

METHODOLOGY FOR DEVELOPING ORAL SPEECH IN PRIMARY SCHOOL STUDENTS BASED ON AN INTEGRATIVE AND VARIATIVE APPROACH

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Annotation: This article explores a methodology for developing oral speech in primary school students based on an integrative and variative approach. The study emphasizes the use of interactive, collaborative, and student-centered teaching methods to enhance verbal communication, dialogic competence, and linguistic creativity. Integrative strategies combine different content areas and skills, while variative methods provide flexible, adaptive learning opportunities tailored to individual student needs. Findings indicate that this combined approach improves students' oral expression, dialogue abilities, and overall communicative competence.

Keywords: integrative approach, variative methods, oral speech, primary education, dialogic competence, student-centered learning, interactive teaching

Developing oral speech in primary school students is a key objective of modern education, as it forms the foundation for communicative competence, critical thinking, and cognitive development. Oral speech encompasses pronunciation, vocabulary, sentence construction, and the ability to express ideas clearly and coherently in dialogue with teachers and peers. Effective development of oral communication skills in early education contributes to academic success, socio-emotional growth, and lifelong learning competencies.

Traditional teacher-centered approaches often limit opportunities for active dialogue and collaborative communication. In response, the integration of **integrative** and **variative** methods offers a promising strategy for enhancing oral speech. An **integrative approach** combines multiple content areas and language skills in a cohesive learning experience, while **variative methods** emphasize flexibility, differentiation, and learner-centered instruction, accommodating diverse student needs, abilities, and interests.

Research by Dewey (1938) supports experiential, holistic learning, emphasizing the importance of integrating knowledge and skills in meaningful contexts. Rogers (1983) highlights learner-centered environments that motivate students and promote active participation. Vygotsky (1982) underscores the role of social interaction in cognitive and language development, stressing that dialogue and collaborative problem-solving are critical for oral speech proficiency.

Studies by Mercer (2000), Skibitskaya (2018), and Polat (2021) indicate that interactive, collaborative, and flexible teaching methods improve verbal communication, dialogue skills, and student engagement. Locally, Matchonov, Hasanboeva, Safarova, and Turapova (2020–2022) demonstrate that applying integrative and variative strategies in mother tongue and reading lessons fosters active dialogue, enriches vocabulary, and enhances students' confidence in oral expression.

This study employed a mixed-methods design to investigate the effectiveness of integrative and variative strategies in developing oral speech among primary school students.

The research involved 100 students from grades 1 to 4, divided into an experimental group (50 students) receiving integrative-variative instruction, and a control group (50 students) receiving traditional instruction. Students represented diverse abilities and learning styles.

Lessons in the experimental group incorporated:

- **Integrative Activities:** Combining language, literature, and social content to create meaningful, context-rich oral exercises.

- **Variative Methods:** Flexible exercises tailored to individual needs, including role-plays, storytelling, collaborative problem-solving, and interactive games.

- **Collaborative Projects:** Group tasks requiring dialogue, negotiation, and co-construction of knowledge.

- **Multimedia Support:** Audio-visual materials to contextualize speech and stimulate verbal participation.

3. Data Collection

- Pre- and post-tests measuring oral fluency, vocabulary usage, sentence construction, and dialogic competence.

- Classroom observations to record interaction quality, engagement, and participation.

- Audio-video recordings for detailed analysis of verbal communication.

- Teacher logs documenting lesson implementation, student responses, and observed progress.

Quantitative data were analyzed using descriptive and inferential statistics to compare progress between experimental and control groups. Qualitative data were analyzed thematically to examine patterns of dialogue, collaboration, and the effectiveness of integrative and variative strategies.

The findings indicate that integrating integrative and variative methods significantly enhances oral speech development. Students in the experimental group demonstrated improved vocabulary, coherent sentence formation, and greater confidence in participating in dialogue. Interactive and collaborative tasks promoted active engagement, while flexible, learner-centered strategies accommodated individual learning differences.

The study highlights the crucial role of teachers in facilitating integrative-variative instruction. Teachers acted as guides, providing scaffolding, structuring dialogue-based activities, and creating psychologically safe environments for experimentation and verbal expression. Compared to traditional classrooms, students exposed to integrative and variative strategies showed higher verbal fluency, active participation, and motivation.

Furthermore, the integration of multimedia resources enhanced contextual understanding and verbal engagement, supporting both linguistic and socio-emotional development. These results align with prior research emphasizing that dialogic and collaborative approaches foster holistic language competence, critical thinking, and communication skills in primary education.

This study demonstrates that a methodology combining integrative and variative approaches is highly effective in developing oral speech in primary school students. By providing flexible, interactive, and student-centered learning experiences, this approach improves verbal expression, dialogic competence, and socio-emotional skills. Integrative strategies enable meaningful connections across content areas, while variative methods ensure personalized learning opportunities, accommodating diverse student needs.

Implementing such methodologies in primary education supports active dialogue, collaborative learning, and communicative confidence, forming a solid foundation for lifelong language development and academic success. Teachers are encouraged to adopt integrative-variative approaches, using interactive, multimedia-supported, and flexible strategies to foster effective oral communication and holistic student development.

The findings of this study demonstrate that the integration of integrative and variative methods significantly enhances the development of oral speech in primary school students. The experimental group, which received instruction through a combination of integrative content and flexible, learner-centered strategies, exhibited notable improvements in vocabulary usage, sentence construction, fluency, and dialogic competence. These results highlight the

potential of combining pedagogical approaches to create a holistic and dynamic learning environment that fosters oral communication skills effectively.

