lessons. It substantiates the necessity of considering students' age characteristics, pedagogical and psychological factors, as well as the requirements of the social environment when selecting and applying imitative models. Furthermore, the study analyzes the alignment between the content of the mother tongue curriculum and imitative models, the technological design of lessons, and the effective use of visual and illustrative materials. The stages of methodology for developing social-communicative competence are outlined, emphasizing the importance of organizing this process systematically and continuously. The research findings confirm that imitative models serve as an effective tool for enhancing primary school students' speech activity, independent thinking, and communication skills.*

Keywords *Primary education, mother tongue lesson, imitative models, social-communicative competence, pedagogical requirements, modeling, technologization of education, role play, speech activity, motivation.*

The growing importance of a competency-based approach in the education system requires the formation not only of knowledge but also of practical skills and abilities in primary school students. In particular, mother tongue lessons play a significant role in developing students' speech activity, shaping their culture of communication, and improving their social-communicative competence. From this perspective, the use of imitative models (simulated learning situations) appears as an innovative pedagogical tool that enhances lesson effectiveness.

Imitative models ensure students' active participation in conditions close to real life, encourage independent thinking, enable them to express their viewpoints freely, and teach them to work collaboratively. This article highlights the pedagogical requirements, methodological foundations, and the role of imitative models in developing social-communicative competence in primary school mother tongue lessons.

Imitative models are methodological tools aimed at artificially creating real-life situations within the learning process and engaging students in active participation in these situations. They may take the form of role plays, dramatizations, problem situations, dialogic exercises, and group work activities.

For primary school students, imitative activity is a natural process. Children learn more effectively through play; they observe their environment and imitate it. Therefore, imitative models fully correspond to their psychological characteristics.

Imitative models perform the following didactic functions:

- develop students' oral and written speech;
- form a culture of communication;
- help understand social roles;
- develop independent thinking and problem-solving skills;
- increase interest and motivation in lessons.

As a result, mother tongue lessons are not limited to teaching grammatical knowledge but also contribute to the comprehensive development of students as individuals.

To effectively use imitative models in primary school mother tongue lessons, several pedagogical requirements must be observed.

First, when selecting imitative models, it is essential to consider students' age and pedagogical characteristics, as well as their need for social interaction. Primary school students are emotional, active, and curious. Therefore, the model should be simple, understandable, and engaging.

Second, it is necessary to ensure alignment between the topics of the mother tongue curriculum and the content of the imitative model. For example, topics such as “Greeting Etiquette,” “Building a Conversation,” “Composing a Story,” and “Writing a Dialogue” can be effectively reinforced through role-play activities.

Third, lessons conducted on the basis of imitative models must be technologically well-designed. The lesson objectives, stages, time allocation, teaching tools, and expected outcomes should be clearly defined. It is important to consider time constraints and avoid unnecessary prolongation or haste.

Fourth, the selected topic should be aligned with the requirements of the social environment. Real-life situations (such as conversations in a shop, welcoming guests, or communication at school) stimulate students’ interest and enhance the practical significance of knowledge.

Fifth, considering the age characteristics of primary school students, special attention should be paid to the diversity, attractiveness, and clarity of decorations and illustrative materials. Visual aids help maintain students’ attention and facilitate better understanding of the topic.

The development of students’ social-communicative competence in primary school mother tongue lessons is a systematic and continuous process. Modeling this process enables teachers to predict learning outcomes, analyze results, and make necessary corrections.

Lessons developed and modified on the basis of imitative models can be organized in the following stages:

1. **Motivation stage** – arousing students’ interest and introducing the topic.
2. **Explanation of the situation** – distributing roles and clarifying task content.
3. **Active performance stage** – conducting role-play or dramatization.

4. **Analysis and discussion** – evaluating performance and working on mistakes.

5. **Conclusion stage** – summarizing acquired knowledge and skills.

This methodology should be implemented on the basis of a special program, and the lesson organization process should be technologized. In other words, each lesson must be pre-planned, goal-oriented, and result-focused.

When applying imitative models, preparing visual materials, fostering positive motivation, and ensuring the active participation of every student are essential conditions. In addition, the assessment process should have an encouraging character.

The development of social-communicative competence in primary school mother tongue lessons is a complex pedagogical process that requires systematic and continuous implementation. Modeling this process allows teachers to improve educational effectiveness, identify outcomes, and introduce necessary adjustments.

Imitative models developed and modified for use must correspond to students' age characteristics and the content of mother tongue education. Their effective implementation requires preparing visual aids, creating engaging situations, and forming students' intrinsic motivation.

The methodology for developing social-communicative competence through imitative models should be implemented on the basis of a special program, while lesson organization should follow a technological approach. This contributes to improving educational effectiveness, enhancing students' speech activity, and preparing them for social life.

In conclusion, the use of imitative models in primary school mother tongue lessons is an effective pedagogical tool for developing students' social-communicative competence. Properly selected and well-planned imitative activities enhance students' speech potential, foster independent thinking, and develop teamwork skills.

Therefore, the wide implementation of imitative models in primary education, their methodological improvement, and their practical application remain urgent tasks.

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