

UDK 629.7: [811.111:37.013]

DOI 10.33251/2522-1477-2021-10-155-159

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### **DIALOGIC INTERACTION IN THE FORMATION OF FUTURE AVIATION SPECIALISTS' FOREIGN LANGUAGE COMMUNICATIVE COMPETENCE**

*The purpose of this study is to disclose the leading role of dialogic interaction used for improving the system of foreign language training in order to achieve a sufficient level of aviation specialists' communicative competence. The pedagogical aspect of dialogic interaction is highlighted in the article because it's considered to be one of the main ways to organize the relationship of the subjects of communication in the educational process, namely in foreign language classes. It goes without saying that the basis of dialogic interaction is pedagogical communication, the communicative basis of which gives it certain advantages, and they have been pointed out in the study. We have come to conclusion that dialogic interaction in the process of foreign language training is a necessary condition for future aviation specialists' training to communicate in the professional sphere, the importance of which is determined by the factors, have been presented in the study.*

**Key words:** aviation specialist, competence, dialogue, foreign language, interaction, pedagogical communication.

**Introduction.** Ukraine's participation in the processes of global integration, expanding its international relations promoted awareness of foreign language value in the modern Ukrainian society. Therefore, knowledge of foreign languages is an important prerequisite for personal, cultural, professional and economic contacts in a multilingual, information-developed, mobile world.

Today, the concept of student competence is quite relevant, determined by many factors, because the level of competence, according to many national and international experts, is the indicator to determine the readiness of the future specialist for life, their further personal development and active participation in future professional activities.

**Review of recent sources of research and publications.** As we noted in the previous article, "the purpose of foreign languages teaching at higher aviation educational establishments is to master the language as a means of communication and to acquire professionally oriented foreign language competence for successful performance of future professional activities. The effectiveness of professional education of the future aviation specialist, part of which is knowledge of a foreign language, is determined by the adopted educational concept and model of an aviation specialist training, which is based on this concept. Therefore, the first place is taken by the competency-based approach, in which the main is the result of the training" [4, p. 156-157].

Foreign language communicative competence of future specialists was the subject of consideration by national and foreign researchers, namely: O. Akimova, I. Asmukovych, L. Birkun, N. Havrylenko, D. Hymes, L. Herasymenko, R. Johnson, M. Yevdokimova, I. Zymnia, V. Zykova,

L. Khalyapin, Ye. Kmita, A. Kyrychenko, H. Kytaihorodska, N. Kucherenko, Y. Maslova, D. Macmillan, T. Malkovska, P. Milrud, O. Moskalenko, Ye. Passov, A. Pchelinov, A. Samsonova, V. Safonova, I. Feinman and others. In the previous article we considered some aspects of foreign language communicative competence [4, p. 156-161]. And now, we will focus on dialogic interaction, which in our opinion, plays a leading role in the formation of future aviation specialists' foreign language communicative competence.

**Setting an objective.** The objective of the article is to highlight the leading role of dialogic interaction used for improving the system of foreign language training in order to achieve a sufficient level of aviation specialists' communicative competence.

**Presentation of basic material.** The formation process of future aviation specialists' foreign language communicative competence will be more effective if the organization of educational work will be based on the principles of dialogic interaction. The problem of dialogic interaction is considered in pedagogics, philosophy and psychology in unity with the peculiarities of personality development, which in the process of dialogic communication realizes itself as a self-sufficient personality in any situation, and it learns to understand others. Today there is an urgent necessity for such human interaction, which despite all the differences of views, positions, attitudes, is revealed in the thoughts of the interlocutors, and it is based on the principles of cooperation and co-creation.

The founders of the dialogical concept are scientists M. Bakhtin and M. Buber. Dialogue is considered by M. Bakhtin not only as a form of communication between people, but also as a way of their interaction and mutual influence. The scientist pays attention to the problem of language creativity, because to live, from his point of view, means to participate in dialogue: to ask, accept, answer, agree – and that is why life is an "unfinished dialogue" [1, p. 336-337].

Problems of dialogic interaction were studied by the American psychologist D. Johnson, who emphasized that "to express one's thoughts and to listen to carefully is a vital necessity" [3, p. 107]. The scientist emphasized that the obstacle to establish relations between people is "our natural tendency to condemn, evaluate, approve or disapprove of what we heard" [3, p. 107]. In this case, the dialogic interaction may take on a negative color, and under such conditions it has only one of the interlocutors readiness for dialogic interaction and it can contribute to the establishment of a healthy psychological climate.

As a part of our study, the pedagogical aspect of dialogic interaction is considered by us, which is of great importance, as one of the main ways to organize the relationship of the subjects of communication in the educational process, namely in foreign language classes. Pedagogical interaction of educational influence subjects, namely teachers, with the individuals, their inner world, values, material and spiritual needs is the important channel, with the help of it, social organization of student behavior and personality, and thus any situation becomes educational situation. One of the important characteristics of pedagogical interaction is the role of purposeful influences, which indicates the necessity to ensure the organization of such influence, which would contribute to the disclosure of communicative potential and the formation of future aviation specialists' foreign language communicative competence. Various forms of psychological and pedagogical influence are always realized in the form of communication between a teacher and a student, the content of which is the exchange of information, the implementation of educational influence and the organization of relationships.

A foreign language teacher must have the ability to involve students in dialogic interaction. Dialogue, as a form of interpersonal communication, is an effective means of establishing partnership relations; a means of uniting the individual efforts of the participants of communication, which ensures full mutual understanding between the interlocutors. For foreign language teachers, the opinion of some scientists on the culture of communication is important, which largely depends on the nature of communicative interaction between a teacher and students, because, from the experience of high school, preference is given to dialogical forms of educational interaction [5, p. 105]. Dialogue in studying is a form of communication in order to realize the goals of studying and education. This is the interaction between the participants of the pedagogical process in the

educational situation, which is carried out in the form of speech, and there is an information exchange between partners, and the relationship between partners is regulated [6].

We support the opinion of O. Bodaliyov that dialogue is not so much a form of communication as the principle of the whole educational process construction, where the student is the subject of "dialogue space", an atmosphere of psychological comfort that stimulates self-activity and self-realization [2].

Focusing on dialogic interaction in the formation of future aviation specialists' foreign language communicative competence requires the teacher to comply with certain requirements, namely: setting for a partnership in communication; creating a positive emotional microclimate in the group through communication, avoiding communication barriers and stress inducing factor; taking into account the level of knowledge and skills of students; discussion during classes of different views on the problems of professional communication of future aviation specialists; ability to empathize and feel empathy; heuristic style of teaching and communication with students, which encourages them to think, to look for ways to resolve contradictions, to draw independent conclusions; creating a relaxed atmosphere of communication, i.e free exchange of views, lack of psychological stress and anxiety; organization of collective cooperation and interaction in search of compromise; ability to understand another; ability to listen and hear the partner; directing the dialogue both to the solution of subject tasks and to the optimal communication of students; realization of internal and external dialogue of every student by pedagogical stimulation of dialogue's thoughts and individuals views; stimulating students' communicative activity with the help of various forms of dialogic interaction [7, p. 98-99].

It goes without saying that the use of dialogue in foreign language classes is appropriate if it is a form of communication between a teacher and students. To have the successful dialogue organization in the classroom, it is necessary to create conditions under which its participants can freely express their opinions, compare their thoughts with other students and think creatively. Of course, it helps to establish personal creative interaction with students, and in the process of it, the teacher knows how to deviate from their own stereotypes of authoritarian communication, which allows him to reach mutual understanding with students.

So, it can be concluded that the essence of any dialogue is equality of dialogic interaction subjects, which consider different points of view; and each subject should be focused on the fact that his opinions can be interpreted by other subjects.

There is no doubt that the basis of dialogic interaction is pedagogical communication, the communicative basis of which gives it certain advantages, namely:

- dialogic interaction reduces the "distance" between a teacher and a student;
- dialogic interaction has a positive "emotional color", which contributes to positive communication in dialogue;
- positive dialogic interaction contributes to the effectiveness of the educational process, namely the foreign language study, which is a part of the future aviation specialists' professional training.

**Conclusion.** So, briefly outlining scientific researches, which are devoted to the study of the dialogic approach in the pedagogical process, we can conclude that dialogic interaction in the process of foreign language training is a necessary condition for future aviation specialists' training to communicate in the professional sphere. The importance of this condition, in our opinion, is determined by the following factors:

- students, following the ways and means of the teacher communication, can transfer them to future professional activities, and therefore, the teacher must demonstrate communicative skills, creative thinking, readiness to make a new decision, high self-regulation of speech and social activity;
- the communication style of a teacher influences the students' attitudes to studying, it stimulates their cognitive activity. The teacher has to respect students, regardless of their functional capacity. He (or she) must adhere to the cultural communication norms, otherwise it can lead to interpersonal conflicts, unwillingness to cooperate, tension in relationships, etc.;

– the teacher must be able to interact with the student in the form of subject-to-subject interaction or dialogue, using the ability to listen and hear students.

Discussed above structural elements and parameters of the training dialogue assessment are the basis for the formation of future aviation specialists' foreign language communicative competence.

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## ДІАЛОГІЧНА ВЗАЄМОДІЯ У ФОРМУВАННІ ІНШОМОВНОЇ КОМУНІКАТИВНОЇ КОМПЕТЕНТНОСТІ МАЙБУТНІХ АВІАЦІЙНИХ ФАХІВЦІВ

**Анотація.** У статті окреслена провідна роль діалогічної взаємодії, яка використовуються для поліпшення іншомовної підготовки авіаційних фахівців з метою досягнення достатнього рівня їхньої комунікативної компетентності, який, на сьогодні, є тим індикатором, що дозволяє визначити готовність майбутнього фахівця до життя, його подальшого особистого розвитку та до активної участі у майбутній професійній діяльності.

Наголошено, що процес формування іншомовної комунікативної компетентності майбутніх авіафахівців буде більш ефективним, якщо організація навчальної роботи буде проходити на принципах діалогічної взаємодії.

У даній статті основна увага сфокусована на педагогічному аспекті діалогічної взаємодії, так як це один із основних способів організації взаємостосунків суб'єктів спілкування в навчально-виховному процесі, а саме на заняттях з іноземної мови. Орієнтація на діалогічну взаємодію у формуванні іншомовної комунікативної компетентності майбутніх авіафахівців вимагає від викладача дотримання низки певних вимог, які окреслені в статті.

Нами констатовано, що в основі діалогічної взаємодії лежить педагогічне спілкування, комунікативна основа якого надає їй певних переваг, окреслених авторами у статті.

Відтак, ми дійшли до висновку, що діалогічна взаємодія в процесі іншомовної підготовки є необхідною умовою підготовки майбутніх авіафахівців до комунікативної діяльності в професійній сфері, при цьому визначили фактори, що визначають важливість цієї умови.

Розглянуті у статті структурні елементи й параметри оцінки навчального діалогу слугують основою для формування іншомовної комунікативної компетентності майбутніх авіафахівців.

**Ключові слова:** авіаційний фахівець, взаємодія, діалог, іноземна мова, компетентність, педагогічне спілкування.

Одержано редакцією: 27.07.2021 р.  
Прийнято до публікації: 20.08.2021 р.