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PECULARITIES OF THE PROFESSIONAL DIALOGUE MEDIATED BY MODERN MEANS OF TELECOMMUNICATION IN THE PROCESS OF TRAINING FUTURE SPECIALISTS IN ECONOMICS

The article considers and analyzes the features of professional dialogue mediated by means of information and communication technologies in the training of future economic specialists, the main aspects of the use of mediated dialogue in foreign language teaching. Possibilities of communication mediated by information and communication technologies in the process of learning a foreign language by future specialists in economics are considered. The concept of indirect dialogue based on the analysis of existing approaches of scientists to the problem of using information and communication technologies in the process of training future specialists in economics is revealed. Features of dialogue on the basis of Internet technologies are considered. The classification of types of educational dialogue by means of information technologies on pedagogical orientation is given. The issues of culture and ethics of behavior in the information space during the dialogue mediated by modern means of telecommunications, the use of information presented in information networks are substantiated. Based on the analysis of various approaches to the use of computer communication, the essence of this concept is revealed and the ways of its further use in the training of economics specialists are substantiated. The requirements for professional dialogue mediated by computer means are presented. The system of conditions that promote the implementation of intersubject dialogue, taking into account the specifics of its organization in the computer environment, ie: providing internal and external dialogue of the student; psychological comfort of students in dialogic interaction; depth of dialogue; compliance of the purpose of the dialogue with the motive of the student's entry into it; dialogic content of educational material; readiness of the learning situation and its participants for dialogue; the expediency of including in the educational process of computer-mediated dialogue; attitude to the computer as a quasi-subject of dialogue. It was found that it is advisable to combine modern information and communication technologies with traditional learning technologies in the learning process. It is proved that the electronic environment creates conditions for autonomous, individual-cooperative, joint activity of students, promoting the formation of a culture of professional dialogue, personal, communicative self-development, and the use of information and communication technologies opens new prospects for professional training of future economists.

Key words: professional dialogue, indirect dialogue, future specialists, etiquette, culture of dialogue, information and communication technologies, educational dialogue, communication in a computer environment, joint activities, rules of subordination.

У статті розглянуто й проаналізовано особливості професійного діалогу, опосередкованого засобами інформаційно-комунікаційних технологій у підготовці майбутніх фахівців економічного профілю, основні аспекти використання опосередкованого діалогу при навчанні іноземної мови. Розглянуто можливості комунікації, опосередкованої інформаційно-комунікаційними технологіями у процесі вивчення іноземної мови майбутніми фахівцями з економіки. Розкрито поняття опосередкованого діалогу на основі аналізу існуючих підходів науковців до проблеми використання інформаційно-комунікаційних технологій у процесі підготовки майбутніх фахівців з економіки. Розглянуто особливості ведення діалогу на основі Інтернет-технологій. Наведено класифікацію типів навчального

діалогу засобами інформаційних технологій за педагогічною спрямованістю. Обґрунтовано питання культури та етики поведінки в інформаційному просторі під час діалогу, опосередкованого сучасними засобами телекомунікацій, використання інформації, поданої в інформаційних мережах. На основі аналізу різноманітних підходів застосування комп'ютерної комунікації розкрито суть цього поняття та обґрунтовано способи його подальшого використання під час підготовки фахівців з економіки. Запропоновано вимоги до здійснення професійного діалогу, опосередкованого комп'ютерними засобами. Охарактеризовано систему умов, що сприяють реалізації міжсуб'єктного діалогу з урахуванням специфіки його організації в комп'ютерному середовищі, тобто: забезпечення внутрішнього і зовнішнього діалогу студента; психологічний комфорт студентів у діалогічній взаємодії; глибина діалогу; відповідність мети організації діалогу мотивові вступу до нього студента; діалогічність змісту навчального матеріалу; готовність навчальної ситуації та її учасників до діалогу; доцільність включення в навчальний процес діалогу, опосередкованого комп'ютером; ставлення до комп'ютера як до квазісуб'єкта діалогу. З'ясовано, що доцільним є поєднання у процесі навчання сучасних засобів інформаційно-комунікаційних технологій з традиційними технологіями навчання. Доведено, що електронне середовище створює умови для автономної, індивідуально-кооперативної, спільної діяльності студентів, сприяючи формуванню культури професійного діалогу, особистісному, комунікативному саморозвитку, а використання інформаційно-комунікаційних технологій відкриває нові перспективи організації професійного навчання майбутніх фахівців з економіки.

