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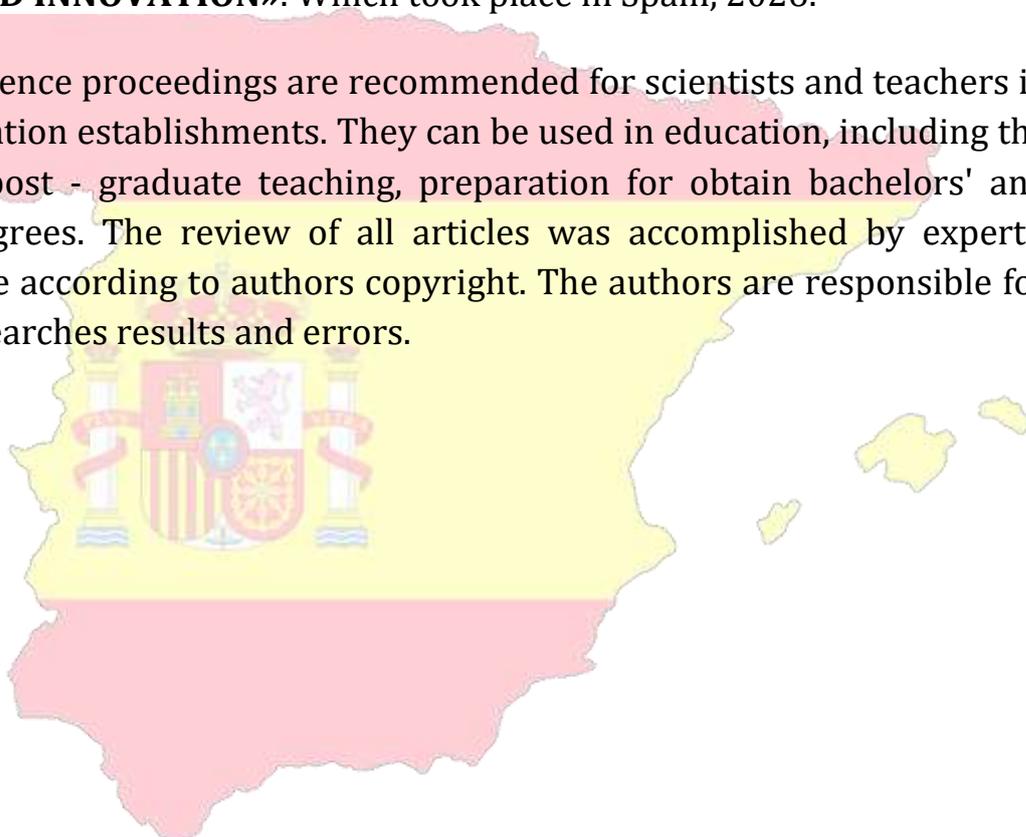


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## IMITATIONAL PARADIGM APPROACH IN IMPROVING STUDENTS' SPEECH ACTIVITY

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**Annotation:** The article analyzes the theoretical, psycholinguistic and linguodidactic foundations of the formation of speech intuition in students based on imitation paradigms. Imitation is considered as a natural cognitive activity of a person, which is explained by the harmonious activity of the mechanisms of intuition, perception and thinking in the development of speech competence. The article evaluates the imitation approach as a model combining social and cognitive factors in the process of language acquisition. The stages, conditions and methodological principles of the development of speech intuition are consistently covered on the basis of scientific sources.

**Keywords:** imitation paradigm, speech intuition, perception, linguistic thinking, psycholinguistics, communicative competence, cognitive approach.

**Introduction.** Language is the most complex, but also the most natural form of human thought. It is not a system to be learned, but an experience to be lived. As a person uses language, he begins to understand it not consciously, but at the level of intuition - this phenomenon is called speech intuition.

Imitation is the natural starting point of this intuition. When a child learns his native language, he imitates not grammar, but intonation, stress, word order. Thus, imitation is a process of learning through perception, that is, through perception.

