

PSYCHOLOGICAL AND PEDAGOGICAL FEATURES OF THE VARIATIVE APPROACH IN DEVELOPING DIALOGIC SPEECH IN NATIVE LANGUAGE LESSONS

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Abstract: This article explores the psychological and pedagogical aspects of implementing the variative approach to develop dialogic speech in primary school native language lessons. The variative approach involves organizing the learning process in multiple formats, tailored to students' individual abilities, interests, and cognitive needs. It emphasizes student-centered education, active participation, and communicative competence development. The study highlights how applying variative methods, such as interactive exercises, pair and group discussions, and problem-solving tasks, fosters critical thinking, confidence, and collaborative skills among learners. Findings suggest that the variative approach creates a flexible and supportive learning environment that enhances students' dialogic speech, encourages independent expression, and strengthens social and communicative skills in classroom settings.

Keywords: variative approach, dialogic speech, native language education, communicative competence, student-centered learning, active participation, psychological and pedagogical features.

The development of dialogic speech in primary school students is one of the key challenges and priorities in modern education. Dialogic speech is not only a means of expressing thoughts verbally but also a fundamental tool for social interaction, cognitive development, and the formation of communicative competence. In the context of native language lessons, dialogic speech allows students to exchange ideas, negotiate meaning, and develop both linguistic and interpersonal skills, which are essential for their overall personal and academic growth.

Recent studies in pedagogical and psycholinguistic research emphasize that students' communicative skills are closely linked to the methods and approaches applied by teachers. Traditional teaching methods, which focus primarily on memorization and reproduction of knowledge, often fail to develop students' ability to participate actively in meaningful dialogue. In contrast, the variative approach, which involves the flexible organization of learning activities according to students' individual abilities, interests, and cognitive needs, has demonstrated significant potential in enhancing students' engagement and dialogic competence.

The variative approach in education is grounded in the works of J. Dewey (1938), C. Rogers (1983), B. Bloom (1976), L.S. Vygotsky (1982), and other researchers, who highlighted the importance of active participation, personalized learning, and the adaptation of teaching strategies to individual learners' characteristics. By providing multiple forms of learning tasks, including pair and group activities, role-plays, problem-solving exercises, and interactive discussions, this approach allows teachers to create a student-centered learning environment that promotes collaboration, critical thinking, and creative expression.

In native language lessons, the application of the variative approach contributes not only to the development of linguistic competence but also to the cultivation of socio-emotional skills. Students learn to express their ideas clearly, listen actively, respond appropriately, and engage respectfully with their peers. This approach also encourages motivation, self-confidence, and a sense of responsibility for one's own learning.

Despite its potential, the implementation of the variative approach requires careful planning, teacher preparedness, and methodological awareness. Teachers must design lessons that are



flexible yet structured, provide opportunities for meaningful dialogue, and balance the individual and collective needs of students. The integration of psychological and pedagogical principles ensures that learning experiences are both cognitively stimulating and emotionally supportive.

Thus, investigating the psychological and pedagogical features of the variative approach in developing dialogic speech in native language lessons is both timely and relevant. Understanding these features allows educators to optimize instructional strategies, foster communicative competence, and create an interactive and inclusive classroom environment where every student can participate actively and develop essential dialogic skills.

The development of dialogic speech in primary school students has been a topic of significant interest in both pedagogical and psycholinguistic research. Dialogic speech, defined as interactive verbal communication between two or more participants, is crucial for cognitive, linguistic, and socio-emotional development. Researchers emphasize that fostering dialogic competence at an early age lays the foundation for critical thinking, collaborative problem-solving, and effective communication skills.

The variative approach in education, which focuses on flexibility and individualization, has been widely studied by both foreign and local scholars. J. Dewey (1938) highlighted the importance of experiential learning and the active participation of students in the learning process. C. Rogers (1983) emphasized student-centered education and the role of motivation and personal experience in learning. L.S. Vygotsky (1982) and A.N. Leontyev (1972) underlined the social and cultural context of learning, introducing the concept of the Zone of Proximal Development, which is essential for designing tasks that foster dialogic interaction. B. Bloom's taxonomy (1976) further contributes to understanding the hierarchical development of cognitive and communicative skills.

Recent studies by N. Mercer (2000), K.K. Chan, Y. Tong, J. van Aalst (2019), and R. Wegerif (2017) introduced the concept of "progressive dialogue," highlighting how structured, collaborative, and scaffolded interactions enhance students' knowledge construction and communicative competence. In addition, local researchers, including S. Matchonov, O. Hasanboeva, R. Safarova, and D. Tursunov, have examined the methodological foundations for developing oral and dialogic speech in native language lessons, emphasizing the importance of interactive exercises, cooperative tasks, and student-centered teaching practices.

