

## FORMS, METHODS, AND TOOLS FOR USING VARIATIVE APPROACHES IN DEVELOPING DIALOGIC SPEECH OF PRIMARY SCHOOL STUDENTS DURING MOTHER TONGUE LESSONS

**Turapova Ra'no Barat qizi**

Independent Researcher, Termez State Pedagogical Institute

**Annotation:** This article examines the forms, methods, and tools for applying variative approaches to develop dialogic speech in primary school students during mother tongue lessons. The study emphasizes interactive and student-centered teaching strategies, including group discussions, role-plays, collaborative problem-solving, and game-based activities, which foster communicative competence, critical thinking, and active participation. The research highlights the importance of methodological planning, teacher guidance, and the integration of diverse instructional tools to create a supportive classroom environment conducive to dialogue. The findings provide practical recommendations for teachers to enhance students' oral communication skills, engagement, and socio-emotional development.

**Keywords:** variative approaches, dialogic speech, primary education, mother tongue lessons, interactive methods, communicative competence, teaching tools.

The development of dialogic speech in primary school students is a crucial component of modern education, particularly in the context of mother tongue lessons. Dialogic speech refers to interactive verbal communication that allows students to exchange ideas, negotiate meaning, ask questions, and respond thoughtfully in classroom discussions. It plays a vital role in fostering not only linguistic skills but also cognitive, social, and emotional development. In the early years of education, the ability to engage in meaningful dialogue lays the foundation for critical thinking, collaborative problem-solving, creativity, and effective communication, which are essential competencies for lifelong learning.

Traditional teacher-centered approaches in mother tongue lessons often rely on lectures, memorization, and individual work, which provide limited opportunities for students to practice dialogic communication. Such methods may restrict students' active participation, reduce their motivation to express ideas freely, and hinder the development of social and emotional skills necessary for collaborative learning. In contrast, contemporary pedagogical research emphasizes the importance of interactive, student-centered, and flexible teaching strategies that encourage active engagement, autonomy, and meaningful dialogue.

The **variative approach** has emerged as an effective strategy for promoting dialogic speech in primary school settings. This approach involves the use of diverse teaching forms, methods, and tools tailored to students' individual abilities, learning styles, and interests. By providing multiple pathways for participation and expression, the variative approach ensures that every student can contribute to classroom dialogue, develop critical thinking skills, and strengthen their communicative competence. Examples of variative strategies include group discussions, pair work, role-plays, collaborative problem-solving tasks, project-based activities, and educational games. These strategies not only support linguistic development but also cultivate socio-emotional competencies such as empathy, cooperation, confidence, and active listening.

The effective implementation of variative approaches in mother tongue lessons requires careful methodological planning, the use of diverse instructional tools, and the creation of a supportive classroom environment. Teachers play a pivotal role as facilitators, guiding students' interactions, providing scaffolding when needed, and designing lessons that maximize engagement and learning outcomes. The integration of interactive teaching tools, such as visual aids, multimedia resources, educational games, and digital platforms, further enhances students' motivation and provides rich opportunities for meaningful dialogue.

Theoretical foundations for applying variative approaches in dialogic speech development draw on the works of educational theorists and psychologists. J. Dewey (1938) emphasized experiential learning and active participation as essential for knowledge construction. C. Rogers (1983) highlighted the significance of student autonomy, individualized instruction, and the creation of supportive learning environments. L.S. Vygotsky (1982) and A.N. Leontyev (1972) underscored the socio-cultural nature of learning, demonstrating that language and cognition develop through interaction and collaboration. These principles collectively support the integration of varied teaching forms, methods, and tools to enhance dialogic competence.

The purpose of this study is to explore effective forms, methods, and tools for using variative approaches in mother tongue lessons to develop dialogic speech among primary school students. The study aims to provide teachers with practical guidance for creating interactive, student-centered lessons that promote communicative competence, critical thinking, and socio-emotional development. By systematically applying these strategies, educators can foster a dynamic and participatory learning environment that encourages students to express themselves confidently, interact meaningfully with peers, and develop essential skills for lifelong learning.

Developing dialogic speech in primary school students has become one of the most prominent areas of research in contemporary pedagogy and psycholinguistics. Dialogic speech is defined as interactive verbal communication that enables students to express their thoughts, respond to peers, negotiate meaning, and co-construct knowledge within a learning environment. In the context of mother tongue lessons, dialogic speech is particularly crucial, as it provides students with opportunities to apply linguistic skills, engage in meaningful communication, and develop cultural and social awareness.

### **1. Theoretical Foundations of Variative Approaches**

The variative approach is based on the principle of providing multiple pathways for student engagement and learning. It emphasizes adaptability, flexibility, and responsiveness to individual students' abilities, interests, and learning needs. Pioneering theorists such as J. Dewey (1938) argued that active participation and experiential learning are essential for effective knowledge construction. C. Rogers (1983) stressed learner-centered education and the importance of creating supportive environments that foster autonomy and intrinsic motivation. Similarly, L.S. Vygotsky (1982) and A.N. Leontyev (1972) highlighted the role of social interaction in cognitive and language development, emphasizing that collaborative dialogue facilitates higher-order thinking and communicative competence.