The experimental group students demonstrated greater confidence in expressing their thoughts, formulating complete sentences, and engaging in meaningful dialogue compared to the control group. This supports prior research by Mercer (2000) and Skibitskaya (2018), which indicates that collaborative and interactive activities within integrative frameworks stimulate verbal interaction and enhance linguistic development. Integrative methods, which combine language, literature, and social content, provided contextualized opportunities for students to practice oral expression, thereby strengthening both vocabulary and conceptual understanding.

Variative methods, which allow flexibility and differentiation based on individual student needs, were instrumental in maintaining student engagement. Students were more motivated to participate in classroom discussions when tasks were tailored to their abilities, interests, and learning styles. Gamified exercises, storytelling, role-plays, and project-based activities within the variative approach created an interactive environment that encouraged curiosity, persistence, and active participation. Polat (2021) emphasizes that such learner-centered, adaptable strategies sustain engagement and foster a positive attitude toward learning, which is critical for developing oral speech competence.

Oral speech development was also supported by collaborative activities that required negotiation, discussion, and joint problem-solving. Students practiced listening attentively, responding appropriately, and expressing opinions respectfully. The integrative-variative methodology promoted not only verbal skills but also socio-emotional competencies such as empathy, cooperation, and conflict resolution. This aligns with Vygotsky's socio-cultural theory (1982), which underscores the importance of social interaction and dialogue in cognitive and language development. By participating in structured collaborative tasks, students learned to navigate social communication contexts, thereby enhancing both language proficiency and interpersonal competence.

The successful implementation of integrative and variative methods depended heavily on the teacher's ability to act as a facilitator. Teachers provided scaffolding, modeled appropriate dialogue, and created psychologically safe environments where students felt comfortable expressing ideas. Classroom observations revealed that teachers who actively guided discussions, structured collaborative activities, and provided immediate feedback contributed to higher levels of student participation and more meaningful dialogue. The teacher's role

in balancing guidance with autonomy ensured that students could explore oral communication independently while receiving necessary support.

Students in the control group, exposed to conventional teacher-centered methods, demonstrated slower progress in oral speech development. Their participation was often limited to responding to direct questions, and opportunities for spontaneous dialogue or collaborative discussion were minimal. This contrast underscores the importance of adopting integrative-variative strategies, as they provide multiple avenues for student engagement, self-expression, and active communication.

The study highlights several pedagogical implications. First, curriculum designers should integrate both content and skill areas through meaningful, contextualized activities. Second, teachers should adopt flexible, learner-centered approaches that cater to diverse student abilities and interests. Third, multimedia and interactive resources should be incorporated to support oral expression and provide visual, auditory, and kinesthetic stimuli. Finally, ongoing teacher professional development is essential to equip educators with the skills to implement integrative-variative methodologies effectively.

Beyond immediate language development, the integrative-variative approach fosters critical thinking, problem-solving, and communication skills that are foundational for lifelong learning. Students who develop strong oral communication competence at an early age are better prepared to participate in collaborative academic tasks, social interactions, and future professional contexts. Additionally, the approach supports inclusive education by accommodating diverse learning needs and promoting equitable participation in dialogue.

In summary, the discussion highlights that integrating integrative and variative methods in primary education significantly enhances oral speech development. The combined approach fosters linguistic competence, active participation, motivation, socio-emotional skills, and collaborative problem-solving. The findings reinforce the necessity of moving beyond traditional, teacher-centered instruction toward flexible, interactive, and student-centered pedagogical practices that support holistic language development in young learners.

This study demonstrates that the integration of integrative and variative methods is highly effective in developing oral speech among primary school students. By combining content integration with flexible, student-centered approaches, this methodology provides diverse opportunities for verbal

expression, dialogue, and collaborative learning. Students exposed to integrative-variative instruction showed significant improvements in vocabulary usage, sentence construction, fluency, and overall dialogic competence compared to peers in traditional, teacher-centered classrooms.

The findings highlight several critical advantages of this approach. First, it fosters active engagement and motivation by tailoring tasks to students' individual abilities, learning styles, and interests. Interactive activities, such as role-plays, storytelling, collaborative projects, and gamified exercises, create a stimulating environment that encourages participation and sustained attention. Second, integrative-variative methods enhance socio-emotional development, promoting skills such as empathy, cooperation, confidence, and effective communication in social contexts. Third, teachers play a pivotal role as facilitators, guiding students through structured dialogue, providing scaffolding, and supporting independent exploration of language.

Additionally, the study underscores the limitations of traditional, teacher-centered approaches, which often restrict opportunities for spontaneous dialogue, collaboration, and individualized learning. Integrative-variative methodologies, by contrast, provide a flexible and inclusive framework, ensuring that all students have access to meaningful verbal interaction and opportunities to develop their oral communication skills.

In practical terms, this research suggests that primary education curricula should prioritize the implementation of integrative-variative methods. Teachers should be equipped with training, resources, and guidance to incorporate interactive, multimedia-supported, and collaborative strategies into daily lessons. Such an approach not only develops linguistic competence but also nurtures critical thinking, problem-solving, and socio-emotional intelligence—skills essential for lifelong learning and effective participation in social and academic contexts.

In conclusion, integrating integrative and variative methods represents a holistic, evidence-based approach to developing oral speech in young learners. By fostering dialogue, creativity, and collaboration, this methodology prepares primary school students to communicate confidently, think critically, and engage actively in diverse learning and social environments, laying a strong foundation for their future academic and personal success.

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