

STRUCTURAL-FUNCTIONAL MODEL FOR DEVELOPING DIALOGIC SPEECH IN PRIMARY SCHOOL STUDENTS BASED ON A VARIATIVE APPROACH**Turapova Ra'no Barat qizi**

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Annotation: This article presents a structural-functional model for developing dialogic speech in primary school students based on a variative approach. The model integrates pedagogical components, including interactive teaching methods, student-centered activities, and scaffolded learning strategies, to enhance communicative competence, critical thinking, and collaborative skills. Emphasis is placed on the roles of teachers, lesson design, and classroom environment in facilitating meaningful dialogue. The proposed model aims to provide a practical framework for implementing variative approaches in primary education, supporting both linguistic and socio-emotional development.

Keywords: structural-functional model, variative approach, dialogic speech, primary education, communicative competence, interactive learning, student-centered education.

The development of dialogic speech in primary school students is a central aspect of modern educational practice, serving as the foundation for both effective communication and cognitive growth. Dialogic speech, defined as interactive verbal communication between students and teachers or among peers, is critical for fostering not only linguistic competence but also social, emotional, and cognitive skills. In primary education, students' ability to participate in meaningful dialogue supports critical thinking, problem-solving, collaborative learning, and the ability to express ideas clearly and confidently. Additionally, it encourages empathy, cooperation, and active listening, all of which are essential for both academic success and social development.

Traditional approaches to teaching, often dominated by teacher-centered instruction, focus primarily on rote learning, memorization, and passive reception of information. Such methods tend to limit students' opportunities for genuine dialogue, reducing their capacity to engage actively, think critically, or negotiate meaning in collaborative settings. In contrast, modern pedagogical approaches emphasize student-centered learning, interactivity, and flexibility in lesson design. Among these approaches, the **variative approach** has gained attention for its ability to cater to the individual needs, abilities, and interests of learners while promoting active engagement and autonomy. The variative approach encourages teachers to design learning experiences in multiple forms, using diverse instructional strategies, tasks, and interaction formats to maximize student participation and learning outcomes.

The **structural-functional model** for developing dialogic speech is built upon the principles of the variative approach. This model provides a systematic framework that integrates pedagogical components, including interactive teaching strategies, scaffolded learning experiences, and student-centered activities, to enhance communicative competence and cognitive development. Its structure emphasizes the interconnected roles of lesson planning, teacher guidance, classroom environment, and instructional methods, illustrating how each component functions to facilitate meaningful dialogue. By adopting this model, educators can ensure that dialogic speech development is intentional, methodical, and aligned with students' developmental needs.

The theoretical foundation of the model draws from the seminal works of educational theorists and psychologists. J. Dewey (1938) highlighted the importance of experiential learning and active engagement in knowledge construction. C. Rogers (1983) stressed the value of learner autonomy, individualized instruction, and the creation of supportive environments that motivate

and empower students. L.S. Vygotsky (1982) and A.N. Leontyev (1972) emphasized the socio-cultural context of learning, arguing that language, cognition, and higher mental functions develop through social interaction and collaborative activity. These foundational perspectives collectively support the design of a structural-functional model that facilitates dialogic speech by providing interactive, meaningful, and socially embedded learning experiences.

Moreover, implementing this model addresses both cognitive and socio-emotional dimensions of development. Dialogic activities, including group discussions, debates, role-plays, and problem-solving tasks, not only enhance linguistic skills but also foster creativity, critical thinking, cooperative behavior, and emotional intelligence. The model also underscores the pivotal role of the teacher as a facilitator, guide, and organizer of learning conditions, ensuring that students are actively involved and supported throughout the learning process.

The primary aim of this study is to elaborate on the components and functions of the structural-functional model and to explore how it can be effectively implemented in primary school classrooms. It seeks to identify the pedagogical conditions, instructional strategies, and interactive methods that contribute to the development of dialogic speech. Ultimately, the model offers a practical framework that empowers teachers to systematically enhance students' communicative competence, critical thinking, and collaborative skills, while fostering holistic growth in young learners.

