



A COMMUNICATIVE-ACTIVITY MODEL FOR ENHANCING THE SPEECH ACTIVITY OF PRIMARY SCHOOL STUDENTS

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Relevance. Primary school age is a period of intensive speech development, and the speech skills formed at this stage directly affect a student's mastery of all subjects, further studies, and social adaptation. Modern education requires students not merely to memorize knowledge, but to apply it in real-life situations, making speech competence one of the core educational outcomes. In practice, however, teacher talk dominates the classroom, and students are mostly limited to brief, one-sentence answers. Speech development exercises are often conducted at the end of the lesson only if time permits, vocabulary work lacks a systematic approach, and assessment is primarily focused on finding errors. Consequently, students do not sufficiently develop the skills to articulate their thoughts coherently, listen actively, and engage in communication. Therefore, there is a clear need for a well-defined, easily implementable pedagogical model aimed at enhancing speech activity.

Aim and objectives. The aim of the thesis is to substantiate a communicative-activity model designed to enhance the speech activity of primary school students and to demonstrate ways to integrate it into the instructional process. To achieve this aim, the following tasks were identified: defining the concept of speech activity; analyzing key problems in existing practice; developing the components of the model; selecting effective methods and technologies; and establishing assessment criteria.

Theoretical framework. The model is grounded in the understanding of speech competence as an integration of linguistic, communicative, textual, and cultural-ethical components. The concept of communicative competence is rooted in the research of D. Hymes, M. Canale, and M. Swain, according to which language proficiency entails not only knowing grammatical rules, but also being able to apply them appropriately to communicative situations. Speech activity is divided into receptive (listening comprehension, reading) and productive (speaking, writing) skills; at the primary school level, these skills develop simultaneously. Furthermore, the sociocultural approach (L.S. Vygotsky, N. Mercer) emphasizes that a child's thinking and speech develop through communication, in collaboration with adults and peers. From this perspective, the classroom must serve as a communicative space that fosters conditions for students' speech activity.

Content of the model. The model is based on three interrelated components.

The first approach is learning based on real-life communication situations. Lessons are designed around situations that stimulate the student's communicative needs, such as a conversation in a store, making an introduction, an inquiry, an offer, or asking for help. Pair conversations, role-playing, dramatization, and short discussions turn the student into an active participant in speech. In such situations, children do not memorize language units mechanically; instead, they apply them meaningfully and purposefully. Pair work creates a safe environment, especially for shy children and those with delayed speech development, as they speak with a single



partner rather than in front of the whole class.

The second approach is the integration of different types of language activities.

Work on each topic begins with listening comprehension and continues with speaking, reading, and writing. For example, on the topic "My Family," the student listens to a short text, answers questions, reads the text in roles, and then writes a short composition of three to four sentences about their own family. In this way, all four skill areas complement one another within a single topic, and the acquired vocabulary is reinforced first in oral and then in written speech. Working on thematic vocabulary, selecting synonyms and antonyms, and using proverbs and sayings enrich this process and connect it with national values.

The third area is developmental assessment. Assessment focuses on demonstrating growth rather than punishing mistakes. For this purpose, speech criteria (content completeness, coherence, vocabulary richness, grammatical accuracy, pronunciation and fluency, and communication etiquette) are defined on a 1-to-4 point scale and explained to students in advance. A speech development portfolio is maintained for each student, containing audio recordings, written assignments, and self-assessment sheets. Students compare themselves not with others, but with their own previous results, which strengthens intrinsic motivation.

Methods used. The following methods are considered effective within the framework of this model. Brainstorming activates the vocabulary the child already knows about the topic. Clustering teaches students to group concepts around a central word and branch out their thoughts. The Venn diagram develops comparative speech. In storytelling technology, students learn to distinguish between the beginning, plot development, and conclusion by creating a story based on a series of pictures or keywords. Project-based learning, such as the "Classroom Newspaper" or "Little Booklet" project, builds skills in teamwork and presenting results. Digital resources, namely audio tales and recording one's own voice for playback, develop pronunciation and listening comprehension. A differentiated approach is also essential: students with slower speech development are provided with keywords, sentence starters, and picture plans, while advanced students are given more complex tasks, such as creating texts independently and justifying their opinions in debates.

Results. The experiment involved 120 3rd–4th grade students (60 in the experimental group, 60 in the control group) and lasted for one academic semester. A 1–4 point scale was used according to the criteria. The average score in the experimental group increased from 2.4 to 3.3, while in the control group it went from 2.5 to 2.8. The most significant growth was observed in the criteria of vocabulary (1.2 points) and communication culture (1.1 points). In the experimental group, the proportion of advanced-level students increased from 18.3% to 41.7%, while the low level decreased from 35.0% to 15.0%. In the control group, the advanced level changed by only 3.3 percentage points. The score gains across all criteria were 0.7–1.2 points in the experimental group and 0.3 points for each criterion in the control group.

Practical recommendations. The model offers the following recommendations for teachers. First, allocate at least half of the time in each lesson to students' oral



speech, ensuring that the teacher's talk is concise and clear. Second, do not leave speech development exercises until the end of the lesson; instead, align them with the topic and integrate them throughout the stages of the lesson. Third, explain the speech assessment criteria to students in advance and engage them in peer evaluation. Fourth, maintain a portfolio for each student to systematically monitor their progress. Fifth, provide parents with brief tips on reading books at home with their children, discussing daily events, and responding to children's questions in full sentences. Sixth, organize collaborative lesson observations and analyses for teachers to jointly evaluate the share of teacher talk and the quality of questions asked.

Conclusion. The communicative-activity model transforms the learner into an active participant in the speech process, holistically develops language skills (types of speech activity), and allows for tracking progress. Its effectiveness depends on the combined use of real-life communication situations, seamless integration, and formative (developmental) assessment. Testing the model across other grades and subjects, as well as conducting long-term observations, represents a promising direction for future research.

Keywords: speech activity, primary education, communicative approach, role-play, formative assessment.

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