The same mechanism can be reactivated in students: if the teaching process is organized on the basis of imitation, observation and modeling, the language is mastered at the level of “feeling”, not “rules”. In this regard, the imitation paradigm allows modern linguistic didactics to teach language on the basis of natural perception.

The formation of students’ linguistic intuition plays an important role in the process of language learning. Linguistic intuition is the ability to understand language, respond appropriately to context, and produce speech quickly and naturally (Chomsky, 1965). Modern educational methodologies show that students’ linguistic intuition is formed not only by knowing grammatical rules, but also in the process of practical and interactive learning (Ellis, 2008; Ortega, 2020).

Imitative paradigms — that is, learning based on models, through imitation — are recognized as effective tools for developing linguistic intuition. This approach is also confirmed by psychological and neurocognitive research: as Bandura (1977) noted in his social learning theory, learning often occurs through observation and imitation, and Vygotsky (1978) scientifically substantiated the role of models in the learning process through the concept of the “zone of proximal development”.

Recent research also highlights the importance of multimodal and technological tools in the development of speech intuition. Virtual and artificial intelligence environments, interactive simulations, and multimodal exercises allow students to enter speech situations and practice their reactions in real time (Kormos, 2017; Friederici, 2017).

Therefore, the creation of a model that combines theoretical and practical aspects for the development of students' speech intuition remains a pressing issue. This article considers the theoretical foundations of the speech intuition model based on imitative paradigms, its structural elements, and the possibilities of its application using modern technologies.

### **The scientific and philosophical essence of the imitation paradigm**

The imitation paradigm is an approach to implementing the learning process based on a model, through imitation. Its scientific and philosophical essence is reflected in several main points:

#### **1. Philosophical basis: combining knowledge and experience.**

Philosophically, imitation represents a practical form of knowledge: the acquisition of theoretical knowledge does not remain just on paper, but is tested through activity.

From the point of view of Aristotle's practical philosophy, a person acquires knowledge not only through observation, but also through action. Therefore, imitation is considered a means of combining scientific knowledge with life experience.

#### **2. Psychological-philosophical perspective**

As Bandura (1977) noted, learning is a social process in which a person forms his knowledge and skills by observing and imitating a model.

From a philosophical point of view, this process is viewed as a mechanism for the self-development of the individual and the formation of consciousness. The student, by repeating the speech behavior of the model, transforms his intuition into internal experience.

#### **3. Epistemological (cognitive) essence**

The imitation paradigm combines objective and subjective forms of scientific knowledge. Objective knowledge - grammatical rules, lexicon, speech structures; subjective knowledge - the ability to practically internalize students' speech, make reflexive decisions.

At the same time, imitation allows you to experience knowledge in visual, auditory and kinesthetic forms, which provides a multidimensional understanding of knowledge from an epistemological perspective.

#### **4. Socio-philosophical essence**

The imitation process is considered a central element of social interaction and communication. By repeating the model, the student learns not only language, but also social codes and context.

From a philosophical point of view, this is valuable as a mechanism for understanding social existence and collaborative learning.

**Discourse Intuition: Mechanisms of Perception, Understanding, and Expression.** Discourse intuition is the ability of students or language learners to understand and use language rules and the context of communication in a natural and rapid manner, without consciously studying them (Levelt, 1989). This ability develops through three main mechanisms:

1. Perception - the mechanism is based on the rapid and automatic reception of speech material.

In this process, the student perceives words, intonation, rhythm, pauses, and contextual signals.

Neuroscientific studies have shown that mirror neurons are actively involved in the process of speech perception, that is, when the student observes the speech of a model, the corresponding neurons in the brain are activated.

2. Comprehension - the mechanism involves understanding the speech material and interpreting it in accordance with the context.

At this stage, students automatically integrate grammatical rules, lexis, and pragmatic context.

