



THE IMPORTANCE OF MULTIMEDIA TOOLS IN DEVELOPING DIALOGIC SPEECH BASED ON A VARIATIVE APPROACH

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Annotation: This article examines the significance of multimedia tools in fostering dialogic speech among primary school students through a variative approach. The study emphasizes how digital resources, interactive software, audio-visual materials, and online platforms can enhance communicative competence, active participation, and collaborative learning. Multimedia tools provide dynamic, engaging, and student-centered environments that support flexible teaching strategies and promote meaningful dialogue. Findings indicate that incorporating multimedia in variative instruction significantly improves students' verbal expression, dialogue skills, and motivation for learning.

Keywords: multimedia tools, dialogic speech, variative approach, primary education, interactive learning, communicative competence, digital resources

Developing dialogic speech in primary education is a critical aspect of modern pedagogy, as it underpins students' communicative competence, cognitive development, and socio-emotional growth. Dialogic speech refers to the ability to engage in meaningful verbal interactions, exchange ideas, ask questions, and respond appropriately in collaborative contexts. Enhancing dialogic competence early in education fosters not only language proficiency but also critical thinking, creativity, and interpersonal skills.

Traditional teaching methods often limit opportunities for active dialogue, focusing on teacher-centered instruction, memorization, and individual work. In contrast, integrating **multimedia tools** within a **variative approach** offers flexible, interactive, and learner-centered methods that enrich classroom communication and support the development of dialogic speech. Multimedia tools encompass digital platforms, educational software, audio-visual materials, online interactive exercises, and gamified learning resources. These tools create authentic and engaging contexts for dialogue, allowing students to explore, experiment, and communicate effectively.

The theoretical basis for using multimedia tools in a variative approach draws from several educational paradigms. Dewey (1938) emphasized experiential learning, advocating for active student participation in meaningful tasks. Rogers (1983) highlighted the importance of student-centered environments to enhance motivation and autonomy, while Vygotsky (1982) and Leontyev (1972) stressed the socio-cultural nature of learning, asserting that



social interaction and dialogue are essential for cognitive and linguistic development. The integration of multimedia resources aligns with these principles, providing diverse modalities that cater to individual learning needs, encourage collaboration, and stimulate engagement.

Research demonstrates that multimedia tools facilitate significant improvements in dialogic speech. Mercer (2000) and Skibitskaya (2018) argue that interactive and visual resources enhance vocabulary acquisition, sentence coherence, and conversational turn-taking. Polat (2021) emphasizes that digital platforms and gamified exercises increase student motivation, participation, and sustained attention. Furthermore, multimedia-mediated learning encourages socio-emotional development by fostering collaboration, empathy, and confidence in communication.

Local studies by Matchonov, Hasanboeva, Safarova, and Turapova (2020–2022) reveal that the systematic use of multimedia tools in mother tongue and reading lessons strengthens students' dialogic skills, promotes active engagement, and enhances teacher-student and peer-to-peer interactions. Teachers can differentiate instruction effectively, provide scaffolded support, and create multi-modal learning experiences that cater to various learning styles and abilities.

In conclusion, the literature indicates that multimedia tools, when applied within a variative approach, are highly effective in developing dialogic speech in primary education. They offer interactive, flexible, and learner-centered environments that enhance verbal expression, dialogue competence, and socio-emotional growth, ultimately contributing to a more dynamic and holistic learning experience for students.

This study employed a mixed-methods research design to examine the role and effectiveness of multimedia tools in developing dialogic speech among primary school students within a variative approach. By combining quantitative and qualitative methods, the research captures both measurable improvements in language skills and detailed insights into classroom interaction, engagement, and socio-emotional development.

The study involved 100 primary school students from grades 1 to 4, divided into two groups: an experimental group of 50 students who received instruction using multimedia-supported variative teaching methods, and a control group of 50 students who followed traditional teacher-centered instruction. Participants were selected to represent diverse learning abilities, interests, and socio-economic backgrounds.



A quasi-experimental design with pre-tests and post-tests was used to measure the development of dialogic speech. Additionally, qualitative data were gathered through classroom observations, audio-video recordings, and teacher logs to analyze interaction patterns, student engagement, and the use of multimedia tools in practice.