Ключові слова: професійний діалог, опосередкований діалог, майбутні фахівці, етикет, культура діалогу, інформаційно-комунікаційні технології, навчальний діалог, комунікація у комп'ютерному середовищі, спільна діяльність, правила субординації.

Formulation of the problem. Information technology is currently an integral part of any field of professional activity including economics. And if once the use of computers and related programs in training future specialists was not obligatory today they need competencies related to the use of information technology in their professional field of activity. Nowadays the Internet has created a certain culture in the modern world which has its own characteristics which are most evident during the dialogue among users of the World Wide Web. However, it should be noted that from the standpoint of «universal» culture and the culture of dialogue in particular, network communication is sometimes incorrect and unethical. Users often shorten words or use abbreviations, slang, etc. in order to save time.

Within the framework of our research, the issues of culture and ethics of behavior in the information space during the dialogue mediated by modern means of telecommunications, the use of information presented in information networks are interesting.

Analysis of recent research and publications

A large number of scientists were engaged in theoretical and practical aspects of the problem of dialogue mediated by modern information and communication technologies. These problems are covered in the works of O. Arestova, Yu. Babayeva, A. Becker, V. Bondarovska, O. Voiskunskii, V. Laudisa, Yu. Maksymenko, Yu. Mashbits, D. Norman, G. Simon, S. Tekl, O. Tikhomirova, I. Shmelev and many others. O. Tikhomirov, O. Voiskunskii and other researchers consider two types of human and machine interaction: communication between people, mediated by information technology and human communication with the computer as a specific «partner». The peculiarities of computer communication were outlined: it is strictly regulated, indirect and is a kind of dialogue. Yu. Mashbits, V. Andrievska, O. Komisarov traced the dialectic of the transition from simple human and computer interaction in the form of «command - computer reaction» to complex dialogic interaction. The specifics of dialogic speech are thoroughly described in the works of psychologists L. Vygotsky, O. Leontiev, B. Lomov, V. Myasishchev and others.

For instance, I. Rozina tends to believe that the key points that consistently influence the conduct of professional dialogue in the electronic communication environment are the creation of the ARPANET network; e-mail (R. Tomlinson; global Internet, USA, England, Norway; text messaging services: discussion groups, mailing lists, teleconferences, forums, chats; more advanced services: WWW; Gopher service; graphical Web browser, dynamic HTML and interactive Internet technologies.

Researchers (N. Volkova, O. Kushchenko, V. Faturova, etc.) focused on the possibilities of professional dialogue in the electronic environment.

However, there is a lack of thorough research on identifying and implementing peculiarities of professional dialogue mediated by modern telecommunication technologies in the process of training future specialists of economics.

The purpose of the article: to reveal peculiarities of professional dialogue mediated by modern telecommunication technologies in the process of training future specialists in economics.

According to the purpose, the following **tasks** were set:

- to analyze the existing approaches of scientists to the problem of using professional dialogue mediated by modern telecommunication technologies in the process of training future specialists in economics;
- to expose the concepts of culture and ethics of behavior in the information space during the dialogue mediated by modern means of telecommunications,
- to substantiate the benefits of professional dialogue mediated by modern telecommunication technologies;

The main presentation of the material

Research conducted in recent years has shown that dialogue by means of information and communication technologies is a new, qualitatively different way of actualization and development of mental, communicative and creative human activity and leads to a radical restructuring of the structure of human communicative behavior; promotes the growth of communicative openness and tolerance.

Traditionally, interlocutors prefer direct dialogue where they have the opportunity to use language and speech, facial expressions and gestures, eye contact. However, today the indirect dialogue of specialists becomes extremely important when partners separated by space or time have a business conversation using such means as telephone, fax, computer, correspondence, symbols, audio or video recordings, media, etc. Examples of indirect dialogue include participation in discussion forums, business correspondence via e-mail, participation in TV and video conferences, mailing lists, etc.