Cognitive filtering and rapid decision-making mechanisms work in this process. For example, they correctly interpret different synonyms or differences in intonation based on the context.

3. The expression mechanism practically demonstrates the student's speech intuition.

This process includes "natural planning" and "articulatory control": the student combines words, intonation, and body movements to form natural and coherent speech.

In imitative paradigms, the student strengthens his inner intuition and develops speech reflexes by repeating the model.

4. Integrated mechanism

Speech intuition works as a complex system that combines perception, understanding, and expression.

Modern research shows that multimodal learning (audio, visual, kinesthetic signals) allows these three mechanisms to develop simultaneously.

As a result, the student quickly and naturally adapts to speech situations, notices errors and corrects them in real time. Speech intuition is the ability of a person to master the language system through sensory perception, not intellectual, but through sensory perception. It manifests itself at three levels:

1. Perceptual level (perceptual level) - at this stage, a person hears or reads speech and perceives it, that is, recognizes sound, intonation, words and grammatical forms.

This is the first and most intuitive stage of speech intuition.

The main processes are the differentiation of sounds (for example, the sounds b and p), separating words from context, sensing intonation, stress and pauses, the inner intuition that "This sounds right / wrong".

Example: A person learning a foreign language sometimes feels that “this sentence sounds right”, even if he does not understand the grammar. This is perceptual intuition.

2. Cognitive level (level of knowledge) - at this stage, a person consciously perceives language units, understands their meaning, structure and logical connections.

This is the stage of speech intuition associated with reason, experience and knowledge. Understanding the meaning of words and using them in the right context, logically understanding the structure of sentences, sensing the connection between meaning and situation, conscious understanding of the language system (grammar, syntax, semantics)

Example: When a person understands and analyzes the difference between “I am going” and “I went” through the meaning of time, this is intuition at the cognitive level.

3. Productive level (creative level) - at this stage, a person independently creates speech, that is, creates grammatically correct, logically consistent, melodious and expressive speech.

This is the stage of active use of language, correctly selecting language units and constructing new sentences

Choosing words and tone appropriate to the context, word creation, using expressive means, consciously controlling oral and written speech.

Example: When a person expresses his thoughts independently and grammatically correctly (“The weather is very nice today, so I want to go for a walk”) - this is the result of productive speech intuition.

### **Psycholinguistic foundations of the imitative approach**

The psycholinguistic foundations of the imitative approach are a theoretical framework that explains how a person acquires the language system through conscious or unconscious repetition (imitation) of speech samples he hears in the process of learning speech. The psycholinguistic aspects of this approach are described in detail below:

The essence of the imitative approach

The imitative approach proceeds from the fact that language learning is a natural process of imitation and adaptation. For example, when a child learns his native language, he acquires the language system not by observing and repeating grammatical rules, but by observing and repeating the speech of others around him.

Psycholinguistic foundations

From the point of view of psycholinguistics, the imitative approach is explained by the interaction between the human brain and the speech system. The main mechanisms are presented below:

Audio-motor connection - the speech signal received through listening is reproduced in the motor system (tongue, lips, vocal apparatus). This allows you to physically “feel” the heard speech.

Speech model formation - an “internal model” is formed in the brain based on the words heard and their pronunciation, intonation, and grammatical connections.

The process of automation - as a result of repeated imitations, language units begin to be used automatically at the subconscious level.

Associative connections - such connections as word-meaning, sound-emotion, situation-response, etc. are formed.

The motivational factor is that in the process of imitation, the motives of communication, a sense of similarity, and social adaptation are actively working.

Repeated speech units are naturally integrated into the speech system and are used independently in new situations.

The psycholinguistic foundations of the imitation approach show that language learning is a harmonious activity of audiomotor, cognitive, and social mechanisms. A person acquires speech through imitation, repetition, and internalization, which is the basis for intuitive language acquisition.

