

**ENHANCING THE DEVELOPMENT OF DIALOGIC SPEECH IN PRIMARY SCHOOL
STUDENTS BASED ON A VARIATIVE APPROACH**

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Annotation: This article examines the strategies for enhancing the development of dialogic speech in primary school students through the implementation of a variative approach. The study highlights the use of flexible, interactive, and student-centered teaching methods, including group discussions, role-plays, problem-solving tasks, and game-based activities, to promote students' communicative competence and active participation. Emphasis is placed on methodological planning, teacher preparedness, and the creation of a supportive learning environment as key factors for successful implementation. The research demonstrates that enhancing dialogic speech through a variative approach contributes to students' linguistic, cognitive, and socio-emotional development, fostering creativity, critical thinking, and the ability to express ideas confidently.

Keywords: variative approach, dialogic speech, primary education, enhancement strategies, communicative competence, interactive learning, student-centered education

The development of dialogic speech in primary school students is a critical component of modern education, serving as the foundation for effective communication, collaborative learning, and cognitive growth. Dialogic speech, defined as interactive verbal communication between students and teachers or among peers, is essential for fostering critical thinking, problem-solving skills, and overall communicative competence. In the context of primary education, the ability to engage in meaningful dialogue not only supports linguistic development but also strengthens social and emotional skills, such as empathy, confidence, and cooperative behavior.

Recent research emphasizes that traditional teaching methods, which often focus on memorization and teacher-centered instruction, are insufficient for developing students' dialogic abilities. Instead, pedagogical approaches that prioritize interaction, flexibility, and individualized learning have proven more effective. The variative approach, which incorporates multiple teaching strategies tailored to students' abilities, interests, and learning styles, provides a practical and evidence-based framework for achieving these goals. By offering diverse learning pathways, the variative approach allows students to actively participate, think creatively, and express their ideas freely in different communicative contexts.

The theoretical foundations of the variative approach can be traced to the works of J. Dewey (1938), C. Rogers (1983), L.S. Vygotsky (1982), and A.N. Leontyev (1972), who highlighted the importance of student-centered education, experiential learning, and social interaction for cognitive and communicative development. Dewey emphasized learning through experience and active engagement, while Rogers focused on the significance of motivation, autonomy, and individualized learning. Vygotsky and Leontyev further demonstrated that language and cognition develop through social interaction, emphasizing the role of dialogue and collaborative activities in early education.

In practice, enhancing dialogic speech through a variative approach requires the careful creation of pedagogical conditions that support interaction and engagement. Key elements include a supportive classroom environment, methodological planning, teacher preparedness, and the integration of interactive and varied teaching methods, such as pair and group work, role-

playing, project-based learning, and problem-solving tasks. These conditions encourage students to share opinions, negotiate meaning, and actively engage in discussions, thereby fostering both linguistic and socio-emotional development.

Furthermore, the variative approach contributes to the holistic development of primary school students by combining cognitive, communicative, and social-emotional growth. It promotes independent thinking, creativity, and confidence, preparing students for lifelong learning and effective participation in social life. Despite its potential, the successful implementation of this approach depends heavily on teachers' methodological competence, ability to design flexible lesson plans, and capacity to create a positive, interactive classroom atmosphere.

Thus, the purpose of this study is to explore strategies for enhancing dialogic speech in primary school students based on a variative approach. By identifying and analyzing the pedagogical conditions and instructional methods that support dialogic interaction, the research aims to provide practical recommendations for teachers to improve communication skills, foster active participation, and develop students' overall linguistic and socio-emotional competence. Dialogic speech development in primary school students has received considerable attention in pedagogical and psycholinguistic research. Dialogic speech, defined as interactive verbal communication among students and between students and teachers, is essential for building communicative competence, critical thinking, and problem-solving skills. Research emphasizes that fostering dialogic skills requires more than traditional teacher-centered instruction; it necessitates interactive, flexible, and student-centered pedagogical approaches.

The variative approach has been identified as an effective framework for promoting dialogic speech. J. Dewey (1938) emphasized learning through experience and active student engagement, highlighting that learners acquire knowledge more effectively when involved in meaningful activities. C. Rogers (1983) focused on student-centered education, stressing the importance of motivation, autonomy, and individualized learning for effective communication. L.S. Vygotsky (1982) and A.N. Leontyev (1972) introduced socio-cultural and activity-based perspectives, arguing that language and cognitive development emerge through social interaction and collaborative learning. Their studies highlight the necessity of creating conditions that foster interaction, dialogue, and cooperative learning in classrooms.

Recent empirical studies support these theoretical foundations. N. Mercer (2000) and K.K. Chan, Y. Tong, J. van Aalst (2019) demonstrated that structured dialogues and scaffolded interactive activities significantly enhance students' communicative competence and collaborative skills. Local studies by S. Matchonov, O. Hasanboeva, and R. Safarova confirm that interactive methods, including role-plays, group discussions, and game-based learning, effectively promote dialogic speech among primary school students.

The literature consistently indicates that successful development of dialogic speech relies on pedagogical conditions such as teacher preparedness, methodological planning, a supportive learning environment, and the use of interactive, varied teaching strategies. Moreover, the integration of psychological considerations, including students' social-emotional development, further enhances the effectiveness of the variative approach.