It is necessary to mention that etiquette is considered to be the rules of good manners in a particular social group. It should be noted that these days in the global information networks (Internet, Fido Net) certain rules of communication are also formed (netiquette).

Of course, interaction through the information network should be subject to the general rules of interaction between people: do not address to another user what it would not be desirable to receive himself (this applies to the transmission of so-called SPAM, correct statements, etc.); follow the rules of subordination when interacting with the help of an information computer network; if you want to send a significant amount of information, you must first clarify with the recipient whether he or she has the desire (opportunity) to receive it, etc.).

Because any information message is an official written document, and the user's email address contains personal attributes of an individual (address, phone), sending messages on behalf of another user, unauthorized use of someone else's email address and viewing someone else's email is considered a crime. What can be simply said softening intonation in oral speech has a reinforced subtext in the written message and this is completely unacceptable when addressing an official (teacher, conference organizer, etc.). Also the private e-mail address of another user should be published and distributed only with his or her consent [8].

In addition to that when corresponding via the information network, the established rules of interpretation of texts are followed:

- the text written only in capital letters is perceived as speech in a raised tone;
- informal letters often use «emotional icons» («smile» – :), «sly smile» –);, etc. ;
- official letters are not executed in a multi-colored font and words and phrases are allocated if necessary by means of a typeface (bold, italic, underlined).

V. Aksak notes that before expressing a subjective opinion on any issue the participants of the electronic dialogue consider it necessary to use such phrases as «in my opinion», «I think». For convenience users have agreed to use the expression In My Humble Opinion, shortening the phrase to IMHO. Other abbreviations and acronyms include AFAIK (As Far As I Know), BTW (By The Way), FAQ (Frequently Asked Question), AKA (Also Known As) [1]. The most popular abbreviations used in conferences, chats, Usenet, FIDO7 during e-mail are given below.

Table 1

The most popular abbreviations used in conferences, chats, Usenet while sending e-mails

ADN	Any Day Now	IOW	In Other Words
AFAIK	As Far As I Know	JSNM	Just Stark Naked Magic
AWGTHTGTTA?	Are We Going To Have To Go Through This Again?	L8R	Later
BTW	By The Way	CU	See You
CUL	See You Later	OIC	Oh, I SEE
FWIW	For What It's Worth	OTOH	On The Other Hand
FYI	For Your Information	GROK	Graphical Representation Knowledge
POV	Point Of View	ROTFL	Rolling On The Floor Laughing
GIWIST	Gee I Wish I'd Said That	RSN	Real Soon Now
IC	I See	IMHO	In My Humble Opinion
TTBOMK	To The Best Of My Knowledge	TANJ	There Ain't No Justice
TTUL	Talk To You Later	TANSTAAFL	There Ain't No Such Thing As A Free Lunch
WYSIWYG	Whats You See Is Whats You'se Get		

Dialogue in the Internet is difficult to imagine without «smilies» which correspond to a certain emotion: (joy, anger, disappointment). With the help of emoticons, the message becomes emotional, indicates a certain mood and therefore they compensate for the lack of «live» communication over the Internet.

We are interested in the results of a study conducted at the British Open University, set out in an article by M. Smulson on the requirements for professional dialogue mediated by computer. The author emphasizes the importance of polite treatment and respect; objective grading system (degrees); explanation and justification of the assessments that are made; students' understanding of the importance of grades and the availability of progress, even if grades do not change; sympathy, help, friendly attitude of the teacher, demonstration of support from the teacher; absence of even a hint of rudeness and arrogance; support while maintaining objectivity; meaningful and friendly comments; availability of constructive advice (what and how to do; direct links to course material; instructions on where exactly in the course to find what the student missed or misunderstood); availability of incentives for further promotion; quick feedback [12].

Indeed, the implementation of these requirements by the teacher in the learning process by means of information technology correspond to the humanization of the educational process. It should be emphasized that students need support, understanding, etc. in communication with the teacher.

Within the framework of our research, the works of scientists devoted to the educational dialogue realized by means of information technologies are of a great interest. Thus, E. Mashbyts singled out (by activity) such levels of educational dialogue, implemented by means of information technology: reactive (simple human reactions to a computer invitation, choice of a specific meaning, symbol, etc.); active (choice of several possible solutions, independent decision); interactive (meaningful questions and answers within a given topic).