The biological basis of imitation in neuropsychology is the system of “mirror neurons”. These neurons are activated when a person observes the speech or movement of another person and processes this movement as an “internal experience.” In this process, a language model is formed in the human brain. This means that the learner does not just hear the model, but also recreates it in his or her own brain. This forms the natural psycholinguistic basis of speech intuition.

### **Model for the development of speech intuition**

The model for the development of speech intuition is a systematic approach aimed at developing a person's ability to use language naturally, without conscious analysis, correctly, logically and purposefully. The main components of such a model are presented below.

The main goal of developing speech intuition is to develop a person's ability to feel the language, to naturally select words and structures appropriate to the speech situation, and to form spontaneity and flexibility in communication.

Language sensitivity (linguosenzigar) - the ability to naturally distinguish between phonetic, lexical and grammatical units.

Speech experience - the process of internalizing "language patterns" formed through real communication, listening and reading.

Associative thinking - the formation of quick connections between meaning and form.

Communicative reflection - the ability to respond spontaneously, taking into account the speech situation, the listener and the goal.

Feeling the cultural context - the perception of the socio-cultural relevance of a language unit.

Listening to a large amount of natural speech (audio, video, conversations).  
Learning to notice intonation, stress, pauses in speech.

Learning language units in context (in word, phrase, sentence examples).

Mastering rules through examples rather than directly memorizing them.

Evaluating the naturalness of one's own speech.

The communicative approach, language tools are studied in real communication conditions, the cognitive-linguistic approach, emphasizes intuitive, rather than conscious, language acquisition, the psycholinguistic approach, develops automatisms in the process of speech formation.

The model developed on the basis of the imitation paradigm consists of three stages:

1. Perception stage

The student hears, sees, and perceives the language model. At this stage, audio-visual perception prevails.

2. Cognitive processing stage

The heard model is formed in the student's brain as a semantic structure. Here, not rules, but logical-sensory connections are important.

3. Independent development stage

The student does not repeat the model in his speech, but creatively transforms it in accordance with his own experience. In this process, speech intuition stabilizes.

### **Didactic advantages of the imitation paradigm**

Compatible with the student's natural cognitive mechanisms;

Creates harmony between language perception and communication;

Helps master grammar through practical experience;

Increases emotional and motivational activity;

Naturally develops communication culture.

The speech intuition formed through imitation turns a person from a language user into a language creator.

**Conclusion.** The imitation paradigm is an approach based on the artificial (imitative) recreation of real-life situations, processes or activities in the educational process. It involves teaching more through practical exercises, game technologies, modeling and analysis of problem situations. Through it, the student masters speech activity not through mechanical repetition, but through the process of perception, perception and creative expression.

The formation of speech intuition occurs naturally using the imitation approach: the student learns not to follow the rules of the language, but to feel the correctness. Therefore, the imitation paradigm should be recognized as one of the most important principles of modern linguistic didactics and language psychology.

The following are the didactic advantages of the imitation paradigm:

1. Integration of theory and practice.

Students have the opportunity to apply theoretical knowledge in conditions close to real life.

The learned knowledge is consolidated, the skill of using it in practical activities is formed.

2. Develops independent thinking and creativity.

Students make independent decisions when solving situational problems.

This enhances their creativity, initiative, and problem-solving skills.

3. Develops cooperation and communication.

In group simulation exercises, students interact with each other. As a result, communication skills, teamwork, and leadership qualities are formed.

4. Ensures active student participation.

In simulation processes, the student is not a passive listener, but an active participant.

Therefore, the learning process is interactive and interesting.

5. Develops decision-making skills.

Simulation games and models provide experience in solving real-life problems. This develops strategic thinking necessary for future professional activities.

6. Allows you to learn from mistakes.

In a simulated environment, the consequences of mistakes are not realistic, so the student has the opportunity to learn through experience. This makes training safe and effective.

7. Forms professional competencies. The simulation paradigm is especially effective in professional education. Students acquire professional competencies by solving practical situations in their specialty.

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