The OSCAR PUBLISHING Services
International Journal of Pedagogics

VOLUME Vol.05 Issue11 2025
PAGE NO. 362-364
DOI 10.37547/ijp/Volume05Issue11-86

The Model Of Developing Students' Speech Intuition Based On Imitative Paradigms

G'aniyeva Muhabbat Lutfullayevna
Shahrisabz State Pedagogical Institute, Faculty of Pedagogy Department of "Methods of Primary Education", Uzbekistan

Received: 12 October 2025; **Accepted:** 09 November 2025; **Published:** 30 November 2025

Abstract: The article analyzes the theoretical, psycholinguistic, and linguodidactic foundations of developing students' speech intuition based on imitative paradigms. Imitation is regarded as a natural form of human cognitive activity, explained through the harmonious functioning of perception, cognition, and thinking mechanisms in the development of speech competence. The imitative approach is assessed as a model that integrates social and cognitive factors in language acquisition. The stages, conditions, and methodological principles of developing speech intuition are systematically examined based on scientific sources.

Keywords: Imitative paradigm, speech intuition, perception, language thinking, psycholinguistics, communicative competence, cognitive approach.

Introduction: Language is the most complex yet the most natural form of human thought. It is not merely a system to be learned but an experience to be lived. The more a person uses language, the more they begin to understand it, not consciously but intuitively—this phenomenon is known as speech intuition.

Imitation serves as the natural starting point of this intuition. When a child learns their mother tongue, they do not learn grammar rules; instead, they imitate tone, stress, and word order. Thus, imitation is subconscious cognition—learning through perception and feeling.

The same mechanism can be reactivated in university students: when the learning process is organized on the basis of imitation, observation, and modeling, language is acquired not as a set of rules but as a feeling. From this point of view, the imitative paradigm allows language to be taught based on natural perception in modern linguodidactics.

Developing students' speech intuition plays an important role in language learning. Speech intuition refers to the ability to understand language, respond appropriately to context, and produce speech quickly and naturally (Chomsky, 1965). Contemporary educational methodologies show that students' speech intuition develops not merely through learning grammar rules but through practical and interactive learning processes (Ellis, 2008; Ortega, 2020).

Imitative paradigms—learning through modeling and imitation—are widely recognized as effective tools for fostering speech intuition. This approach is supported by numerous psychological and neurocognitive studies. Bandura (1977), in his social learning theory, emphasizes that learning frequently occurs through observation and imitation, while Vygotsky (1978) scientifically substantiated the importance of modeling in the learning process through his concept of the zone of proximal development.

Recent research further highlights the importance of multimodal and technology-enhanced tools in cultivating speech intuition. Virtual and AI-based environments, interactive simulations, and multimodal exercises enable learners to engage in authentic speech situations and practice real-time responses (Kormos, 2017; Friederici, 2017).

Consequently, the development of a comprehensive model that integrates both theoretical foundations and practical applications for enhancing students' speech intuition has become a pressing issue. This article explores the theoretical framework, structural components, and technological applications of a model for developing speech intuition grounded in imitative paradigms.

The Philosophical and Scientific Essence of the

Imitative Paradigm

Imitative paradigm is an approach in which the learning process is carried out through modeling and imitation. Its philosophical essence can be described through several key dimensions:

1. Philosophical foundation: Integration of knowledge and experience

Imitation, from a philosophical standpoint, represents the practical form of knowledge: theoretical understanding is tested and internalized through activity. From Aristotle's concept of practical philosophy, humans gain knowledge not only through observation but through action. Thus, imitation serves as a means of harmonizing scientific knowledge with lived experience.

2. Psychological-philosophical perspective

Bandura (1977) stated that learning is a social process in which individuals form knowledge and skills by observing and imitating a model. Philosophically, this process represents a mechanism of self-development and consciousness formation. By repeating the speech behavior of a model, the student internalizes and personalizes their speech intuition.

3. Epistemological (knowledge-based) essence

The imitative paradigm integrates objective and subjective forms of knowledge. Objective knowledge includes grammar rules, vocabulary, and speech structures; subjective knowledge involves the learner's ability to intuitively and reflexively apply this knowledge in communication.

Imitation also enables the learner to experience knowledge in visual, auditory, and kinesthetic forms, ensuring multidimensional understanding.

4. Socio-philosophical dimension

Imitation functions as a key element of social interaction and communication. Through imitation, learners acquire not only language but also social codes and contextual norms. From a philosophical perspective, it represents awareness of social being and a mechanism for cooperative learning.

Speech Intuition: Mechanisms of Perception, Comprehension, and Expression

Speech intuition refers to the learner's ability to understand and use language correctly and appropriately without conscious analysis (Levelt, 1989). This ability develops through three core mechanisms:

1. Perceptive mechanism – enables rapid, automatic reception of speech material. The learner perceives words, intonation, rhythm, pauses, and contextual signals. Neuroscientific research shows that mirror neurons are active during this process; when students observe a speech model, corresponding neurons in the brain are activated.

