

**PEDAGOGICAL CONDITIONS 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 examines the pedagogical conditions necessary for developing dialogic speech among primary school students based on a variative approach. It highlights the role of creating flexible and interactive classroom environments, incorporating varied teaching methods such as pair and group work, role-playing, and problem-solving activities. The study emphasizes the importance of teacher preparedness, methodological planning, and a supportive learning atmosphere in enhancing students' communicative competence, critical thinking, and active participation. The research demonstrates that applying these pedagogical conditions effectively fosters students' dialogic speech, social skills, and overall cognitive development.

**Keywords:** variative approach, dialogic speech, primary education, pedagogical conditions, communicative competence, interactive teaching, student-centered learning

Developing dialogic speech in primary school students is a crucial aspect of modern education, as it forms the foundation for effective communication, social interaction, and cognitive growth. Dialogic speech, understood as interactive verbal communication between students and teachers or among peers, is essential for building critical thinking, collaborative problem-solving skills, and overall communicative competence. In the context of primary education, fostering dialogic speech requires carefully planned pedagogical conditions that encourage active participation, creativity, and self-expression.

The variative approach in education offers a promising framework for achieving these goals. This approach emphasizes the use of multiple teaching strategies and flexible learning pathways that are adapted to students' individual abilities, interests, and cognitive levels. By integrating game-based activities, role-plays, group discussions, problem-solving tasks, and other interactive methods, teachers can create a learner-centered environment that motivates students to engage in meaningful dialogue.

The theoretical foundations of the variative approach are grounded in the works of prominent scholars such as J. Dewey (1938), C. Rogers (1983), L.S. Vygotsky (1982), and A.N. Leontyev (1972), who stressed the importance of student-centered education, experiential learning, and social interaction for cognitive and communicative development. These principles highlight that learning should not be uniform or rigid, but rather flexible and responsive to the psychological and educational needs of each learner.

Creating the right pedagogical conditions for dialogic speech involves several key factors: a supportive classroom atmosphere, teacher preparedness, methodological planning, and the use of interactive and varied teaching techniques. Such an environment enables students to express their thoughts freely, actively listen to peers, negotiate meaning, and participate confidently in discussions. Moreover, it fosters social-emotional skills, including empathy, cooperation, and self-confidence, which are critical for successful communication and lifelong learning.

Despite the acknowledged benefits of the variative approach, its effective implementation requires teachers to possess strong methodological knowledge, creativity, and the ability to organize interactive learning experiences. Understanding the pedagogical conditions that optimize the development of dialogic speech is therefore essential for enhancing teaching practices and ensuring that all students can actively participate in classroom dialogue.

Thus, the aim of this study is to identify and analyze the pedagogical conditions that contribute to the successful development of dialogic speech in primary school students based on a variative approach. By exploring these conditions, the study provides insights into effective strategies for creating learner-centered, interactive, and communicatively rich educational environments.

The development of dialogic speech in primary school students has been widely discussed in both pedagogical and psycholinguistic research. Dialogic speech is considered a vital component of communication competence, enabling students to exchange ideas, participate in discussions, and develop critical thinking skills. Effective development of dialogic speech requires not only structured language instruction but also a pedagogical environment that fosters interaction, creativity, and active participation.

The variative approach has been highlighted as a promising method for enhancing dialogic speech in early education. J. Dewey (1938) emphasized the importance of experiential learning and student engagement, arguing that education should be responsive to the needs and interests of learners. Similarly, C. Rogers (1983) advocated for student-centered education, where learners' motivation, autonomy, and active involvement are central to the teaching process. These principles are crucial when designing classroom conditions that support dialogic communication.

L.S. Vygotsky (1982) and A.N. Leontyev (1972) introduced socio-cultural and activity-based perspectives, emphasizing the role of social interaction and collaborative activities in cognitive and language development. According to Vygotsky, dialogic speech emerges through social interaction and scaffolding, which underlines the importance of creating pedagogical conditions that encourage communication between students and teachers as well as peer-to-peer interaction.

Recent studies by N. Mercer (2000), K.K. Chan, Y. Tong, and J. van Aalst (2019) stress the role of structured dialogues, cooperative learning, and scaffolded interaction in fostering communicative competence. Their research demonstrates that progressive dialogue, when supported by varied and interactive tasks, leads to deeper understanding, better problem-solving skills, and improved ability to express thoughts coherently.

Local studies by S. Matchonov, O. Hasanboeva, and R. Safarova highlight the effectiveness of interactive methods in native language education. These studies show that incorporating pair work, group discussions, role-playing, and game-based activities significantly enhances students' dialogic abilities, motivation, and engagement. The findings suggest that carefully designed pedagogical conditions, including teacher readiness, methodological support, and a positive classroom environment, are critical for maximizing the benefits of the variative approach.

Furthermore, psychological research indicates that students' social-emotional development—such as empathy, confidence, and cooperation—is closely linked to opportunities for dialogue in the classroom. By integrating interactive and varied teaching methods, the variative approach not only improves linguistic competence but also supports the holistic development of primary school students.

