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WAYS TO DEVELOP STUDENTS' DIALOGIC SPEECH BASED ON VARIATIVE TEACHING TECHNOLOGIES

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Annotation: This article explores effective strategies for developing dialogic speech in primary school students through variative teaching technologies. The study emphasizes the use of diverse, flexible, and student-centered teaching methods, including interactive lessons, collaborative problem-solving, role-plays, and project-based learning, to enhance students' communicative competence, critical thinking, and active participation. The research highlights the importance of methodological planning, teacher facilitation, and the integration of multiple instructional tools to foster meaningful dialogue. Findings suggest that variative teaching technologies significantly improve students' ability to express ideas, engage in discussion, and develop socio-emotional skills.

Keywords: variative teaching technologies, dialogic speech, primary education, interactive methods, student-centered learning, collaborative activities, communicative competence

The development of dialogic speech in primary school students is a fundamental goal of modern education, particularly in the context of fostering communicative competence and critical thinking skills. Dialogic speech refers to interactive verbal communication where students exchange ideas, ask questions, respond to peers, and co-construct knowledge. In primary education, fostering dialogic abilities is essential for supporting language development, cognitive growth, creativity, and socio-emotional skills such as cooperation, empathy, and self-confidence.

Traditional teaching approaches often rely on teacher-centered instruction, rote memorization, and individual work, which limit students' opportunities to engage in meaningful dialogue. In contrast, variative teaching technologies provide flexible, adaptable, and student-centered methods that accommodate diverse learning styles, abilities, and interests. These technologies integrate various teaching forms, strategies, and tools, including interactive lessons, collaborative activities, role-plays, educational games, and project-based tasks, to create a dynamic learning environment that promotes active participation and dialogue.

The theoretical foundations of variative teaching technologies are grounded in the works of educational theorists and psychologists such as J. Dewey (1938), who emphasized experiential learning; C. Rogers (1983), who highlighted learner-centered education; and L.S. Vygotsky (1982) and A.N. Leontyev (1972), who stressed the socio-cultural nature of learning and the importance of social interaction in cognitive and language development. These principles support the implementation of multiple teaching forms and methods to enhance dialogic competence.

The aim of this study is to examine the ways in which variative teaching technologies can be employed to develop dialogic speech in primary school students. The research focuses on identifying effective methods, instructional strategies, and classroom practices that foster interactive, student-centered learning, enabling students to communicate effectively, think critically, and collaborate with peers.

The development of dialogic speech in primary school students has been increasingly recognized as a central goal of modern pedagogy. Dialogic speech refers to interactive verbal communication that enables students to exchange ideas, negotiate meaning, ask questions, and respond thoughtfully in classroom discussions. It not only strengthens language competence but

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also supports cognitive growth, critical thinking, creativity, and socio-emotional skills such as collaboration, empathy, and self-confidence.

Variative teaching technologies are based on the principle of offering diverse and flexible learning paths that cater to students' individual abilities, learning styles, and interests. The concept is grounded in learner-centered education and interactive pedagogical theories. Dewey (1938) emphasized experiential learning, asserting that active participation is crucial for meaningful knowledge acquisition. Rogers (1983) highlighted the importance of creating supportive and student-centered learning environments that foster autonomy and motivation. Vygotsky (1982) and Leontyev (1972) argued that cognitive and linguistic development occurs through social interaction, dialogue, and collaboration. These theoretical foundations justify the implementation of variative teaching technologies as a means to enhance dialogic speech in primary classrooms.

Research demonstrates that various forms and methods within variative teaching technologies effectively promote dialogic competence:

- **Interactive Lessons:** Encourage students to participate actively in discussions, share opinions, and ask questions.
- **Collaborative Problem-Solving:** Students work together to find solutions, fostering critical thinking and negotiation skills.
- **Role-Plays and Simulations:** Provide realistic contexts for practicing communication, perspective-taking, and verbal expression.
- **Project-Based Learning:** Engages students in sustained, goal-oriented activities that require dialogue, coordination, and cooperative learning.
- **Educational Games:** Motivate participation and verbal interaction through playful and challenging tasks.

Studies by Mercer (2000), Skibitskaya (2018), and Polat (2021) confirm that these methods enhance vocabulary, sentence structure, conversational turn-taking, and overall communicative competence. They also contribute to socio-emotional development, promoting teamwork, empathy, and confidence.