### **2. Dialogic Speech Development in Primary Education**

Several studies have demonstrated the significance of dialogic speech in primary education. Mercer (2000) introduced the concept of "progressive dialogue," highlighting that structured and scaffolded peer interaction enhances both cognitive development and verbal competence. Chan, Tong, and van Aalst (2019) found that guided discussions, interactive group tasks, and problem-solving activities

contribute to students' ability to articulate ideas clearly, respond appropriately, and engage in meaningful exchanges. These findings suggest that dialogic practices in classrooms foster not only linguistic competence but also critical thinking and social-emotional skills.

### 3. Pedagogical Forms and Methods for Variative Approaches

Research indicates that a variety of teaching forms and methods are effective for promoting dialogic speech. These include:

- **Group and Pair Discussions:** Encourage students to share ideas, ask questions, and negotiate meaning collaboratively.
- **Role-Plays and Simulations:** Provide authentic contexts for practicing verbal interaction, perspective-taking, and problem-solving.
- **Project-Based and Collaborative Tasks:** Engage students in sustained dialogue while completing tasks, promoting deeper understanding and cooperative skills.
- **Game-Based Learning:** Utilizes educational games to make learning interactive, enjoyable, and participatory.
- **Use of Multimedia Tools:** Incorporates visual aids, videos, and digital resources to stimulate discussion and enhance comprehension.

Local research conducted by Matchonov, Hasanboeva, Safarova, and Turapova (2020–2023) highlights that these methods significantly improve students' ability to participate actively in dialogue, enrich vocabulary, construct coherent sentences, and develop confidence in expressing opinions. Additionally, these strategies foster socio-emotional skills such as empathy, cooperation, and effective listening, demonstrating the holistic benefits of dialogic learning.

**4. Role of the Teacher and Classroom Environment.** The literature emphasizes the teacher's pivotal role in facilitating dialogic speech. Teachers act as guides and facilitators, designing lessons that integrate variative forms and methods while providing scaffolding to support student interaction. A positive, supportive classroom environment, where students feel safe to express ideas and make mistakes, is essential for promoting meaningful dialogue. Studies show that when teachers employ a combination of structured guidance and flexible, student-centered strategies, students' engagement, participation, and communicative competence increase significantly.

**5. Integration of Tools and Resources** The effective development of dialogic speech also depends on the use of diverse instructional tools. Educational technologies, visual aids, storytelling materials, and interactive digital platforms provide rich contexts for dialogue and encourage students to practice verbal expression in engaging and motivating ways. Skibitskaya (2018) and Polat (2021) note that the integration of multiple tools enhances students' motivation, creativity, and willingness to participate actively in classroom dialogue.

The literature review indicates that developing dialogic speech in primary school students requires a multifaceted approach. Variative methods, supported by interactive forms, student-centered strategies, scaffolded guidance, and diverse teaching tools, have been shown to enhance linguistic competence, critical thinking, socio-emotional development, and overall classroom engagement. These findings provide a strong theoretical and empirical basis for implementing a structural-functional model that systematically integrates forms, methods, and tools to support dialogic speech development during mother tongue lessons.

The findings of this study demonstrate that the application of variative approaches in mother tongue lessons significantly enhances the development of dialogic speech among primary school students. The integration of diverse teaching forms, interactive methods, and educational tools creates a dynamic learning environment in which students are encouraged to actively participate, express their ideas

freely, and collaborate with peers. This discussion focuses on interpreting these results in light of existing literature, pedagogical theory, and practical implications.

**1. Enhancing Student Participation and Engagement.** The study confirms that variative approaches increase student engagement and active participation. By incorporating group discussions, pair work, role-plays, and game-based activities, students were more motivated to contribute to classroom dialogue. These findings align with Mercer's (2000) concept of "progressive dialogue," which suggests that structured peer interactions enhance students' verbal competence, critical thinking, and cooperative learning. Compared to traditional teacher-centered instruction, students exposed to variative methods showed higher levels of spontaneous verbal expression and were more confident in sharing their ideas.

**2. Development of Communicative Competence.** The use of scaffolded activities, interactive methods, and student-centered strategies significantly improved students' communicative competence. Students demonstrated enhanced vocabulary, coherent sentence construction, appropriate conversational turn-taking, and the ability to respond thoughtfully to peers' ideas. These results are consistent with Vygotsky's (1982) socio-cultural theory, which emphasizes the role of social interaction in cognitive and language development. Similarly, Leontyev (1972) and Rogers (1983) support the notion that learner-centered and socially interactive activities foster not only language proficiency but also autonomous and critical thinking skills.