The approach of G. Bordovsky, V. Izvozchikov [2] to the classification of types of educational dialogue by means of information technologies by pedagogical orientation turned out to be thought-provoking:

- pseudo-dialogue: regardless of the student's reaction, the answers are based on formal transformations;
- dialogue aimed at solving (students are offered tasks, but learning objectives are not taken into account);

– dialogue, the educational impact of which takes into account the student's model which allows the means of information technology to carry out, along with information, and reflective management.

Studying the didactic conditions of the organization of dialogue in the computer environment, V. Rebro identified a system of conditions conducive to the implementation of intersubjective dialogue, taking into account the specifics of its organization in the computer environment, i.e.: internal and external student dialogue; psychological comfort of students in dialogic interaction; depth of dialogue; compliance of the purpose of the dialogue with the motive of the student's entry into it; dialogic content of educational material; readiness of the learning situation and its participants for dialogue; the expediency of including in the educational process of computer-mediated dialogue; attitude to the computer as a quasi-subject of dialogue. V. Rebro points out that educational process with computer technologies is in many respects specific compared to traditional teaching [12]. One of these differences is dialogical communication between the subjects of the educational process in a computer environment which is influenced by various factors for example such as:

- increasing level of internal dialogue;
- experience in working with computer technologies which affects the student's ability conduct a dialogue in a computer environment;
- replacement by a computer of some functions performed by a teacher in a lesson;
- subjective animation of a computer by students, etc.

In this regard A. Korotkov emphasizes that when teachers plan the educational process using computer technologies it is necessary to take into account the student's readiness to interact with the subjects of the educational process in a computer environment. In facts, this readiness is formed during several stages of the formation of the student's subject position in the computer environment. Let's briefly describe these stages:

– The first stage is the stage of entering the didactic system of teaching in a computer environment. Students are prepared for mastering the primary information about the computer and computer technologies creating a positive image of the computer. Their psychological adaptation to a new type of educational activity occurs.

– The second stage is the stage of mastering a computer as a means of educational activity in a computer environment. Students begin to study computer methods and tools for processing graphic, textual, numerical information, there is a development of means of activity in a computer environment, their capabilities which leads to an active mastering a specific computer speech.

– The third stage is the stage of mastering methods for solving problems in a computer environment. Students are being prepared for solving educational problems in a computer environment: manipulative, inductive and reproductive, deductive and reproductive; exercises in the form of didactic games; dialogue mediated by computer speech; actions with virtual objects.

– The fourth stage is the stage of productive activity in a computer environment. Students acquire the skills of autonomous and collective productive educational activity in a computer environment using educational and research, problem and creative methods, begin to create products independently using computer tools.

– The fifth stage is the stage of mastering the resources of computer telecommunication networks, preparation for self-realization and self-presentation in the information society. It involves active communication of students in telecommunication systems, the use of computer networks for information exchange, presentation and justification of their position, presentation to society products of their own creative activity. Students develop an attitude towards the computer as a means of communication, a tool that provides dialogue with the whole world [7].

In turn, N. Volkova, O. Kushchenko argue about the different intensity of dialogue through ICT. The point is that if information is exchanged via e-mail, the dialogue is slowed down because it is done in writing. A high degree of dialogue intensity is achieved through computer conferences in which teachers and students answer the questions of others and everyone participates in the dialogue enriching it with information.

Regarding the organization of the learning process, in particular the educational dialogue by means of information and communication technologies, we build research on the views of O. Daviskiba, N. Volkova, S. Yashanov and other scientists who have attached importance to the following factors:

1. Selection and organization of language material in accordance with the goals and objectives of the training course.
2. Structuring the course, its methodological and technological organization (hypertext technologies, Web-pages).
3. Clear planning of group work (organization of small groups, conferences, including audio and video conferences, organization of systematic reporting - individual, group).
4. Organization of constant consultations with the teacher and the curator of the server.
5. Establishing and skillful support of a positive emotional background in the group as a whole and for each student in particular.

These views are taken into account during the organization of the formative stage of the experiment.