The experimental group participated in lessons designed around multimedia tools within a variative framework, including:

- **Interactive Software and Applications:** Programs that encouraged verbal responses, problem-solving, and collaborative activities.

- **Audio-Visual Materials:** Videos, audio recordings, and storytelling resources to provide context and stimulate discussion.

- **Online Platforms and Gamified Learning:** Tasks that fostered dialogue through digital exercises, quizzes, and educational games.

- **Collaborative Projects:** Activities requiring students to communicate, negotiate, and co-construct knowledge using multimedia supports.

The control group continued with standard instructional methods, relying primarily on textbooks, teacher-led explanations, and individual exercises without multimedia integration.

- **Pre- and Post-Tests:** Measured improvements in vocabulary, sentence construction, conversational turn-taking, and dialogic competence.

- **Classroom Observations:** Evaluated participation, engagement, and interaction quality.

- **Audio-Video Recordings:** Captured verbal exchanges for detailed analysis.

- **Teacher Logs and Student Questionnaires:** Provided information on implementation fidelity, student perception, and socio-emotional development.

Quantitative data were analyzed using descriptive and inferential statistics to compare progress between the experimental and control groups. Qualitative data were analyzed thematically to identify patterns of interaction, collaborative behaviors, and the influence of multimedia tools on dialogue quality and engagement.

Informed consent was obtained from parents, and students assented to participate. Confidentiality was maintained, and participation was voluntary. Teachers were fully briefed on research objectives and actively engaged in the implementation of multimedia-supported lessons.

The results of this study indicate that multimedia tools play a significant role in enhancing dialogic speech within variative teaching approaches. The integration of audio-visual resources, interactive software, online platforms, and



gamified exercises provided students with diverse opportunities to engage in dialogue, express ideas clearly, and collaborate effectively with peers.

Students in the experimental group demonstrated substantial improvement in vocabulary use, sentence coherence, conversational turn-taking, and overall dialogic skills. This supports previous research by Mercer (2000) and Skibitskaya (2018), which emphasizes the value of interactive and multimedia-supported instruction in stimulating verbal interaction and cognitive engagement.

Multimedia tools increased student motivation and participation. The visual and interactive nature of digital resources attracted students' attention, encouraged questioning, and stimulated curiosity. Polat (2021) asserts that gamified and multimedia-supported learning environments foster sustained engagement, which is critical for the development of dialogic speech.

Students developed essential socio-emotional skills, including cooperation, empathy, and confidence in expressing ideas. Collaborative tasks supported by multimedia tools enabled students to negotiate meanings, solve problems together, and respect diverse perspectives. Vygotsky's socio-cultural theory (1982) emphasizes that such social interactions are essential for cognitive and language development.

The teacher's facilitation was crucial for effective use of multimedia tools. Teachers acted as guides, providing scaffolding, structuring collaborative tasks, and creating a supportive environment where students felt safe to communicate. Teacher logs confirmed that active guidance combined with multimedia support led to higher-quality dialogue and more sustained student participation.

Compared to the control group, students exposed to multimedia-enhanced variative instruction demonstrated greater verbal fluency, confidence in communication, and willingness to engage in discussions. Traditional approaches, lacking interactive and multimedia support, were less effective in promoting active dialogue and collaborative learning.

The study highlights that integrating multimedia tools into primary education can significantly improve dialogic speech, engagement, and socio-emotional development. Curriculum designers and teachers should prioritize the inclusion of multimedia-supported interactive lessons, collaborative tasks, and gamified exercises as standard practices to foster dialogic competence in young learners.

This study confirms the significant role of multimedia tools in developing dialogic speech within a variative teaching approach in primary education. Multimedia resources create flexible, engaging, and interactive learning





environments that enhance students' communicative competence, verbal expression, and socio-emotional skills. Students exposed to multimedia-supported instruction demonstrate improved dialogue abilities, higher motivation, and greater confidence in communication compared to peers in traditional classrooms.

By integrating audio-visual materials, interactive software, online platforms, and gamified learning experiences, teachers can foster active participation, collaboration, and meaningful dialogue. The findings underscore the importance of combining technological tools with student-centered, variative methodologies to create effective learning environments that meet diverse learner needs.

Overall, multimedia-supported variative instruction represents a holistic approach to developing dialogic speech, preparing primary school students to communicate confidently, think critically, and engage constructively in collaborative learning situations.

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