

Technology for Using Dialogic Methods in Developing Oral Speech in Primary Classes

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Abstract: The development of oral speech in primary classes is one of the central tasks of modern elementary education, because speech competence determines pupils' ability to think, communicate, cooperate, understand learning materials and express personal attitudes in social interaction. In the early school period, oral speech is formed not only through memorization of words and grammatical structures, but also through active communicative practice. Dialogic methods are especially effective in this process, as they create natural speech situations in which pupils listen, respond, ask questions, clarify meanings, defend opinions and construct coherent utterances. This article examines the pedagogical technology for using dialogic methods in developing oral speech in primary classes. The study is based on the analysis of psychological, pedagogical and methodological literature, as well as the generalization of classroom-oriented approaches to dialogic learning. The article reveals the theoretical foundations of dialogic speech development, describes the methodological organization of teacher–pupil and pupil–pupil interaction, and identifies the main pedagogical conditions for effective use of dialogue in primary education. The results show that dialogic methods increase pupils' speech activity, enrich vocabulary, improve pronunciation, develop logical sequence in oral expression and strengthen communicative confidence. The article concludes that the systematic use of dialogic technology in primary classes transforms oral speech development from a reproductive process into an interactive, creative and personally meaningful educational activity.

Keywords: Dialogic methods, oral speech, primary classes, speech development, communicative competence, interactive learning, primary education, dialogue technology.

Introduction: The development of oral speech in primary classes occupies a special place in the system of general education, because at this stage the foundations of communicative culture, linguistic thinking and social interaction are formed. A primary school pupil enters the educational environment with a certain level of everyday speech experience, but this experience is often spontaneous, situational and limited by family or peer communication. School education gives this experience a conscious, systematic and culturally organized character. Therefore, the teacher's task is not only to teach pupils to pronounce words correctly or answer questions, but also to create conditions in which children learn to express thoughts clearly, listen to others attentively, build meaningful

statements and participate in dialogue as active subjects of communication.

In modern pedagogy, oral speech is interpreted as a complex communicative activity that includes linguistic, cognitive, emotional and social components. A child who speaks well is able to understand educational tasks, explain personal opinions, ask for clarification, cooperate with classmates and participate in collective discussion. In this sense, oral speech development is closely connected with the formation of thinking, memory, imagination, attention and social behavior. L. S. Vygotsky emphasized that speech is not only a means of communication, but also a tool of thought formation, and this idea remains important for primary education methodology [1]. When pupils discuss, compare, ask

questions and explain, they do not simply reproduce ready-made language forms; they build intellectual connections and master the logic of educational cognition.

The relevance of dialogic methods is determined by the fact that traditional monologic forms of teaching do not always provide sufficient speech activity for every pupil. In many classroom situations, only the teacher speaks actively, while pupils give short and formal answers. Such organization limits the development of independent oral expression. Dialogic methods overcome this limitation by involving children in speech interaction, where every utterance becomes a response to another person's thought and a stimulus for further communication. Dialogue naturally combines listening and speaking, comprehension and reaction, emotional involvement and logical reasoning. For this reason, the technology of using dialogic methods in primary classes should be understood as a purposeful system of pedagogical actions aimed at organizing meaningful speech interaction.

The purpose of this article is to analyze the technology for using dialogic methods in developing oral speech in primary classes and to identify the pedagogical mechanisms that ensure its effectiveness. The research focuses on the methodological organization of dialogic situations, the role of the teacher, the selection of speech tasks and the conditions under which pupils' oral speech becomes more coherent, expressive and communicatively appropriate.

The methodological basis of the study is formed by the communicative, activity-based and personality-oriented approaches to primary education. The communicative approach considers language learning and speech development as a process of active interaction, where the child masters linguistic means through real or simulated communication. The activity-based approach allows oral speech to be viewed as a purposeful action that has motive, content, means and result. The personality-oriented approach emphasizes the individual speech experience of each pupil, their emotional state, confidence, interests and need for self-expression.

The study used theoretical analysis of pedagogical and psychological literature devoted to speech development, dialogic learning and primary education

methodology. Works by L. S. Vygotsky, M. M. Bakhtin, J. Bruner, D. B. Elkonin and contemporary researchers in communicative pedagogy were considered as conceptual foundations. Vygotsky's theory of the social nature of speech and the zone of proximal development explains why dialogue with adults and peers helps children move from simple responses to more complex forms of oral reasoning [1]. Bakhtin's concept of dialogism is also important, because it shows that every utterance is connected with another utterance and receives meaning in interaction [2]. Bruner's ideas about scaffolding make it possible to explain the teacher's role in supporting pupils' speech until they can independently formulate complete and meaningful statements [3].