In conclusion, developing dialogic speech in primary school students is essential for nurturing effective communicators, critical thinkers, and socially competent individuals. The structural-functional model based on a variative approach provides a scientifically grounded, practical, and comprehensive method for achieving these goals, ensuring that students can actively participate, express themselves confidently, and develop skills necessary for lifelong learning and social interaction.

The development of dialogic speech in primary school students has long been recognized as a critical component of effective education, combining linguistic, cognitive, and socio-emotional development. Dialogic speech refers to interactive verbal communication that occurs between students and teachers or among peers, allowing for the exchange of ideas, negotiation of meaning, and co-construction of knowledge. It is considered a central mechanism for enhancing communicative competence, critical thinking, problem-solving skills, and collaborative learning. Researchers and educators worldwide have emphasized the importance of creating pedagogical environments that facilitate dialogic interaction from the earliest stages of formal education.

Variative Approach and Its Relevance

The variative approach, which underpins the structural-functional model, is based on the principle that learning should be flexible, adaptive, and responsive to students' individual needs, abilities, and interests. This approach encourages teachers to use a variety of instructional strategies, including interactive activities, student-centered tasks, scaffolded exercises, and game-based learning, to engage students in meaningful dialogue. Dewey (1938) highlighted that active participation and experiential learning are fundamental to knowledge construction. C. Rogers (1983) emphasized the importance of learner autonomy, individualized instruction, and supportive educational environments for fostering motivation and engagement. Vygotsky (1982) and Leontyev (1972) further stressed that cognitive and language development occurs through social interaction, highlighting the role of dialogue in shaping higher-order thinking and communicative abilities.

Dialogic Speech in Early Education

Several studies have examined strategies for promoting dialogic speech in primary school students. Mercer (2000) introduced the concept of "progressive dialogue," demonstrating that

structured peer interaction enhances both cognitive development and communicative competence. Chan, Tong, and van Aalst (2019) showed that scaffolded dialogue and interactive group activities improve students' ability to articulate ideas, ask questions, and respond thoughtfully. In addition, local studies conducted by Matchonov, Hasanboeva, and Safarova indicate that interactive classroom techniques, such as role-playing, debates, collaborative problem-solving, and group discussions, significantly enhance students' verbal expression, comprehension, and confidence in communication.

Pedagogical Conditions and Teacher Role

The literature consistently underscores the importance of the pedagogical environment in supporting dialogic speech. Teachers act as facilitators who guide interactions, provide scaffolding, and create conditions conducive to dialogue. Key factors include lesson planning that integrates varied instructional methods, a supportive and psychologically safe classroom atmosphere, and continuous feedback to students. Studies suggest that when teachers combine methodological preparation with flexible, interactive approaches, students are more likely to engage actively, express opinions freely, and develop collaborative problem-solving skills.

Socio-Emotional and Cognitive Dimensions

Beyond linguistic development, dialogic activities promote socio-emotional growth. Students develop empathy, active listening skills, cooperation, and confidence. Engagement in structured dialogues enhances creativity and critical thinking, providing students with the tools to negotiate meaning and participate effectively in group tasks. Skibitskaya (2018), Kudryavtseva (2020), and Polat (2021) emphasize that interactive and variative methods contribute to holistic development, combining cognitive, communicative, and emotional competencies.

Integration into the Structural-Functional Model

Based on these theoretical and empirical insights, the structural-functional model for developing dialogic speech incorporates essential pedagogical components: interactive teaching methods, scaffolded learning activities, student-centered approaches, and a supportive classroom environment. By systematically combining these elements, the model aims to ensure that dialogic speech is developed effectively, enhancing both the communicative competence and socio-emotional growth of primary school students.

In conclusion, the literature review highlights that the development of dialogic speech requires a multifaceted approach, combining interactive methods, student-centered strategies, and supportive pedagogical conditions. The structural-functional model, grounded in the principles of the variative approach, provides a comprehensive framework that aligns theoretical knowledge with practical teaching strategies, offering a viable solution for improving dialogic speech and overall communicative competence in young learners.

