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DESIGN OF A LINGUODIDACTIC MODEL OF TASK-BASED LEARNING IN PRIMARY EDUCATION

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Abstract

The article examines the theoretical and methodological foundations for designing a linguodidactic model of educational tasks for primary school students. Based on the analysis of psychological, pedagogical, and linguodidactic sources, a model was developed that includes target, content, procedural, and evaluative components. The model was tested within the framework of a pedagogical experiment, which confirmed its effectiveness in developing language competence in young learners.

Keywords: Linguodidactics, educational task, primary education, language competence, learning model.

Introduction

The modern paradigm of education focuses on an activity-based approach, which is especially important at the primary education stage. In this context, educational tasks become the main tool for developing the language and communicative competence of primary school students. The relevance of this research is due to the need to create a scientifically grounded linguodidactic model that takes into account the specific features of the speech development of primary school children. The purpose of this research is to develop and theoretically justify a



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linguodidactic model of educational tasks for primary education, as well as to test it in pedagogical practice.

Analysis of scientific literature

The content and structure of educational tasks in the field of language education have been studied by I.L. Bim, V.V. Safonova, N.D. Galskova, A.N. Shchukin, G.I. Bogin, and other scholars. Bim defines a task as an organizing unit of educational activity aimed at achieving a didactic goal. Safonova emphasizes the importance of a contextual approach and a communicative focus. Bogin G.I. introduces the concept of a linguodidactic unit as a semantic and formal basis for constructing educational material. Psychologists (Elkonin D.B., Peterson L.G.) emphasize the need to take into account the age-related characteristics of younger students, particularly their attention, memory, and visual-imaginary thinking. This information is crucial for designing tasks that align with the age-appropriate norms.

The study is based on the following methodological approaches: the system-activity approach, which ensures the formation of universal learning activities; the competence-based approach, which focuses on the effectiveness of learning; and the linguodidactic approach, which ensures the language focus of the learning content.

Analysis and results of the study. As part of this study, a comprehensive analysis of the educational tasks presented in the current educational and methodological complexes (EMCs) for the Russian language for primary school students, in particular, in the textbooks by L.M. Zelenin, T.G. Ramzaeva, and others, was conducted. The analysis showed that most of the tasks are focused primarily on the reproductive level of students' thinking and do not fully implement the principles of linguodidactics. The main identified shortcomings include: lack of system in the selection of language material; weak correlation between the task and the speech situation; insufficient degree of students' involvement in active



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speech activity; formal nature of the criteria for evaluating the results of task completion.

Based on the analysis, a linguodidactic model of educational tasks was developed, which includes the following components:

1. The target component is aimed at formulating specific learning objectives related to the formation of language skills (lexical, grammatical, orthoepic, etc.).
2. The content component includes the selection of language material based on the age, cognitive, and interest characteristics of primary school students.
3. The procedural component covers the structure and stages of completing a task: the motivational stage, perception of the conditions, execution, self-analysis, and reflection.
4. The assessment component offers a system of criteria aimed at qualitative and quantitative diagnostics of the formation of language competence.

To test the effectiveness of the proposed model, a pedagogical experiment was conducted in which 2nd and 3rd grade students from one of the secondary schools took part. The experiment took place in two stages: stating and forming. At the ascertaining stage, the initial levels of language competence of students were recorded, covering: vocabulary, the level of grammatical correctness, and the ability to form coherent utterances. At the formative stage, the training tasks developed in accordance with the above model were used. Students worked with tasks involving: speech activity in the context of life situations; game and interactive elements; self-assessment and peer assessment. The results of the experiment showed: an increase in the level of lexical and grammatical literacy by an average of 20-25%; increased activity in the classroom; a stable interest in completing tasks with elements of personal significance; and the development of the ability to analyze and edit one's own language output.



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Conclusion and Recommendations

The conducted research has confirmed the relevance and practical significance of linguodidactic design of educational tasks for primary school students. Modern requirements for the educational process involve not only the transfer of language knowledge, but also the development of productive and conscious speech activity in primary school students. The developed model meets these requirements, as it is based on a comprehensive approach that combines psychological, pedagogical, didactic, and linguistic principles.

The shortcomings identified during the analysis of existing educational and methodological complexes — fragmentedness, prevalence of reproductive forms, and weak connection with the communicative context — indicate the need to rethink and modernize the content of educational tasks. The developed linguodidactic model, which includes a target, content, procedural, and evaluative component, demonstrated high efficiency in the conditions of a pedagogical experiment. The obtained data indicate a positive trend in the formation of students' language competence, as well as an increase in their motivation, activity, and independence in speech activity.

It is recommended to revise the content of school textbooks, taking into account the components of the proposed model, especially in terms of setting goals and organizing step-by-step assignments. It is necessary to introduce courses aimed at mastering the principles of linguodidactic design of educational tasks and developing students' language competence into the system of teacher training. Scientific developments and the model should be adapted into methodological manuals for practical use in schools, including examples of assignments and criteria for their evaluation. Taking into account modern trends in education development, it is important to create electronic and interactive tasks based on linguodidactic principles for use in both face-to-face and distance learning.

To increase the reliability and validity of the results, it is recommended to expand the experimental base, including schools with different levels of training, regions,



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and language conditions. It is advisable to develop interdisciplinary research with the participation of specialists in linguistics, pedagogy, psychology, and ICT, which will allow for the improvement of the model and its adaptation to changing educational conditions. Thus, it can be concluded that the linguodidactic design of tasks is an essential area of development for modern primary education, contributing to improving its quality and compliance with federal educational standards.

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