The article also relies on the generalization of classroom practice in primary education. In this context, dialogic methods were analyzed as pedagogical tools that may be applied during reading lessons, native language lessons, integrated lessons, moral education conversations and extracurricular communication activities. Special attention was paid to the structure of dialogic tasks, the sequence of teacher actions, the transformation of simple question-answer exercises into meaningful discussion, and the criteria for evaluating pupils' oral speech development. The analysis was carried out according to the following pedagogical indicators: speech activity, vocabulary enrichment, coherence of utterance, ability to ask and answer questions, listening culture, emotional expressiveness and communicative independence.

The research logic assumes that dialogic methods are effective only when they are used systematically and technologically. Technology in this article is understood not as a mechanical set of techniques, but as a logically organized pedagogical process that includes diagnosis of pupils' speech level, creation of communicative situations, gradual complication of dialogic tasks, teacher support, peer interaction, reflection and assessment of speech results. Such an understanding makes it possible to connect theoretical ideas with practical classroom organization.

The analysis shows that the use of dialogic methods in primary classes creates a favorable environment for oral speech development when dialogue is organized as a meaningful educational activity rather than a formal exchange of questions and answers. In traditional

lessons, dialogue is often reduced to the teacher's question and the pupil's short response. In this situation, the child does not have enough opportunity to develop an extended utterance, express an opinion or react to classmates' thoughts. The technology proposed in this article requires a different organization: the teacher creates a problem, situation, picture, text fragment or moral dilemma that naturally motivates pupils to speak, listen and respond.

The first important result of dialogic technology is the increase of speech activity. Primary school pupils often remain passive because they are afraid of making mistakes, lack vocabulary or do not understand what is expected from them. Dialogic methods reduce this psychological barrier by creating a cooperative atmosphere. When the teacher begins with simple, emotionally close questions and gradually moves to more complex reasoning, pupils become more willing to participate. For example, after reading a short story, the teacher may ask not only what happened in the text, but also why the character acted in a certain way, whether pupils agree with this behavior and what they would do in a similar situation. Such questions require personal involvement and stimulate extended oral responses.

The second result is the enrichment of vocabulary and the development of grammatical correctness in natural communication. Vocabulary is not effectively mastered when words are memorized separately from speech situations. In dialogue, a new word appears as a necessary means of expressing thought. The teacher can introduce new lexical units before a discussion, use them in questions and encourage pupils to include them in their answers. As a result, pupils begin to use words in context, understand their semantic shades and connect them with personal experience. Grammar also develops more naturally because pupils learn to build sentences that correspond to communicative intention. They do not simply repeat model phrases; they adapt them to the situation.

The third result concerns the coherence and logic of oral speech. Dialogue teaches children to connect statements with previous remarks. A pupil must understand what another person has said and continue the conversation accordingly. This develops the ability to maintain topic unity, avoid irrelevant answers and build logical sequence. In primary classes, this ability should be formed gradually. At first, pupils may answer

with one sentence, then with two or three connected sentences, and later with a small oral explanation. The teacher's supportive phrases, clarifying questions and reformulations help pupils move from fragmented speech to coherent expression.

The fourth result is the formation of listening culture. Oral speech development cannot be limited to speaking, because dialogue requires mutual understanding. Pupils learn to listen to classmates, wait for their turn, respond respectfully and ask clarifying questions. This has great educational significance, because speech culture is connected with moral culture. A child who learns to listen also learns to respect another person's opinion. In this sense, dialogic methods contribute not only to linguistic development, but also to social and emotional development.

The fifth result is the growth of communicative confidence. Many primary school pupils experience difficulty when speaking in front of the class. Dialogic work in pairs, small groups and teacher-guided conversations gradually creates successful speech experience. When pupils see that their thoughts are accepted and discussed, they become more confident. Confidence is especially important for children with limited speech experience, shy pupils and those who make pronunciation or grammatical mistakes. The teacher's tactful correction, encouragement and positive feedback help transform mistakes into learning opportunities.

The practical use of dialogic technology also reveals that different types of dialogue have different pedagogical functions. Teacher-pupil dialogue is effective for introducing a topic, guiding thinking and correcting speech. Pupil-pupil dialogue develops independence, cooperation and spontaneous speech. Group dialogue creates a broader communicative field in which children compare opinions and jointly search for answers. Dialogue based on a text develops comprehension and interpretation skills. Dialogue based on pictures activates imagination and descriptive speech. Dialogue based on life situations forms practical communication skills. The effectiveness of the technology depends on the teacher's ability to combine these forms according to the lesson goal and pupils' age characteristics.

