



**PEDAGOGICAL MECHANISMS FOR DEVELOPING STUDENTS' SPEECH COMMUNICATION BASED ON ASSOCIATIVE THINKING**

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**ABSTRACT**

This article analyzes the pedagogical mechanisms for the development of speech communication in students based on associative thinking from a theoretical and practical perspective. In the course of the research, pedagogical mechanisms (motivational, cognitive, active and reflexive) serving the development of speech communication were identified, based on associative thinking as an important psychological basis of speech activity. The results of experimental and test work showed that the developed mechanisms are effective in increasing students' speech activity, vocabulary and communication culture.

**KEYWORDS**

Speech communication, associative thinking, pedagogical mechanisms, communicative competence, speech activity, interactive methods.

**INTRODUCTION**

In the modern education system, the formation of a student as a person, his social adaptation and professional training largely depend on the level of speech communication. Speech communication is not only a means of acquiring knowledge, but also a factor in establishing interpersonal relationships, independent thinking and demonstrating social activity. Practical observations show that many students lack speech activity, they have difficulty expressing their thoughts consistently, engaging in conversation, and taking the initiative in the communication process. This situation creates the need for a deep study of the internal mechanisms of developing speech communication.

In psychological and pedagogical research, associative thinking is interpreted as one of the main mechanisms of human speech. Through associations, words, images and concepts are interconnected, which ensures the speed, richness and logicity of the speech process. Therefore, the development of speech communication in students on the basis of associative thinking is pedagogically important.

**Research goal:**

To identify and substantiate pedagogical mechanisms for developing speech communication in students based on associative thinking and to verify their effectiveness through experimental testing.

## Research objectives:

to analyze the theoretical foundations of the concepts of associative thinking and speech communication;

- to identify pedagogical mechanisms that serve to develop speech communication;
- to develop a methodological approach based on pedagogical mechanisms;
- to determine the effectiveness of mechanisms through experimental testing.

## Research Methodology

A set of theoretical and empirical methods was used in the research process:

Theoretical methods: analysis of scientific literature, generalization, pedagogical modeling, comparison.

Empirical methods: observation, interview, questionnaire, diagnostic tasks.

Experimental methods: clarifying, formative and final control experience.

Mathematical and statistical methods: analysis of results in percentages.

In the experimental process, the level of verbal communication is assessed based on three criteria:

- verbal activity;
- vocabulary and associative connections;
- communication culture.

The development of verbal communication based on associative thinking was carried out through the following pedagogical mechanisms:

- Motivational mechanism - formation of the student's need and interest in communication;
- Cognitive mechanism - expansion of associative connections between words, images and concepts;
- Active mechanism - creation of an active speech environment through speech exercises, dialogue and problem situations;
- Reflexive mechanism – the student's analysis and evaluation of his/her own speech.

## Analysis and Results

At the explanatory stage, the level of students' speech communication is analyzed, and the predominance of low and medium levels is determined in students. It is observed that students have a limited vocabulary, weak associative connections, and insufficient activity in entering into dialogue.

At the formative stage, the following work is carried out on the basis of pedagogical mechanisms:

- Creating associative lines;
- Creating a text based on basic words;
- Organizing a dialogue based on problem questions;
- Role-playing games and discussions;
- Creating a free associative story.

The results of the final control show that the students' speech activity has significantly increased, and the number of independent opinions has increased, and the vocabulary has expanded. The increase in the proportion of high-level students and a sharp decrease in the number of low-level students indicates the effectiveness of the research.

## **Analysis of thematic literature**

Modern pedagogical psychology and speech development studies show that one of the effective methods for forming speech communication in students is an approach based on associative thinking. In his studies, Vygotsky emphasized the inextricable link between associative thinking and speech, showing that in the process of thinking, words and concepts are connected through mutual associations, which ensures that speech is fast, logical and rich. From this point of view, associative exercises, working with word sequences and base words are considered one of the main tools in pedagogical methods for developing speech communication. Rubinstein linked speech activity with the general psychological activity of the individual and revealed the psychological foundations of speech development. In his opinion, speech activity, free thinking and the ability to communicate are directly related to the personal development of students. Therefore, pedagogical methods should include not only grammatical and lexical exercises, but also communicative activities, problem situations and interactive games. Boronov and Yuldoshev showed that it is possible to form speech competence in students through the use of pedagogical technologies in the educational process. In their research, exercises, dialogues and reflexive activities through an associative approach significantly increased students' speech activity. At the same time, Tokhtakhodjaeva highlighted the methodological aspects of developing independent thinking and free speech in students, emphasizing the effectiveness of combining associative thinking and communicative exercises.

Sharipov and Musurmonova developed mechanisms for developing speech communication through associative exercises, role-playing games and problem situations in pedagogical theory. These mechanisms serve to develop students' free thinking and social communication skills. Husanboyeva, through pedagogical experiments, confirmed that the associative approach is highly effective in increasing speech activity and communication culture. Foreign studies also confirm these ideas. For example, Tomasello, studying the development of language and speech in children based on a communicative approach, showed that associative exercises and interactive methods are effective in forming speech competence. The analysis of the above studies shows that in developing speech communication in students based on associative thinking, pedagogical mechanisms (motivational, cognitive, active and reflexive) should be used in an integrated manner. This significantly increases not only speech activity, but also vocabulary and communication culture, and students develop independent thinking and social communication skills.

**Conclusions and suggestions.** Conclusion Pedagogical mechanisms based on associative thinking are an important factor in the development of speech communication. The motivational mechanism mentally prepares the student for communication, while the cognitive mechanism provides the content enrichment of speech. The active mechanism enlivens the speech environment and turns the student into a subject of communication. The reflexive mechanism forms conscious work on speech. When these mechanisms are used in an integrated manner, it is determined that stable positive changes occur in the speech development of students.

- Developing speech communication in students based on associative thinking is pedagogically effective and significantly increases speech activity and vocabulary.
- Associative thinking provides the psychological basis for students' independent thinking, communication, and the formation of social skills.

- When pedagogical mechanisms (motivational, cognitive, active, and reflexive) are used in an integrated manner, the speech communication system develops more effectively.

## **Recommendations**

It is recommended to systematically introduce the methodology based on associative thinking in the development of students' speech communication in secondary schools.

- It is necessary to widely use interactive exercises, role-playing games, problem situations and reflective activities in the pedagogical process.
- It is recommended to involve teachers in special advanced training courses on the associative approach and the methodology for developing speech communication.
- In future studies, it is recommended to determine the effectiveness of developing speech communication based on associative thinking in other age groups and disciplines.
- It is advisable to systematically introduce diagnostic tests, observation and reflexive assessment methods to assess the effectiveness of pedagogical mechanisms.

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