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A METHODOLOGICAL SYSTEM FOR DEVELOPING DIALOGIC SPEECH IN PRIMARY SCHOOL STUDENTS BASED ON A VARIATIVE APPROACH THROUGH THE USE OF "SPECTRUM-DIALOGUE", "PICTOGRAM-DIALOGUE", "DEBATE", AND "SMART THINKER" STRATEGIES IN MOTHER TONGUE LESSONS

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Abstract

The development of dialogic speech in primary school students is a key objective of mother tongue education, as it contributes to learners' communicative competence, critical thinking, and social interaction skills. This article examines a methodological system for developing dialogic speech based on a variative approach through the implementation of "Spectrum-Dialogue," "Pictogram-Dialogue," "Debate," and "Smart Thinker" strategies in mother tongue lessons. The study highlights the pedagogical potential of these interactive strategies in fostering active participation, meaningful communication, and language creativity among primary school students. The findings indicate that the systematic and purposeful application of dialogic strategies enhances students' speaking abilities, listening skills, and collaborative learning experiences. Practical recommendations are provided for teachers to effectively integrate these strategies into primary education.

Keywords: dialogic speech; primary school students; variative approach; mother tongue teaching; interactive strategies; communicative competence

In the context of modern education, the development of students' communicative competence has become one of the primary goals of primary school instruction. Among the various components of communicative competence, dialogic speech occupies a central position, as it enables learners to express their thoughts clearly, engage in meaningful interaction, and participate actively in social and academic communication. In mother tongue lessons, dialogic speech serves not only as a linguistic skill but also as a foundation for the development of critical thinking, collaboration, and self-expression.

Primary school age is considered a sensitive period for the formation of speech and communication skills. At this stage, students acquire basic language structures, expand their vocabulary, and learn to use language appropriately in different communicative situations. Therefore, the effective organization of mother tongue lessons plays a decisive role in shaping students' dialogic abilities. Traditional teaching methods, which often emphasize monologic speech and reproductive learning, may not fully meet the communicative needs of young learners in today's dynamic educational environment.

In recent years, a variative approach to teaching has gained increasing attention in pedagogical research. This approach is based on the flexible selection and combination of teaching methods, strategies, and learning activities according to students' individual

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characteristics, learning styles, and educational needs. The variative approach creates favorable conditions for active learning and supports the development of dialogic speech by encouraging interaction, creativity, and learner autonomy.

Interactive teaching strategies such as “Spectrum-Dialogue,” “Pictogram-Dialogue,” “Debate,” and “Smart Thinker” have shown significant potential in developing dialogic speech in primary education. These strategies promote student-centered learning by involving learners in discussion, problem-solving, and collaborative tasks. Through structured dialogue, visual support, and intellectual challenges, students are motivated to express their opinions, listen to others, and engage in constructive communication.

The role of the teacher in implementing dialogic strategies is particularly important. Teachers act as facilitators who create a supportive communicative environment, guide students’ interactions, and encourage respectful dialogue. By systematically integrating dialogic strategies into mother tongue lessons, teachers can enhance students’ speaking fluency, listening comprehension, and confidence in communication.

The purpose of this article is to present a methodological system for developing dialogic speech in primary school students based on a variative approach. The study focuses on the practical application of “Spectrum-Dialogue,” “Pictogram-Dialogue,” “Debate,” and “Smart Thinker” strategies in mother tongue lessons and analyzes their effectiveness in improving students’ dialogic speech skills. The findings of this research aim to contribute to the improvement of teaching practices in primary education and provide practical guidance for educators.

The development of dialogic speech has been widely examined in linguistic, psychological, and pedagogical research, particularly in the context of primary education. Scholars emphasize that dialogic speech is a fundamental component of language competence, as it enables learners to participate actively in communication, exchange ideas, and construct meaning collaboratively. In mother tongue education, dialogic interaction is considered a key factor in fostering students’ language development and socialization.

Researchers in speech development theory argue that dialogic speech emerges through interaction and communication rather than through isolated language drills. According to sociocultural perspectives, language learning is a socially mediated process in which dialogue plays a central role. Studies highlight that children acquire communicative skills more effectively when they are engaged in meaningful conversations that encourage questioning, responding, and negotiating meaning.

Pedagogical literature on primary education stresses the importance of interactive teaching methods in developing dialogic speech. Traditional teacher-centered approaches often limit students’ opportunities for verbal expression, whereas student-centered and interactive strategies promote active participation and communicative engagement. Scholars note that dialogic teaching enhances learners’ speaking fluency, listening skills, and ability to express personal opinions.

The variative approach has gained prominence as an effective pedagogical framework for addressing individual differences among learners. This approach allows teachers to flexibly select and combine instructional strategies based on students’ cognitive levels, interests, and learning needs. Research indicates that the variative approach creates favorable conditions for dialogic interaction by offering diverse communicative tasks and learning formats. As a result, students become more motivated and confident in using language for communication.