Regarding the organization of the process of formation of professional dialogue culture in future specialists, we consider it expedient to implement forms of training that provide direct and feedback, prompt management of the educational process by the teacher and students to maintain professionally oriented dialogue between student and teacher. These are first of all lectures-dialogues (discussions, debates, conversations).

The study found that to enhance direct and indirect interaction aimed at achieving high effectiveness of dialogic communication, collaborative learning technologies based on communication in small groups (3-5 people) are appropriate [5].

Among the variety of these technologies project technology has a significant potential, including telecommunications project, based on joint (collective) activities of students which aims to «achieve a specific model goal which gives students an integrated, stimulating nature, develops skills and abilities to work in team, using the division of labor and roles, has an active social orientation» [10]. In the formative stage of the experiment we took into account: the conditions of the telecommunications project (problems, interdisciplinary and contextual project activities; comparative composition of project participants; the special role of the teacher; cultural orientation of the project; use of various telecommunications; clear organization of the project) [11].

In our opinion, the project is an optimal form of organizing student interaction in the process of forming a culture of professional dialogue.

Based on the analysis of existing research (mostly specialists in foreign language teaching methods), it was found that it is advisable to combine modern information and communication technologies with traditional learning technologies, including games, in the learning process. Let's dwell on this in more detail.

Role-playing game is a simple and natural way for a person to learn about the surrounding reality, the most accessible way to master knowledge, skills, abilities. The term «role-playing game» has many variations – simulation «simulation», game «game», role-playing game «role-play», game-simulation «simulation-game», role-playing simulation «role-play simulation», role-playing game «role-playing game» [2]. Role play is a particularly effective means of providing speech practice for students studying Business English or the language of professional orientation (English for special purposes) (S. Kozhushko, O. Tarnopolsky [14], etc.).

According to the Cambridge International Dictionary of English, a role is a person that an actor presents in a film or play, while a role play is a method of presenting certain types of behavior or likening to other people who are related to it. situations. D. Byrne gave the following definition of role-playing – «it is part of a dramatic activity, which is expressed in three terms: mime, role-playing and simulation.» Mima – participants play roles without using words, although this activity leads to a discussion using words; role play - participants communicate with each other in imaginary situations; simulation - involves a role play, however, in this activity, participants discuss the problem using the equipment and necessary equipment [4]. Another definition of the term is given by D. Badenn (Joanna Budden in British Council Teaching English (BBC). According to her, role-playing is any conversational activity when you put yourself in another person's shoes, or when you stay in your place but are in a fictional situation.

O. Tarnopolsky also notes that during role-playing games the participants follow certain instructions, finding themselves in a problematic situation; participants often need to defend their own views using appropriate role behavior. The choice of language and behavior will depend on the participant of the game, the teacher does not impose them. This indicates the creative nature of communication and the maximum approach to real life situations [14].

Thus, the study of the results of theoretical developments and practical experience of foreign scientists in the preparation of students using role-playing games shows that on-line technologies have great potential and certain advantages over face-to-face communication. As Tisha Bender rightly points out in *Online Teaching Theory, Practice and Assessment*, role-playing games can be used as a tool to master a variety of case studies, or to discuss a variety of cases in more detail. professional situations.

In addition, we agree with the comments of foreign scholars on the organization of role play which should include the following stages: preparatory (in the classroom) (introductory conversation of the teacher, acquaintance with linguistic material, preliminary training on the use of lexical units and grammatical structures); preparatory (at home) (reading the text, working with directories, selection of information for each situation); directly conducting a role play; final (in the audience) (discussion of the role play (assessment of the communicative activity of each participant), discussion on a specific or similar topic); final (at home) (performing a specific task – writing a work, a letter. Researchers emphasize the feasibility of introducing role-playing games with and without a script. The main function of the text is to convey the values of language units by memorization [4].

Determinant for the analysis of the studied problem is also the opinion of G. Kovalchuk who notes that the process of implementing didactic games to form a culture of professional dialogue involves the presence of such attributes of the educational process as problems and mastery of educational professional information through action. In our case, the problem of situations means the independent solution of students' tasks with the help of information and communication technologies in the absence of the necessary knowledge. This is a situation where future professionals are forced to master new content on their own or find new connections between already learned data. As a result, students develop new professional skills and learn through action [5].

