
CONFERENCE ARTICLE

Designing Integrative-Cognitive Tasks Aimed At Developing The Speech Competence Of Primary School Students

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Abstract: The educational process should create sufficient conditions not only for acquiring knowledge but also for students to engage in independent learning, self-development, conduct small-scale research, overcome deficiencies in their speech, and achieve a high level of speech competence. Therefore, the organization of the educational process and the appropriate selection of instructional tools are of crucial importance. In this regard, designing the educational process is considered a primary task. This article examines the didactic parameters necessary for organizing a system of integrative-cognitive tasks and reveals the content of diagnostic indicators that serve to assess the speech competence acquired through these tasks.

Keywords: Integrative-cognitive task, didactic parameter, task design, diagnostic indicator, speech competence, reflection, goal orientation.

Introduction

The development of speech competence in primary education is, in many cases, implemented within the framework of Mother Tongue and Reading Literacy lessons. However, a child's speech activity in real-life situations is not limited to individual academic subjects. In the process of solving a mathematical problem, for example, a student understands and explains the conditions of the problem; based on observations of a natural phenomenon, the student describes it; and using a picture as a stimulus, the student constructs a narrative. Each of these processes is directly and closely associated with the student's speech competence.

Therefore, the integration of interdisciplinary content and the interconnectedness of cognitive operations are of particular importance in the development of speech competence. From this perspective, integrative-cognitive tasks can be regarded as a didactic tool that creates conditions for the simultaneous development of primary school students' knowledge, thinking, and speech activity within a unified learning process.

An educational task serves as a means of organizing purposeful learning activity aimed at enabling a student to acquire specific knowledge, skills, abilities, or competencies. Within a competency-based educational environment, a task should not be limited merely to reproducing knowledge; rather, it should enable students to apply knowledge in new situations, analyze information, solve problems, and express the results of their activities fluently and coherently.

Integrative-cognitive tasks are defined as a system of tasks aimed at developing students' speech competence through the activation of cognitive activity while ensuring interdisciplinary integration.

Didactic parameters are the principal criteria that determine the content, structure, and effectiveness of a task. Therefore, it is appropriate to design integrative-cognitive tasks on the basis of the following didactic parameters:

goal orientation – the task should have clearly defined educational, developmental, instructional, and communicative

objectives;

integrativity – the content of different academic subjects and topics should be interconnected;

cognitive complexity – the task should elevate students' cognitive potential from the level of simple recall to the level of intellectual amplification and contribute to the development of reflexive-cognitive activity;

speech orientation – the task should be aimed at the comprehensive development of the structural components of speech competence;

problem-based nature – the task should enable students to make appropriate decisions in problematic communicative situations and develop speech adaptability;

communicativeness – the task should enable students to express their ideas clearly and fluently, respond to the opinions of others, and engage in dialogue;

independence – rather than providing students with ready-made knowledge, the task should create conditions for independent thinking and activity;

differentiation – the task should take into account students' levels of knowledge, individual capabilities, and abilities;

creativity – the task should provide opportunities for generating multiple solutions and developing original ideas;

consistency and systematicity – tasks should be organized from simple to complex and from reproductive to creative activities;

effectiveness – completion of the task should lead to the achievement of the intended learning outcomes;

reflexivity – the task should enable students to evaluate their own activities, ideas, and results;

assessability – the results of task performance should be measurable through criteria, diagnostic indicators, and relevant performance indicators.

Designing integrative-cognitive tasks on the basis of these didactic parameters ensures the comprehensive and

multidimensional complexity of their structure. Diagnostic indicators are of particular importance in assessing the process of developing speech competence through integrative-cognitive tasks.

A diagnostic indicator is a measurable characteristic that serves

to identify, assess, and analyze a student's competencies, skills, knowledge, or activity outcomes within a particular process.