This study employs a mixed-methods approach to examine strategies for enhancing dialogic speech in primary school students using a variative approach.

Participants: The research involved students from grades 1–4 in several primary schools. Participants were divided into an experimental group, which experienced variative teaching methods, and a control group, which received traditional instruction.

Procedures: Lessons for the experimental group were designed using a variety of interactive methods, including pair and group discussions, role-plays, problem-solving tasks, and project-based activities. Teachers implemented flexible lesson plans that considered students' individual abilities, cognitive levels, and interests. The control group received standard lessons with limited interaction and uniform instructional methods.

Data Collection: Data were collected through classroom observations, audio and video recordings of student dialogues, teacher logs, and structured questionnaires measuring students' communicative competence, participation frequency, and confidence in verbal expression.

Data Analysis: Quantitative data were analyzed using descriptive statistics and comparative measures to assess differences between the experimental and control groups. Qualitative data were coded to identify patterns in dialogic interaction, language use, collaborative behavior, and socio-emotional engagement.

Ethical Considerations: The study followed ethical guidelines, including voluntary participation, parental consent, confidentiality, and the protection of students' rights.

Summary: This methodological framework allows for a comprehensive evaluation of pedagogical strategies that enhance dialogic speech, focusing on the effectiveness of the variative approach in primary school classrooms. By combining qualitative and quantitative methods, the study captures both the cognitive and social dimensions of students' dialogic development.

The study aimed to examine how the variative approach influences the development of dialogic speech in primary school students. Data were collected through classroom observations, audio and video recordings of student interactions, teacher logs, and structured questionnaires evaluating students' communicative competence, participation, and confidence in verbal expression. The analysis focused on participation levels, quality of dialogue, linguistic development, and socio-emotional growth.

1. Student Participation and Engagement. The experimental group, which experienced variative teaching methods, demonstrated higher levels of participation in classroom activities. Interactive tasks such as pair and group discussions, role-plays, and problem-solving exercises encouraged students to actively share ideas and respond to peers. Quantitative analysis showed that 82% of students in the experimental group regularly participated in dialogues, compared to only 56% in the control group following traditional, teacher-centered methods. These results indicate that the variative approach effectively fosters engagement and sustained attention during lessons.

2. Development of Communicative Competence. Students in the experimental group exhibited notable improvements in verbal expression, vocabulary usage, sentence coherence, and conversational turn-taking. Interactive exercises provided multiple contexts for practicing dialogue, enabling students to construct meaningful responses and articulate their thoughts clearly. Role-playing and collaborative problem-solving activities were particularly effective in enhancing both linguistic competence and critical thinking skills.

3. Teacher Role and Pedagogical Conditions The analysis highlighted the importance of teacher preparedness, methodological planning, and the creation of a supportive classroom

environment. Teachers who effectively implemented varied teaching strategies and provided scaffolding for student interaction were able to foster richer dialogic engagement. A positive classroom atmosphere, clear guidance, and interactive lesson design significantly contributed to the quality of students' communication and confidence in participating in dialogue.

4. Socio-Emotional and Cognitive Development Beyond linguistic improvement, the variative approach positively affected students' socio-emotional growth. Opportunities for dialogue enhanced students' confidence, empathy, collaboration, and active listening skills. Students demonstrated increased ability to respect differing opinions, negotiate meaning, and cooperate in group problem-solving tasks. This suggests that dialogic learning under variative conditions supports holistic development, combining cognitive, communicative, and socio-emotional growth.

Summary of Results. Overall, the data indicate that the variative approach, when implemented under favorable pedagogical conditions, significantly enhances dialogic speech among primary school students. Interactive and student-centered methods improve linguistic competence, foster active participation, and support socio-emotional development. The findings demonstrate that methodological preparation, teacher guidance, and a supportive learning environment are key determinants of success in developing dialogic skills.

This study demonstrates that the variative approach is an effective framework for enhancing dialogic speech in primary school students. The research findings highlight several key conclusions:

1. **Increased Participation and Engagement:** Students exposed to variative teaching methods actively participated in dialogues, discussions, and collaborative tasks, showing higher engagement compared to those in traditional classrooms.

2. **Improved Communicative Competence:** The use of interactive and diverse teaching strategies, including pair and group work, role-plays, and problem-solving activities, enabled students to develop clearer verbal expression, richer vocabulary, coherent sentences, and appropriate conversational turn-taking.

3. **Teacher Preparedness and Pedagogical Conditions:** Methodological planning, teacher guidance, and a supportive classroom environment were crucial factors that facilitated dialogic interaction and fostered students' confidence in expressing ideas.

4. **Socio-Emotional and Cognitive Development:** Beyond language skills, students developed essential social-emotional competencies, such as empathy, cooperation, active listening, and critical thinking, contributing to holistic development.

In conclusion, implementing the variative approach in primary education provides a comprehensive and flexible framework for developing dialogic speech. By creating interactive, student-centered, and supportive pedagogical conditions, teachers can enhance students' linguistic abilities, foster collaborative learning, and prepare learners for effective communication and lifelong learning.

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