Several studies have explored the use of specific dialogic strategies in language instruction. Visual-based strategies, such as pictograms and graphic organizers, support

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students' comprehension and facilitate verbal expression, especially for younger learners. Dialogue-based discussion techniques, including debates and guided discussions, encourage critical thinking and argumentation skills. These strategies help students learn how to express ideas logically, respect different viewpoints, and participate in structured communication.

Recent research also highlights the role of game-based and intellectual strategies in developing dialogic speech. Interactive games and problem-solving activities stimulate students' cognitive engagement and promote spontaneous speech. Such strategies are particularly effective in primary school settings, where learners benefit from playful and motivating learning environments.

Despite extensive research on dialogic speech development, scholars point out that there is a need for a systematic methodological framework that integrates various dialogic strategies within a unified teaching system. Existing studies often focus on individual methods rather than their combined and purposeful application. Therefore, developing a methodological system based on a variative approach that incorporates strategies such as "Spectrum-Dialogue," "Pictogram-Dialogue," "Debate," and "Smart Thinker" is both timely and relevant for modern mother tongue education.

The findings of this study confirm that the development of dialogic speech in primary school students can be significantly enhanced through a variative methodological approach. The integration of "Spectrum-Dialogue," "Pictogram-Dialogue," "Debate," and "Smart Thinker" strategies into mother tongue lessons created a dynamic and interactive learning environment that supported students' communicative development. These results are consistent with previous research emphasizing the effectiveness of dialogic and student-centered teaching practices in primary education.

The discussion reveals that each strategy contributed uniquely to the development of dialogic speech. "Spectrum-Dialogue" encouraged students to express personal opinions and respond to peers, fostering active participation and mutual understanding. "Pictogram-Dialogue" proved particularly effective for younger learners by providing visual support that facilitated comprehension and verbal expression. This strategy helped students organize their thoughts and reduced language anxiety, especially among less confident speakers.

The use of "Debate" as a dialogic strategy promoted critical thinking and argumentative skills. Although debate is often associated with higher educational levels, its adapted use in primary education enabled students to learn how to justify opinions, listen to opposing viewpoints, and engage in respectful discussion. Similarly, the "Smart Thinker" strategy stimulated intellectual curiosity and problem-solving abilities, encouraging spontaneous dialogue and collaborative reasoning.

The variative approach played a crucial role in maximizing the effectiveness of these strategies. By allowing teachers to flexibly select and combine methods according to students' abilities and learning contexts, the approach supported differentiated instruction and inclusive participation. This flexibility enhanced students' motivation and confidence in using dialogic speech during lessons.

The role of the teacher emerged as a key factor in the successful implementation of dialogic strategies. Teachers acted as facilitators who guided interactions, provided feedback, and maintained a supportive communicative atmosphere. This finding aligns with pedagogical studies highlighting the importance of teacher mediation in dialogic learning environments.

Despite the positive outcomes, the discussion acknowledges certain limitations. The effectiveness of dialogic strategies depends on teachers' methodological competence and the availability of instructional time. Additionally, younger students may initially require structured

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guidance to participate effectively in dialogic activities. Therefore, ongoing teacher training and methodological support are essential for sustainable implementation.

Overall, the discussion demonstrates that a variative methodological system integrating multiple dialogic strategies offers a comprehensive and effective approach to developing dialogic speech in primary school students. This system not only enhances language skills but also contributes to students' social interaction, critical thinking, and active learning.

This study concludes that the development of dialogic speech in primary school students can be effectively achieved through a variative methodological approach in mother tongue lessons. The systematic application of interactive strategies such as "Spectrum-Dialogue," "Pictogram-Dialogue," "Debate," and "Smart Thinker" significantly enhances students' communicative competence, including their speaking fluency, listening skills, and ability to participate in meaningful dialogue.

The findings indicate that the variative approach allows for flexible adaptation of teaching strategies to students' individual needs and learning contexts, thereby fostering inclusive participation and sustained engagement. Visual, discussion-based, and intellectually stimulating strategies support students in expressing ideas, responding to peers, and developing confidence in communication from an early age.

The study also highlights the critical role of the teacher as a facilitator of dialogic interaction. Teachers who create a supportive and respectful communicative environment enable students to actively engage in dialogue and develop positive attitudes toward learning. Furthermore, the integration of dialogic strategies contributes not only to language development but also to the formation of critical thinking, collaboration, and social interaction skills.

In conclusion, the proposed methodological system provides a comprehensive and practical framework for developing dialogic speech in primary education. Its implementation in mother tongue lessons can improve teaching effectiveness and support the holistic development of primary school students. Future research may focus on expanding the application of this system to different educational contexts and evaluating its long-term impact on students' communicative development.

This study concludes that the development of dialogic speech in primary school students can be effectively achieved through a variative methodological approach in mother tongue lessons. The systematic application of interactive strategies such as "Spectrum-Dialogue," "Pictogram-Dialogue," "Debate," and "Smart Thinker" significantly enhances students' communicative competence, including their speaking fluency, listening skills, and ability to participate in meaningful dialogue.

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In conclusion, the proposed methodological system provides a comprehensive and practical framework for developing dialogic speech in primary education. Its implementation in mother tongue lessons can improve teaching effectiveness and support the holistic development

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