**3. The Role of the Teacher and Pedagogical Conditions.** The findings highlight the crucial role of teachers in implementing variative approaches effectively. Teachers who provided clear guidance, structured scaffolding, and a supportive environment enabled students to participate meaningfully in dialogues. Lesson planning that incorporated diverse methods and tools, along with continuous feedback, contributed to improved learning outcomes. This aligns with previous research by Skibitskaya (2018) and Polat (2021), emphasizing that teacher preparedness, methodological competence, and classroom organization are critical for successful dialogic learning.

**4. Integration of Tools and Methods.** The study shows that integrating multiple teaching tools, such as visual aids, multimedia resources, and educational games, enhances students' motivation and facilitates meaningful dialogue. Interactive and gamified tasks allowed students to engage in authentic communication while developing critical thinking and problem-solving skills. These findings support earlier studies indicating that the use of varied tools and resources promotes cognitive, linguistic, and socio-emotional development simultaneously.

**5. Socio-Emotional Development and Collaboration.** In addition to linguistic and cognitive growth, variative approaches positively influenced socio-emotional development. Students exhibited greater empathy, cooperation, active listening, and self-confidence. The collaborative nature of group and pair activities encouraged students to negotiate meaning, respect differing opinions, and work collectively toward shared goals. These outcomes highlight the holistic benefits of variative approaches, demonstrating that dialogic speech development encompasses not only linguistic competence but also social and emotional learning.

**6. Implications for Practice.** The study underscores the importance of designing mother tongue lessons that integrate variative forms, methods, and tools. Teachers are encouraged to implement

student-centered and interactive activities, provide scaffolding where needed, and use diverse instructional resources to facilitate dialogue. By adopting these practices, educators can create an engaging and inclusive classroom environment that supports communicative competence, critical thinking, and socio-emotional development in primary school students.

**Conclusion of Discussion.** In conclusion, the discussion reveals that variative approaches offer an effective framework for fostering dialogic speech in mother tongue lessons. The combination of interactive methods, diverse teaching tools, and supportive pedagogical conditions enables students to participate actively, communicate effectively, and develop both cognitive and socio-emotional skills. These findings contribute to the theoretical and practical understanding of dialogic speech development and provide actionable strategies for primary education practitioners seeking to implement innovative, student-centered approaches.

### References:

1. Turapova R. Mechanisms for Improving Children's Dialogical Speech //Vital Annex: International Journal of Novel Research in Advanced Sciences. – 2023. – T. 2. – №. 9. – C. 49-53.
2. Ra'no T., O'ralova F. History of the Origin of Dialogical Speech //International Journal of Discoveries and Innovations in Applied Sciences. – 2023. – T. 3. – №. 9. – C. 92-97.
3. Toshpulatov F. U., Turopova R. B. Games that develop children's interest in the profession based on game technology //Science and Education. – 2021. – T. 2. – №. 4. – C. 487-491.
4. Turapova R. et al. WAYS TO TEACH PRESCHOOL CHILDREN TO ACT TALE //International Conference On Higher Education Teaching. – 2023. – T. 1. – №. 11. – C. 42-46.
5. Turapova R. Mechanisms for Improving Children's Dialogical Speech //Vital Annex: International Journal of Novel Research in Advanced Sciences. – 2023. – T. 2. – №. 9. – C. 49-53.
6. Baratovna T. R. Developing Dialogic Speech of Pre-School Children on the Basis of a Variative Approach //American Journal of Social and Humanitarian Research. – 2022. – T. 3. – №. 10. – C. 272-275.
7. Турапова Р. Развивая диалогическую речь дошкольников на основе вариативного подхода //Современные тенденции инновационного развития науки и образования в глобальном мире. – 2022. – Т. 1. – №. 4.
8. Turapova R. B. VARIATIV YONDASHUV ASOSIDA O 'QUVCHILARNING DIALOGIK NUTQINI RIVOJLANTIRISH DOLZARB MASALALARI //Inter education & global study. – 2025. – №. 3. – C. 279-288.
9. Turapova R. B. VARIATIV YONDASHUV ASOSIDA O 'QUVCHILARNING DIALOGIK NUTQINI RIVOJLANTIRISH DOLZARB MASALALARI //Inter education & global study. – 2025. – №. 3. – C. 279-288.
10. Turapova R. B. CURRENT ISSUES OF DEVELOPING STUDENTS'DIALOGICAL SPEECH BASED ON VARIATIVE APPROACH //Inter education & global study,(3). – 2025. – C. 279-288.
11. Barat qizi, T. R. (2025). Practical Experiences of Developing Pupils' Dialogic Speech Through a Variative Approach. American Journal of Education and Evaluation Studies, 2(9), 121–125. Retrieved from <https://semantjournals.org/index.php/AJEES/article/view/2441>
12. qizi, T. R. B. . (2025). Scientific and Pedagogical Analysis of the Results, Challenges, And Prospects of Developing Dialogic Speech in Primary School Pupils through a Variative Approach: