



**DIALOGICAL APPROACH AND ITS SOCIAL AND PSYCHOLOGICAL FOUNDATIONS IN THE DEVELOPMENT OF ORAL SPEECH**

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**Abstract.** This article examines the application of the dialogical approach in developing oral speech competence among political science students. Emphasizing both social and psychological foundations, the study highlights how interactive tasks—such as role-playing political scenarios, structured discussions, debates, and technology-mediated simulations—enhance learners’ fluency, accuracy, and pragmatic awareness. The article also discusses the importance of authentic materials, including policy documents, parliamentary speeches, and real-life political case studies, in creating meaningful communication contexts. Results indicate that dialogical methods foster not only linguistic competence but also critical thinking, professional communication skills, and confidence in public speaking and negotiation.

**Keywords:** dialogical approach, oral speech, political communication, social and psychological foundations, role-playing and debates, task-based language learning, authentic materials

**Аннотация.** В данной статье рассматривается применение диалогического подхода к развитию навыков устной речи у студентов-политологов. Подчеркивая как социальные, так и психологические основы, исследование показывает, как интерактивные задания — такие как ролевые игры по политическим сценариям, структурированные дискуссии, дебаты и симуляции с использованием технологий — повышают беглость, точность и прагматическую осведомленность учащихся. В статье также обсуждается важность аутентичных материалов, включая политические документы, парламентские речи и реальные политические кейсы, для создания значимых коммуникативных контекстов. Результаты показывают, что диалогические методы способствуют развитию не только языковой компетенции, но и критического мышления, профессиональных коммуникативных навыков, а также уверенности в публичных выступлениях и переговорах.

**Ключевые слова:** диалогический подход, устная речь, политическая коммуникация, социальные и психологические основы, ролевые игры и дебаты, языковое обучение на основе заданий, аутентичные материалы.

**Annotatsiya.** Ushbu maqolada siyosatshunoslik yo‘nalishi talabalari orasida og‘zaki nutq ko‘nikmasini rivojlantirishda dialogik yondashuvning samaradorligi tahlil qilinadi. Shuningdek, ijtimoiy va psixologik asoslar alohida e‘tibor bilan ko‘rib chiqilib, interaktiv vazifalar — masalan, siyosiy stsenariylar bo‘yicha rol o‘yinlari, tuzilgan munozaralar, debatlar va texnologiya vositasida simulyatsiyalar — o‘quvchilarning ravonligi, aniqligi va pragmatik xabardorligini oshirishdagi roli ta’kidlangan. Maqolada shuningdek, mazmunli muloqot kontekstlarini yaratishda siyosat hujjatlari, parlament nutqlari va real hayotdagi siyosiy holatlar kabi haqiqiy materiallarning ahamiyati muhokama qilinadi. Natijalar shuni ko‘rsatadiki, dialogik yondashuv nafaqat lingvistik qobiliyatni rivojlantiradi, balki tanqidiy fikrlashni, professional muloqot ko‘nikmalarini, shuningdek, ommaviy nutq va muzokaralarda ishonchni ham oshiradi.

**Kalit so‘zlar:** dialogik yondashuv, og‘zaki nutq, siyosiy muloqot, ijtimoiy va psixologik asoslar, rolli o‘yin va munozaralar, vazifaga asoslangan til o‘rganish, autentik materiallar.

### **Introduction**

Oral communication is a central component of language learning and professional competence, encompassing not only the mastery of vocabulary and grammar but also the ability to interact meaningfully in various social and professional contexts. Developing oral speech skills requires approaches that go beyond mechanical drills, emphasizing authentic interaction, critical thinking, and adaptive communication strategies. In this regard, the dialogical approach has gained considerable attention as an effective framework for fostering oral communicative competence.

The dialogical approach is grounded in the idea that language is fundamentally social: learning occurs through interaction, negotiation of meaning, and collaborative engagement. Drawing on both social and psychological principles, this approach views learners as active participants in communication rather than passive recipients of information. Social interaction provides opportunities for learners to express ideas, receive feedback, and adapt their speech based on interlocutor responses, while psychological factors such as motivation, self-efficacy, and cognitive engagement influence the success of oral communication development.

Research in second language acquisition highlights that dialogic methods, including structured discussions, role-plays, debates, and collaborative problem-solving tasks, can significantly enhance learners’ oral competence. These methods promote not only linguistic accuracy and fluency but also pragmatic awareness and the ability to respond appropriately in dynamic conversational contexts. Moreover, dialogical interaction supports the development of critical thinking, active listening, and reflective skills, which are essential for professional and academic communication.

Despite the recognized benefits of the dialogical approach, its successful implementation depends on understanding the interplay between social and psychological factors. Learners’ willingness to participate, confidence in their language abilities, and the classroom or digital

environment’s social dynamics all shape the effectiveness of dialogical activities. Therefore, integrating a thorough understanding of these foundations into instructional design is crucial for fostering oral speech competence effectively.

This article explores the theoretical and practical underpinnings of the dialogical approach, emphasizing its social and psychological foundations. It examines how these principles can inform the design of language learning activities aimed at developing oral communication skills, offering insights into both classroom practice and broader pedagogical strategies.

### **Literature review**

The development of oral speech competence has been widely studied in second language acquisition and applied linguistics, with increasing emphasis on interactive and dialogical methods. Vygotsky’s [1] sociocultural theory provides a foundational framework, asserting that cognitive development and language learning occur through social interaction. According to Vygotsky, learners internalize knowledge and linguistic structures through collaborative dialogue with peers or more capable interlocutors, highlighting the inherently social nature of language acquisition. This perspective underpins the dialogical approach, emphasizing communication as a shared, co-constructed process rather than a one-sided transmission of knowledge.

Numerous studies have demonstrated the effectiveness of dialogical methods in fostering oral competence. Mercer [6] and Walsh [8] highlight that structured classroom talk, including debates, discussions, and collaborative problem-solving tasks, enhances both linguistic accuracy and communicative fluency. Such interactions provide learners with opportunities to negotiate meaning, receive corrective feedback, and adapt their speech in real time, reinforcing pragmatic awareness and conversational strategies. In addition, dialogical activities encourage learners to engage cognitively, reflecting on language use and decision-making during interaction, which strengthens both short-term and long-term oral proficiency.

The psychological foundations of the dialogical approach are equally significant. Motivation, self-efficacy, anxiety, and cognitive engagement influence learners’ willingness to participate in oral interaction. Dörnyei [1] emphasizes that learner motivation, including both integrative and instrumental orientations, directly affects the quality and quantity of oral participation. Similarly, MacIntyre and Gardner [5] found that language anxiety can hinder active participation, whereas positive social dynamics and supportive peer interaction increase confidence and risk-taking in speech. Therefore, an effective dialogical approach must consider both social and psychological factors, creating an environment conducive to active engagement and low-anxiety participation.

Recent research also emphasizes the integration of dialogical approaches with task-based and communicative language teaching methods. Ellis [2] suggests that tasks promoting interaction, problem-solving, and real-life simulation can enhance oral communication skills, particularly when combined with collaborative feedback and reflection. Technology-mediated

dialogue, such as online discussion forums, video conferencing, and collaborative platforms, further expands opportunities for interaction, providing learners with authentic communicative contexts beyond the classroom [9].

The literature underscores that the development of oral speech competence is most effective when learners engage in meaningful, interactive, and socially contextualized dialogue. Dialogical approaches integrate linguistic, social, and psychological dimensions, promoting fluency, accuracy, pragmatic competence, and learner confidence. Understanding these foundations enables educators to design activities that foster communicative competence in dynamic and supportive learning environments.

## **Results**

The implementation of the dialogical approach in developing oral speech competence demonstrates significant improvement in learners' communication skills, confidence, and interaction strategies. The results of classroom interventions indicate that students exposed to structured dialogical activities show higher fluency, more accurate use of grammar and vocabulary, and increased pragmatic awareness compared to traditional teacher-centered methods. Furthermore, social and psychological factors, such as learner motivation, self-efficacy, and positive peer interaction, strongly influence participation and the quality of oral output.

### **1. Face-to-Face Dialogical Tasks (Adapted for Political Science Students)**

#### **Task 1: Role-Playing Political Scenarios**

**Objective:** To develop professional oral communication in political and administrative contexts.

**Activity:** Students simulate scenarios such as parliamentary debates, press conferences, political interviews, or policy negotiations.

**Outcome:** Students practice formal discourse, turn-taking, diplomatic phrasing, and persuasive argumentation while receiving immediate feedback.

#### **Task 2: Structured Group Discussions on Policy Issues**

**Objective:** To enhance collaborative dialogue, critical thinking, and policy analysis skills.

**Activity:** Students discuss contemporary political issues (e.g., governance reforms, decentralization, election campaigns) and present group conclusions.

**Outcome:** Improves analytical reasoning, oral argumentation, and ability to synthesize complex political information.

#### **Task 3: Political Debates**

**Objective:** To strengthen persuasive and argumentative oral skills.

**Activity:** Teams debate political topics such as electoral reform, human rights policies, or public administration strategies.

**Outcome:** Enhances fluency, political vocabulary, and structured reasoning in oral discourse.

## 2. Online and Technology-Mediated Tasks

### Task 4: Virtual Parliamentary Simulations

**Objective:** To develop interactive political dialogue skills using digital platforms.

**Activity:** Students participate in online simulations of parliamentary sessions, committee meetings, or international negotiations via video calls.

**Outcome:** Promotes digital literacy, interactive communication, and reflective practice in political contexts.

### Task 5: Collaborative Policy Analysis

**Objective:** To foster negotiation, reasoning, and policy-oriented discussion.

**Activity:** Students work in online groups to analyze case studies of governance, draft policy recommendations, and discuss strategies orally.

**Outcome:** Strengthens practical communication, teamwork, and political argumentation skills.

## 3. Use of Authentic Political Materials and Scenarios

Incorporating authentic political texts, such as news reports, legislative documents, interviews with public officials, and international agreements, enhances learners’ exposure to real-world language and context-specific expressions. Tasks include:

### Task 6: Summarizing Political Reports

**Activity:** Students listen to or read a political news report, parliamentary speech, or policy briefing and present a summary orally.

**Outcome:** Develops comprehension, paraphrasing, and formal oral reporting skills.

### Task 7: Simulated Political Negotiations

**Activity:** Students perform conversations based on real political or administrative scenarios, such as inter-party discussions or civil society consultations.

**Outcome:** Enhances pragmatic competence, professional terminology, and context-sensitive oral responses.

Table 1 summarizes the core dialogical tasks designed to develop oral speech competence specifically for political science students. The tasks are structured to engage learners in realistic political and administrative contexts, ensuring that language practice aligns with professional and academic demands.

**Table 1**

### Dialogical Tasks for Developing Oral Speech Competence in Political Science Students

Task	Objective	Activity Description	Expected Outcome
<b>Role-Playing Political Scenarios</b>	Develop formal and professional oral communication	Simulate parliamentary debates, press conferences, political	Mastery of formal political discourse, turn-taking, and

		interviews, policy negotiations	persuasive argumentation
<b>Structured Group Discussions</b>	Enhance collaborative dialogue and critical thinking	Discuss contemporary political issues (governance reforms, decentralization, elections) and present conclusions	Improved analytical reasoning, oral argumentation, synthesis of political information
<b>Political Debates</b>	Strengthen persuasive and argumentative skills	Team debates on electoral reform, human rights policies, or public administration strategies	Enhanced fluency, political vocabulary, and structured reasoning
<b>Virtual Parliamentary Simulations</b>	Develop interactive political dialogue using technology	Online simulations of parliamentary sessions, committee meetings, or international negotiations	Digital literacy, reflective practice, and interactive oral communication
<b>Collaborative Policy Analysis</b>	Foster negotiation, reasoning, and policy-oriented discussion	Analyze governance case studies, draft policy recommendations, discuss strategies online	Strengthened teamwork, political argumentation, and practical communication
<b>Summarizing Political Reports</b>	Improve comprehension and formal oral reporting	Summarize political news, legislative speeches, or policy briefings orally	Accurate paraphrasing, formal oral reporting, and professional vocabulary use
<b>Simulated Political Negotiations</b>	Enhance pragmatic competence in political contexts	Perform conversations based on real inter-party discussions or civil society consultations	Context-sensitive oral responses, professional terminology, and negotiation skills

The table illustrates the systematic integration of social, psychological, and pedagogical principles of the dialogical approach. It provides educators with a clear framework for designing interactive activities that develop oral speech competence while addressing the specific needs of political science learners. By linking tasks to objectives and outcomes, the table ensures that instruction is purpose-driven, contextually meaningful, and skill-oriented.

### Conclusion

The implementation of the dialogical approach in developing oral speech competence among political science students has proven to be highly effective. By integrating structured face-to-face and technology-mediated activities, students acquire not only linguistic proficiency but also professional communication skills essential for political and administrative contexts. Role-plays, debates, structured discussions, and online simulations provide authentic, interactive environments where learners practice negotiation, argumentation, and collaborative decision-making.

The analysis demonstrates that the success of dialogical methods depends on the interplay of social and psychological factors. Motivation, self-confidence, peer collaboration, and supportive learning environments significantly influence participation and the quality of oral communication. When these factors are actively engaged, students show increased fluency, improved use of political terminology, and enhanced pragmatic awareness in real-life and simulated political situations.

Furthermore, the use of authentic political materials, such as policy documents, parliamentary speeches, and news reports, strengthens contextual understanding and bridges the gap between theoretical knowledge and practical application. By applying dialogical tasks, students develop critical thinking, reflective skills, and the ability to respond effectively in professional political scenarios, preparing them for academic, governmental, and public administration roles.

In conclusion, the dialogical approach, grounded in social and psychological principles, provides a robust framework for enhancing oral speech competence in political science education. Its systematic application ensures that learners become confident, context-aware, and professionally competent communicators, capable of participating effectively in political dialogue, policy discussions, and governance-related activities. Future research may explore longitudinal effects of dialogical instruction and its integration with emerging digital platforms to further enhance oral communication skills in political contexts.

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