The literature consistently demonstrates that dialogic speech development is most effective when teaching approaches consider the individual psychological and cognitive characteristics of students. Variative approaches, which provide multiple learning pathways, foster engagement, creativity, and autonomy while accommodating diverse learning needs.

2. Methodology

This study employs a combination of qualitative and quantitative methods to examine the impact of the variative approach on dialogic speech development in primary school native language lessons.

Participants: The study involved students from grades 1–4 in several primary schools. Participants were divided into two groups: the experimental group, where the variative approach was applied, and a control group, which received traditional instruction.

Procedures: The experimental lessons incorporated a variety of interactive activities designed to stimulate dialogic interaction. These included pair and group discussions, role-plays, problem-solving tasks, "think-pair-share" exercises, and mini-dialogues. Lessons were structured to account for students' individual abilities, interests, and learning styles.

Data Collection: Data were collected through classroom observations, audio recordings of student dialogues, teacher logs, and structured questionnaires to evaluate students' communicative competence, participation levels, and self-confidence in verbal expression.



Data Analysis: Quantitative data were analyzed using descriptive statistics to compare participation rates, frequency of contributions, and performance on structured communicative tasks between the experimental and control groups. Qualitative data were coded to identify patterns in dialogic interaction, linguistic development, and socio-emotional engagement.

Ethical Considerations: All procedures were conducted in accordance with ethical guidelines, ensuring voluntary participation, informed consent from parents or guardians, and confidentiality of student data.

Summary: The methodological framework allows for a comprehensive examination of both the pedagogical and psychological features of the variative approach in native language lessons. By integrating interactive, student-centered techniques and measuring their impact on dialogic speech, the study provides empirical evidence for the effectiveness of variative instructional strategies.

The implementation of the variative approach in native language lessons had a significant impact on students' dialogic speech development. Observations and quantitative measurements revealed that students in the experimental group demonstrated higher levels of verbal participation, initiative in dialogue, and accuracy in expression compared to the control group.

Specifically, participation rates in interactive activities increased from 53% in the control group to 79% in the experimental group. Students in the experimental group also showed improved ability to construct coherent responses, ask relevant questions, and engage in meaningful exchanges with peers. Interactive exercises such as role-plays, think-pair-share tasks, and mini-dialogues contributed to the development of both linguistic competence and socio-emotional skills, including cooperation, empathy, and confidence in oral communication.

Analysis of classroom recordings indicated that students applied new vocabulary, grammatical structures, and discourse strategies more effectively during dialogic interactions in the variative approach group. Additionally, students demonstrated higher levels of critical thinking and problem-solving as they collaboratively discussed and negotiated meaning.

The results confirm that the variative approach creates a student-centered learning environment that promotes active participation and effective communication. Consistent with the findings of Dewey (1938), Rogers (1983), and Vygotsky (1982), the study shows that tailoring learning activities to students' individual abilities and cognitive levels enhances engagement and dialogue quality.

The research aligns with Mercer's (2000) concept of "progressive dialogue," demonstrating that structured interaction and scaffolded support allow students to co-construct knowledge and develop communicative competence. The observed improvements in dialogic speech highlight the importance of flexibility in lesson design, teacher facilitation, and the integration of interactive exercises that motivate students to participate actively.

Furthermore, the study emphasizes the psychological dimension of dialogic learning. The variative approach not only improves verbal skills but also fosters socio-emotional development, encouraging students to express opinions confidently, listen attentively, and respect different viewpoints. This confirms the importance of combining pedagogical strategies with an understanding of students' psychological characteristics to maximize learning outcomes.

Despite the positive results, successful implementation depends on teacher preparedness, methodological knowledge, and access to diverse instructional resources. Some limitations were observed in cases where teachers lacked experience with variative methods, indicating the need for professional development and training in interactive, student-centered pedagogical techniques.

The study demonstrates that the variative approach is highly effective in developing dialogic speech in primary school native language lessons. By providing multiple learning pathways,



interactive exercises, and student-centered strategies, this approach enhances communicative competence, critical thinking, and socio-emotional skills.

Key findings include:

1. The variative approach increases students' verbal participation and engagement in classroom dialogue.
2. Interactive and scaffolded tasks, such as role-plays, pair work, and problem-solving activities, foster coherent, meaningful communication.
3. Students demonstrate improved linguistic, cognitive, and socio-emotional skills when learning activities are tailored to individual abilities and interests.
4. Teacher preparedness and methodological support are critical for the successful application of the variative approach.

In conclusion, the variative approach offers a flexible, student-centered framework that effectively develops dialogic speech, encourages independent thinking, and promotes collaborative learning in native language classrooms. Its implementation contributes to both cognitive and socio-emotional development, preparing students for meaningful communication and lifelong learning.

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