2. Comprehension mechanism – involves understanding and interpreting speech material in context. Grammar, vocabulary, and pragmatic cues are integrated automatically. Cognitive filtering and quick decision-making processes help interpret meanings based on context.

3. Expression mechanism – represents the practical realization of speech intuition. It involves "natural planning" and "articulatory control," combining words, intonation, and body language to produce natural, contextually appropriate speech.

4. Integrated mechanism – speech intuition works as a unified system combining perception, comprehension, and expression. Multimodal learning (audio, visual, kinesthetic) develops all three simultaneously, helping learners detect and correct mistakes in real time.

Speech intuition manifests on three levels:

1. Perceptive level – identifying sounds, tone, stress, rhythm, and grammatical forms ("It sounds right/wrong").

2. Cognitive level – understanding meanings, syntax, and logical relationships ("I went" vs. "I am going").

3. Productive level – independently creating grammatically and contextually correct speech ("The weather is pleasant today, so I want to go for a walk").

Psycholinguistic Foundations of the Imitative Approach

The psycholinguistic basis of the imitative approach explains how individuals acquire language by consciously or unconsciously reproducing speech patterns.

Key mechanisms:

Audio-motor linkage: speech signals received through listening are mirrored in the motor system (tongue, lips, vocal apparatus), allowing learners to "feel" speech physically.

Formation of speech models: the brain constructs internal models of words, pronunciation, intonation, and grammar.

Automation: repeated imitation makes language use automatic and subconscious.

Associative connections: form between sound and meaning, context and response.

Motivational factors: social adaptation and communicative engagement motivate imitation.

The biological basis of imitation is supported by the mirror neuron system, which activates when a person observes or hears another's speech, recreating the

experience internally. Thus, imitation provides the natural psycholinguistic foundation for developing speech intuition.

Model for Developing Speech Intuition

The model for developing speech intuition is a systematic approach aimed at forming the ability to use language naturally, meaningfully, and appropriately without conscious grammatical analysis.

Main components:

Linguistic sensitivity: ability to distinguish phonetic, lexical, and grammatical features naturally.

Speech experience: internalization of authentic speech patterns through listening, reading, and communication.

Associative thinking: establishing rapid links between meaning and form.

Communicative reflection: ability to respond spontaneously considering the context and listener.

Cultural awareness: sensitivity to sociocultural appropriateness of language use.

Methodological principles:

Exposure to large amounts of authentic input (audio, video, dialogues).

Learning words and structures in context rather than through isolated rules.

Evaluating naturalness of one's own speech.

Integrating communicative, cognitive-linguistic, and psycholinguistic approaches.

Three stages of the model:

1. Perceptive stage: learners perceive and observe language models (audio-visual input).

2. Cognitive processing stage: semantic structures and intuitive links are formed in the brain.

3. Independent production stage: learners creatively apply and transform models according to their own experience, consolidating speech intuition.

Didactic Advantages of the Imitative Paradigm Corresponds to natural cognitive mechanisms of learning.

Harmonizes language perception and communication.

Facilitates grammar acquisition through practical experience.

Increases emotional engagement and motivation.

Develops communication culture naturally.

Through imitation, speech sensitivity transforms a language user into a language creator.

CONCLUSION

The imitative paradigm is an educational approach based on recreating real-life situations and activities through simulation. It emphasizes practice, interactive exercises, modeling, and problem-solving activities. Through imitation, students acquire speech not mechanically but through perception, comprehension, and creative expression.

Speech intuition develops naturally through the imitative approach: learners do not memorize rules but learn to sense correctness. Therefore, the imitative paradigm should be recognized as one of the key principles of modern linguodidactics and language psychology.

Didactic benefits include:

1. Integration of theory and practice.

2. Development of independent thinking and creativity.

3. Enhancement of collaboration and communication.

4. Ensuring active learner participation.

5. Formation of decision-making skills.

6. Opportunities for learning from mistakes in a safe environment.

7. Development of professional competencies through situational modeling.

REFERENCES

1. Aristotle. (2008). Poetics. Tashkent: Fan Publishing.
2. Ellis, R. (2003). Task-Based Language Learning and Teaching. Oxford: OUP.
3. Güneş, F. (2020). "Automatic imitation and conscious imitation in learning process." Journal of Education, Theory and Practical Research, 6(3), 409–418.
4. Karimova, M. (2022). "The role of imitative methods in developing speech competence." Language and Culture Journal, No.3.
5. Krashen, S. (1982). Principles and Practice in Second Language Acquisition. Oxford: Pergamon.
6. "Mimicking as a learning mechanism: children's imitation of abstract rules." (2015). Frontiers in Psychology.
7. Tomasello, M. (2010). Origins of Human Communication. MIT Press.
8. Chomsky, N. (1965). Aspects of the Theory of Syntax. MIT Press.