In summary, the literature consistently emphasizes that developing dialogic speech requires a combination of interactive, student-centered teaching methods, flexible and varied learning tasks, and supportive pedagogical conditions. The variative approach provides a practical framework for achieving these objectives, demonstrating both theoretical and empirical support for its effectiveness in primary education.

The implementation of the variative approach in native language lessons revealed several important insights regarding the pedagogical conditions necessary for developing dialogic speech among primary school students. Observational data, classroom recordings, and teacher logs were analyzed to evaluate students' communicative activity, participation levels, and the quality of dialogic interaction.

The study showed that students in classrooms where the variative approach was applied actively participated in discussions and interactive tasks. Pair and group activities, role-plays, and problem-solving exercises encouraged students to share ideas, ask questions, and respond thoughtfully to their peers. Quantitative analysis indicated a notable increase in participation rates: in the experimental group, 81% of students consistently engaged in dialogic activities, compared to 55% in the control group with traditional teaching methods.

Students demonstrated improved communicative competence, including clarity of expression, appropriate use of vocabulary, and the ability to formulate coherent responses. The use of varied teaching methods allowed students to practice dialogue in multiple contexts, which contributed to both linguistic and cognitive development. Interactive exercises, such as mini-dialogues and cooperative problem-solving tasks, were particularly effective in promoting meaningful communication and critical thinking skills.

The analysis confirmed that teacher preparedness, methodological planning, and the creation of a supportive classroom environment are key conditions for the success of the variative approach. Teachers who effectively incorporated diverse teaching methods and scaffolded learning experiences were able to facilitate richer dialogic interactions and enhance students' confidence in expressing their ideas. Classrooms with a positive, collaborative atmosphere showed higher levels of student engagement and dialogue quality.

In addition to language skills, the study found that the variative approach positively influenced students' socio-emotional development. Opportunities for dialogue and collaborative tasks promoted empathy, cooperation, and self-confidence. Students demonstrated improved ability to listen actively, respect different opinions, and negotiate meaning during group discussions, which are essential components of effective communication.

Overall, the study indicates that the variative approach, when supported by well-prepared pedagogical conditions, effectively develops dialogic speech in primary school students. The combination of interactive methods, flexible lesson planning, and a supportive learning environment enhances students' communicative competence, active participation, and socio-emotional skills. These findings provide empirical support for the theoretical claims about the benefits of variative, student-centered approaches in early education.

The findings of this study confirm that the variative approach creates an effective framework for developing dialogic speech in primary school students. By providing flexible,

interactive, and student-centered learning opportunities, teachers can stimulate active participation and meaningful dialogue. This is consistent with the theoretical perspectives of Dewey (1938), Rogers (1983), and Vygotsky (1982), who emphasized the importance of experiential learning, student-centered education, and social interaction for cognitive and communicative development.

The study demonstrates that the integration of varied teaching methods—such as pair and group work, role-plays, problem-solving tasks, and interactive exercises—enhances students' ability to express ideas coherently, listen attentively, and engage constructively in discussions. These results support Mercer's (2000) concept of "progressive dialogue," illustrating that scaffolded and collaborative interactions facilitate knowledge construction, critical thinking, and improved communication skills.

Moreover, the study highlights the crucial role of teacher preparedness and methodological planning in implementing the variative approach. Teachers who design lessons that are flexible yet structured, create a supportive learning environment, and guide interactions effectively significantly contribute to students' communicative development. This emphasizes that pedagogical conditions—such as a positive classroom atmosphere, adequate instructional resources, and teacher competency—are key determinants of successful dialogic learning.

The research also underscores the socio-emotional benefits of dialogic learning. By engaging in collaborative tasks and dialogues, students develop empathy, confidence, and cooperative skills, which are essential for both classroom participation and broader social development. Therefore, pedagogical conditions that support interaction and dialogue not only enhance linguistic competence but also promote holistic student development.

In summary, the discussion confirms that the variative approach, when implemented under favorable pedagogical conditions, effectively fosters dialogic speech, critical thinking, and socio-emotional growth, making it a valuable strategy in primary education.

This study demonstrates that creating appropriate pedagogical conditions is essential for developing dialogic speech in primary school students using a variative approach. Key conclusions include:

1. The variative approach promotes active student participation, meaningful dialogue, and improved communicative competence.
2. Interactive, student-centered methods such as pair work, group discussions, role-plays, and problem-solving tasks are effective tools for fostering dialogic speech.
3. Teacher preparedness, methodological planning, and a supportive classroom environment are critical for successful implementation.
4. The approach contributes not only to linguistic development but also to socio-emotional and cognitive growth, including confidence, cooperation, and critical thinking.

Overall, the study confirms that the variative approach provides a flexible and effective framework for enhancing dialogic speech in primary education. Implementing these pedagogical conditions ensures that students develop the skills necessary for meaningful communication, collaborative learning, and lifelong educational success.

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