Empirical research indicates that applying variative teaching technologies in primary education significantly improves dialogic speech. Students demonstrate increased verbal fluency, improved ability to construct coherent sentences, and better interactive communication skills. Observational studies show that students engaged in interactive and collaborative activities are more motivated, attentive, and willing to contribute to discussions compared to those in traditional, teacher-centered classrooms. Local research by Matchonov, Hasanboeva, Safarova, and Turapova (2020–2022) reinforces these findings, highlighting the positive impact of diverse, flexible, and student-centered teaching approaches on primary students' dialogue skills.

The success of variative teaching technologies depends on teacher expertise, lesson planning, and classroom organization. Teachers act as facilitators, guiding discussions, providing scaffolding when needed, and designing activities that ensure meaningful participation. A supportive and psychologically safe classroom environment allows students to express ideas confidently, ask questions freely, and interact constructively with peers. Integration of multimedia tools, visual aids, and interactive resources further enhances engagement and effectiveness.

Overall, the literature demonstrates that variative teaching technologies provide a comprehensive framework for developing dialogic speech in primary school students. By combining diverse teaching forms, interactive methods, and flexible strategies with supportive teacher facilitation, these technologies enhance communicative competence, critical thinking, and socio-emotional development. These insights provide a strong theoretical and practical basis for implementing variative approaches in mother tongue and other primary education lessons.

This study employs a mixed-methods research design to examine the ways in which variative teaching technologies can be effectively used to develop dialogic speech among primary school

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students. By integrating quantitative and qualitative approaches, the research provides a comprehensive understanding of the impact of diverse, flexible, and student-centered teaching methods on students' communication skills, engagement, and socio-emotional development. The research involved 120 primary school students from grades 1 to 4. Participants were divided into two groups: an experimental group of 60 students, who were taught using variative teaching technologies, and a control group of 60 students, who followed traditional teacher-centered instruction. The sample included students with diverse abilities, learning styles, and socio-economic backgrounds to ensure a representative analysis of the effectiveness of variative approaches.

A quasi-experimental design with pre-tests and post-tests was employed to measure improvements in dialogic speech. In addition, qualitative data were collected to analyze patterns of student interaction, classroom engagement, and the socio-emotional outcomes of using variative teaching technologies. This mixed-methods approach enables triangulation of findings and strengthens the validity and reliability of results.

The experimental group participated in lessons designed around variative teaching technologies, including:

- **Interactive Lessons:** Structured activities that encourage verbal participation, idea sharing, and questioning.
- **Collaborative Problem-Solving:** Group and pair activities to solve tasks collectively, promoting dialogue and negotiation.
- **Role-Plays and Simulations:** Contextualized scenarios that require students to express themselves, adopt perspectives, and communicate effectively.
- **Project-Based Learning:** Long-term, cooperative projects that foster sustained dialogue and teamwork.
- **Educational Games:** Gamified learning activities that stimulate verbal interaction and motivation.

The control group received traditional lessons that were primarily teacher-led, emphasizing memorization, individual work, and limited peer interaction.

4. Data Collection Instruments

- **Pre- and Post-Tests:** Assessed students' vocabulary, sentence construction, conversational turn-taking, and overall dialogic competence.
- **Classroom Observations:** Recorded levels of engagement, participation, and interaction during lessons.
- **Audio and Video Recordings:** Captured verbal interactions for detailed qualitative analysis.
- **Teacher Logs:** Documented lesson implementation, student responses, and classroom dynamics.
- **Student Questionnaires:** Measured self-reported confidence, willingness to engage in dialogue, and perception of communicative competence.

Quantitative data were analyzed using descriptive and inferential statistical methods to compare performance between the experimental and control groups. Key measures included vocabulary growth, sentence coherence, dialogic fluency, and participation rates. Qualitative data were analyzed thematically to identify interaction patterns, collaborative behaviors, problem-solving approaches, and socio-emotional outcomes. Triangulating these data sets enabled a comprehensive understanding of the impact of variative teaching technologies.

Ethical standards were strictly adhered to. Informed consent from parents and assent from students were obtained prior to participation. Student confidentiality was maintained, and participation was voluntary. Teachers were fully informed of research objectives and agreed to implement variative teaching strategies in their classrooms.

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The intervention lasted 12 weeks, with 2–3 lessons per week employing variative teaching technologies. Continuous monitoring and adjustment of teaching strategies ensured fidelity to the planned methodology and maximized student learning outcomes.

The methodology provides a rigorous and practical framework for evaluating the effectiveness of variative teaching technologies in fostering dialogic speech. By combining structured interactive lessons, collaborative tasks, student-centered activities, and diverse instructional tools with careful observation and assessment, the study captures both linguistic and socio-emotional dimensions of dialogic speech development.

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