The following diagnostic indicators can be used to assess the speech competence of primary school students through integrative-cognitive tasks:

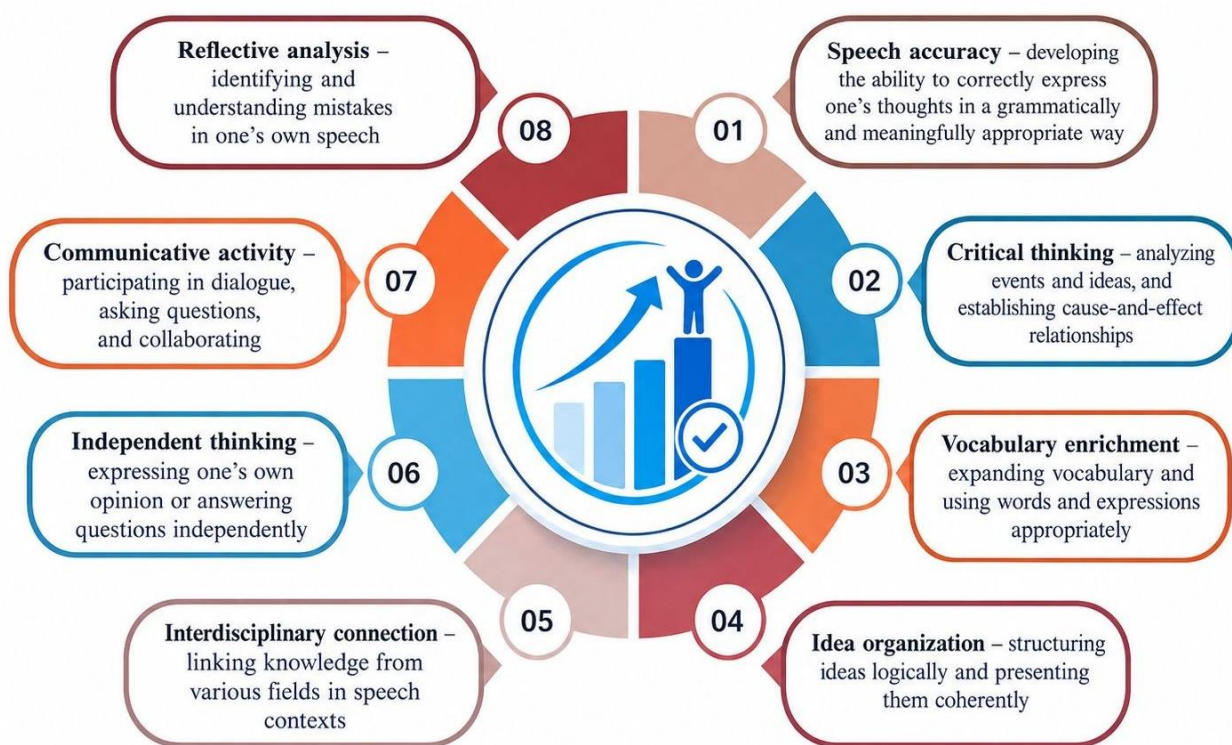


Figure 1. Diagnostic indicators for assessing the speech competence of primary school students through integrative-cognitive tasks

The above-mentioned indicators make it possible to obtain comprehensive information about how and to what extent students have acquired speech competence through integrative-cognitive tasks.

Conclusion

In summary, when each educational activity is systematically designed and the aspects that require particular emphasis are clearly identified, the achievement of the intended outcomes becomes considerably more efficient. Diagnostic indicators also play an important role in this process. The effectiveness of a systematically structured educational model can ultimately be determined through appropriate indicators. Therefore, selecting appropriate didactic parameters and corresponding assessment criteria is a key issue in the design and evaluation of integrative-cognitive tasks.

The following recommendations can be proposed concerning the design and assessment of integrative-cognitive tasks:

conduct an in-depth analysis of the purpose and direction of the intended educational activity;

apply an individualized approach to each student;

take relevant requirements and needs into consideration;

promote continuous development by identifying and addressing deficiencies that arise throughout the educational process.

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