The obtained results confirm that dialogic methods correspond to the psychological nature of primary

school age. Children of this age actively master the world through communication, play, imitation and emotional response. They need not only explanations, but also participation. Dialogue gives them the opportunity to be included in the learning process as speakers, listeners and thinkers. This corresponds to the idea that education is most effective when the child acts within the zone of proximal development with the support of adults and peers [1]. In dialogic interaction, the teacher does not simply transmit knowledge, but helps the pupil construct speech and thought.

The technology for using dialogic methods should be implemented step by step. At the preparatory stage, the teacher identifies pupils' speech level, their vocabulary, pronunciation difficulties, ability to answer questions and readiness to interact. This stage is important because the same dialogic task may be too easy for one pupil and too difficult for another. At the motivational stage, the teacher creates a communicative need. This may be achieved through a problem question, an interesting picture, a short story, a real-life situation or a game element. At the organizational stage, pupils are included in pair, group or whole-class dialogue. At the developmental stage, the teacher complicates the speech task by asking pupils to explain, compare, prove, evaluate or continue another pupil's thought. At the reflective stage, attention is given to how pupils spoke, whether they listened to each other and how they could improve their speech.

One of the most important methodological conditions is the quality of questions. A question may either stimulate speech or limit it. Closed questions that require only "yes" or "no" answers have limited developmental potential, although they may be useful at the beginning of work. Open questions are more productive because they require explanation and personal attitude. However, open questions should be understandable for primary school pupils. If the question is too abstract, children become confused and speech activity decreases. Therefore, the teacher should formulate questions that are clear, concrete and connected with pupils' experience. For example, instead of asking "What is kindness?", it is better to ask "How did the character show kindness?" and then gradually move to generalization.

Another important condition is speech modeling. Primary school pupils need examples of correct and

expressive speech. The teacher's speech must be clear, emotionally rich and grammatically correct. At the same time, modeling should not turn into mechanical imitation. The teacher may offer beginning phrases such as "I think that...", "In my opinion...", "I agree because...", "I want to add..." and "I have another idea...". These speech patterns help pupils enter dialogue and structure their thoughts. Gradually, children begin to use such constructions independently.

Correction of mistakes requires special pedagogical tact. If the teacher interrupts every mistake, pupils may lose confidence and avoid speaking. If mistakes are ignored completely, incorrect forms may become fixed. Therefore, correction should be soft, contextual and supportive. The teacher can repeat the pupil's thought in a correct form, ask the pupil to clarify the idea or invite the class to find a better expression. Such correction preserves communicative motivation and develops linguistic accuracy.

Dialogic methods are also closely connected with reading and text comprehension. After reading a literary or informational text, dialogue helps pupils move from literal understanding to interpretation. They learn to discuss characters, events, motives, moral meanings and personal impressions. This develops not only oral speech, but also reading literacy. In primary classes, the connection between oral dialogue and reading is especially important because children often understand a text better when they discuss it aloud. Through dialogue, they learn to express the main idea, retell episodes, compare characters and formulate conclusions.

The use of dialogic technology requires a favorable classroom atmosphere. Pupils must feel that their opinions are valued and that mistakes are part of learning. The teacher should prevent ridicule, domination by active pupils and passive silence of shy pupils. For this purpose, pair work may be especially effective, because it gives every pupil more speaking time than whole-class discussion. Small-group dialogue also allows pupils to practice speech in a less stressful environment before presenting ideas to the class.

The assessment of oral speech development should include not only correctness, but also communicative effectiveness. A pupil's speech may be evaluated according to clarity, coherence, vocabulary use, ability

to answer and ask questions, listening behavior and participation in interaction. Such assessment should be formative rather than punitive. Its purpose is to show pupils what they already can do and what they need to improve. Self-assessment may also be introduced in simple forms, for example, when pupils reflect on whether they spoke clearly, listened carefully and added something useful to the dialogue.

The technology for using dialogic methods in developing oral speech in primary classes is a pedagogically justified and practically effective system of organizing speech interaction. It allows pupils to develop oral speech not through passive repetition, but through active participation in meaningful communication. Dialogue creates natural conditions for vocabulary enrichment, grammatical development, coherent expression, listening culture and communicative confidence. The teacher's role in this process is decisive, because effective dialogue requires careful selection of topics, clear questions, supportive speech modeling, tactful correction and gradual complication of tasks.

The study shows that dialogic methods are especially valuable in primary education because they correspond to children's psychological need for interaction, emotional involvement and practical expression. When dialogue becomes a regular part of lessons, pupils learn not only to speak, but also to think aloud, respect another opinion, justify their ideas and cooperate with classmates. Therefore, the development of oral speech through dialogic methods should be considered an essential component of modern primary education methodology. Its systematic implementation contributes to the formation of communicative competence, which is necessary for successful learning and social development.

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