



THE ROLE OF COGNITIVE AND SOCIAL DEVELOPMENT THEORIES IN THE DEVELOPMENT OF COMMUNICATION SKILLS OF PRIMARY SCHOOL STUDENTS

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Abstract: In this article, the role of cognitive and social development theories in the development of communication skills in elementary school students is scientifically and pedagogically analyzed, and the issues of increasing communication through the integration of cognitive and social development theories are scientifically based. Also, effective methods and approaches to increasing students' speech activity and developing their communicative competence are highlighted.

Keywords: communication, cognitive development, social development, communicative competence, primary education, pedagogical technologies.

In today's globalization and information conditions, the task of not only imparting knowledge, but also developing the communicative competence of a person is becoming urgent before the educational system. Communicability skills for elementary school students are important in their successful study at the next stages of education, adaptation to the social environment and formation as individuals. Communication — is not just an exchange of information, but a key factor in the socialization and intellectual growth of a person. A child's level of thinking is inextricably linked with his speech wealth and communication style. In the modern education system, comprehensive development of the individual is one of the priority tasks. The formation of communication skills, especially among elementary school students, is an important factor for their success in further



educational stages. The communication process is not only a means of knowledge exchange, but also a main means of personal development.

The theory of cognitive development studies the formation of human cognitive processes — perception, thinking, memory, imagination and attention. Children of primary school age are in the stage of concrete operations, and they tend to think through concrete examples [1].

According to this theory, students' communication skills are directly related to their level of thinking. The child expresses his opinion, understands others and it is necessary to have certain cognitive abilities to speak in a logical sequence. Therefore, it is important to increase students' thinking activity by creating question-and-answer, discussion and problem situations during the lesson.

According to the cognitive approach, the teacher should direct the students to independent thinking, analysis and drawing conclusions, rather than giving them ready-made knowledge. This, in turn, develops the ability to express thoughts clearly and clearly in the process of communication.

Theories of cognitive development are aimed at developing students' thinking processes, perception and problem-solving skills [2]. According to this theory, the child actively acquires knowledge and develops through interaction with the environment. In this process, it is important for students to ask questions, express opinions and communicate.

Theories of social development emphasize the development of students through their interaction with society. Through group work, role-playing games, discussions, students develop a culture of communication. Especially cooperative teaching methods help students to express their opinion freely.

Communication with teachers and classmates is an important social experience for elementary school students. Through group work, pair-based



assignments, role-playing games, and discussions, students learn to express themselves freely, listen to others, and collaborate. The theory of social development justifies the role of social environment, communication and cooperation in the formation of personality. According to this theory, the child acquires new knowledge and skills in the process of interaction with adults and peers.

Social development theory views communication as an important part of social competence, not just language skills. In order for the student to work effectively in society, it is necessary to have not only knowledge, but also a culture of communication.

Effective results can be achieved by combining these two areas in primary education. For example, by interactive methods, creating problematic situations, working in small groups, students' speech activity increases.

Cognitive processes (thinking, memory, attention) and social environment in the development of communication skills of elementary school students (communication with peers) should be in balance. Research shows that social communication organized taking into account the level of intellectual development of the child has the highest pedagogical effect.

The combined use of theories of cognitive and social development in the practical pedagogical process gives high efficiency. Because the student's thinking and social experience are closely related.

For example, in the process of group work, students not only communicate with each other, but also increase their cognitive activity by solving the problem together. In this process, they develop the skills to justify their opinion, analyze the opinion of others and come to a general conclusion.



Also, interactive methods such as — “Brainstorming”, “Cluster”, “FSMU”, “Debat” serve to form a culture of free thinking and communication in students. These methods stimulate cognitive activity and enhance social interactions.

The integration of cognitive and social development theories serves as an effective methodological basis for the development of communication skills of elementary school students. While the cognitive approach develops the student's internal thinking processes, the social approach provides external communication and cooperation.

Harmonization of these two approaches in pedagogical practice serves to form students as active, independent and communicative individuals. This is one of the main goals of modern education.

In the future, pedagogues are recommended to use digital technologies and pedagogical achiology (value science) principles more widely in the development of communication [3]. Theories of cognitive and social development serve as an important scientific and methodological basis for the development of communication skills of elementary school students. While cognitive theory serves to develop students' thinking processes, social theory forms their communication and cooperation skills. By harmoniously applying these theories, it is possible to increase the effectiveness of the educational process and develop communicative competence in students [4].

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