Thus, the electronic environment creates conditions for autonomous, individual-cooperative, joint activities of students, contributing to the formation of a culture of professional dialogue, personal, communicative self-development. An important element of learning in the electronic environment is the correct choice of forms and methods of learning, means of information and communication technologies. The main factors that stimulate the activity of dialogue in the electronic environment are personal motivation of students, the specifics of pedagogical discourse in the electronic environment, the nature of interaction between student and teacher, methodological support and organizational support, technical support (Internet access, connection speed), skill level teachers and students on the use of information and communication technologies. Our conclusions are based on the results of research by leading scientists in this field (N. Volkova, O. Kushchenko, S. Kozhushko, O. Tarnopolsky, etc.) [16; 9; 14].

We consider it appropriate to note that only a teacher who has experience in professional interaction in electronic networks can use all of the above technologies effectively. In addition, the teacher may encounter such phenomena as student passivity, lag in the use of terms, inability to conduct interactive and delayed dialogue.

Summarizing all mentioned above, we note that the use of information and communication technologies opens the following new prospects for the organization of professional training of future specialists in economics in order to form a culture of professional dialogue:

- a combination of logical and figurative ways of assimilating information, which helps to increase the efficiency of professional dialogue;
- the possibility of a harmonious combination of the study of professional disciplines and a foreign language, which contributes to the formation of a culture of professional dialogue;
- activation and individualization of the educational process;

– globalization of information systems promotes the formation of professional dialogue and simplifies the process of intercultural dialogue [15].

Conclusions and prospects for further research

Summing up, interpersonal communication is a necessary part of human life. Therefore, the occurrence of a new method of communication for studying – computer-mediated communication has prolonged interest in the study of the history of the appearance and development of this type of communication. According to the results of the study, the analysis of domestic and foreign psychological and pedagogical, linguistic sources showed that among scientists there is a tendency to constantly search for new approaches to training future professionals to implement both direct and indirect professional dialogue through updating the content and learning technologies, use of information and communication technologies.

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PECULIARITIES OF THE PROFESSIONAL DIALOGUE MEDIATED BY MODERN MEANS OF TELECOMMUNICATION IN THE PROCESS OF TRAINING FUTURE SPECIALISTS IN ECONOMICS

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Key words: professional dialogue, indirect dialogue, future specialists, etiquette, culture of dialogue, information and communication technologies, educational dialogue, communication in a computer environment, joint activities, rules of subordination.

The article considers and analyzes the features of professional dialogue mediated by means of information and communication technologies in the training of future economic specialists, the main aspects of the use of mediated dialogue in foreign language teaching. Possibilities of communication mediated by information and communication technologies in the process of learning a foreign language by future specialists in economics are considered. The concept of indirect dialogue based on the analysis of existing approaches of scientists to the problem of using information and communication technologies in the process of training future specialists in economics is revealed. Features of dialogue on the basis of Internet technologies are considered. The classification of types of educational dialogue by means of information technologies on pedagogical orientation is given. The issues of culture and ethics of behavior in the information space during the dialogue mediated by modern means of telecommunications, the use of information presented in information networks are substantiated. Based on the analysis of various approaches to the use of computer communication, the essence of this concept is revealed and the ways of its further use in the training of economics specialists are substantiated. The requirements for professional dialogue mediated by computer means are presented. The system of conditions that promote the implementation of intersubject dialogue, taking into account the specifics of its organization in the computer environment, ie: providing internal and external dialogue of the student; psychological comfort of students in dialogic interaction; depth of dialogue; compliance of the purpose of the dialogue with the motive of the student's entry into it; dialogic content of educational material; readiness of the learning situation and its participants for dialogue; the expediency of including in the educational process of computer-mediated dialogue; attitude to the computer as a quasi-subject of dialogue. It was found that it is advisable to combine modern information and communication technologies with traditional learning technologies in the learning process. It is proved that the electronic environment creates conditions for autonomous, individual-cooperative, joint activity of students, promoting the formation of a culture of professional dialogue, personal, communicative self-development, and the use of information and communication technologies opens new prospects for professional training of future economists.

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