This study employs a mixed-methods approach to examine the effectiveness of a structural-functional model based on the variative approach in developing dialogic speech among primary school students. The methodology integrates both qualitative and quantitative techniques to provide a comprehensive understanding of how interactive and varied pedagogical strategies impact students' communicative competence, active participation, and socio-emotional development.

1. Participants

The research involved primary school students from grades 1 to 4 across several schools. A total of 120 students participated, divided into two groups: an experimental group of 60 students exposed to variative, interactive, and student-centered teaching methods, and a control group of 60 students who received traditional teacher-centered instruction. The selection of participants

considered diversity in age, gender, learning abilities, and socio-economic background to ensure representativeness.

2. Research Design

The study employed a quasi-experimental design with pre-tests and post-tests to measure changes in dialogic speech and communicative competence. In addition to quantitative assessment, qualitative data were collected to capture students' interaction patterns, engagement levels, and socio-emotional development. The combination of methods allowed for triangulation, ensuring reliability and validity of the findings.

3. Instructional Intervention

The experimental group experienced lessons structured around the structural-functional model. The model incorporates the following key components:

- **Interactive Teaching Methods:** Pair and group discussions, role-plays, debates, and problem-solving tasks to stimulate dialogue and collaborative learning.
- **Scaffolded Learning Experiences:** Gradual guidance and structured support by teachers to help students construct meaningful responses and develop coherent speech.
- **Student-Centered Activities:** Activities designed according to individual learning needs, interests, and cognitive levels to foster motivation and engagement.
- **Flexible Lesson Design:** Varied instructional formats, including project-based tasks, games, and multimedia resources, to provide multiple pathways for participation and expression.

The control group followed traditional methods, including teacher-led explanations, memorization tasks, and limited opportunities for student interaction.

4. Data Collection Methods

Data were collected using multiple instruments:

- **Classroom Observations:** Teachers and researchers monitored student participation, engagement, and dialogue quality during lessons.
- **Audio and Video Recordings:** Captured real-time interactions among students and between students and teachers for detailed analysis of communicative patterns.
- **Teacher Logs:** Documented instructional strategies, student responses, and observations of classroom dynamics.
- **Structured Questionnaires:** Evaluated students' self-reported confidence, willingness to participate in dialogue, and perceived communicative competence.
- **Assessment of Dialogic Speech:** Pre-tests and post-tests measured vocabulary, sentence coherence, turn-taking ability, and response appropriateness.

5. Data Analysis

Quantitative data were analyzed using descriptive and inferential statistics to compare results between the experimental and control groups. Measures included participation rates, improvements in vocabulary, sentence structure, and dialogic proficiency. Qualitative data were analyzed thematically to identify patterns of interaction, problem-solving approaches, socio-emotional behaviors, and the role of scaffolding in promoting dialogue. Triangulation of quantitative and qualitative data enabled a comprehensive understanding of the impact of the structural-functional model.

6. Ethical Considerations

The study adhered to ethical guidelines in educational research. Parental consent and student assent were obtained prior to participation. Students' privacy and confidentiality were maintained, and participation was voluntary. Teachers were informed about research objectives and agreed to implement the model within their regular teaching practices.

7. Implementation Duration

The intervention lasted for 12 weeks, with 2–3 lessons per week focusing specifically on

interactive, dialogic, and variative activities. Regular monitoring and reflection sessions were conducted to ensure fidelity to the structural-functional model.

Summary

This methodological framework provides a rigorous and comprehensive approach to evaluating the effectiveness of the structural-functional model. By integrating interactive, student-centered, and scaffolded teaching strategies with careful observation and assessment, the study captures both the cognitive and socio-emotional dimensions of dialogic speech development. The mixed-methods approach allows for a holistic understanding of how pedagogical conditions, teacher guidance, and variative instructional strategies contribute to the growth of communicative competence in primary school students.

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