PECULIARITIES OF FOREIGN STUDENTS TRAINING TO UKRAINIAN DIALOGUE COMMUNICATION IN HIGHER SCHOOL BY MEANS OF INFORMATION TECHNOLOGIES

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The article defines the conceptual principles of information technologies integration into the education process in order to form Ukrainian-speaking professional competence for teaching dialogue. The professional training of foreign students by means of information technology involves the specifics of learning, organizing the student's educational and cognitive activities, and developing interest in education and profession. The role and importance of positive motivation which stimulates the development of a favorable psychological climate for foreign students' dialogue communication in the Ukrainian language within the professional communication is outlined. The professional training of foreign students determines the communicative orientation and informationally-methodological support of Ukrainian-language dialogical speech study. It is stated that the communicative orientation of learning is always a speech aimed activity which promotes students' creative self-expression (role plays, discussions, presentations, "brainstorming"). The information and methodological support includes curricula and programs, methodological recommendations to them, scientific manuals, information and reference materials and other teaching materials. It is noted that the development of student's information culture improves foreign students' abilities, helps to meet their inquiries and needs, and reveal creative potential in the process of their professional growth. Multimedia technology is the basis of interactive student learning. Due to multimedia system application, complex skills of Ukrainian dialogue communication are being improved.

Key words: *Ukrainian-language dialogue communication; communicative knowledge; communicative orientation of teaching; information technology; positive motivation; information and methodological support; multimedia technology.*

For many centuries, the scientifically theoretical aspect of education has been a matter of issue for many scholars and practitioners, while the

needs of the society have determined a qualitatively new meaning and purpose of education. The perfect command of the Ukrainian language is an important component of the professional training of various specialists. One of the tasks of the current higher education is the development and realization of Ukrainian-language professional communication model for foreign students of non-philological educational institutions on the basis of modern information technologies in the context of socio-economic reforms in Ukraine.

The formation of the professional has a new substantive basis, which includes the integration of educational, scientific, productive, and speech activity of the student. The purpose of such study is to assimilate the content and social experience recorded in the educational information, as well as the ability to perform professional activities on the basis of this knowledge. The passage to the information society takes place in the process of socio-economic and public-political transformations. The continuous growth of information requires the modernization of higher education which is aimed at the development of the actual needs of personality as well as the improvement of the labor market.

Analysis of recent studies and publications. The question of society and education informatization alongside with the use of network technologies was the subject of consideration in the works of B. Andriievskyi, V. Bykov, I. Vakulenko, N. Zadorozhna, A. Kalenskyi, G. Kravtsov, A. Krischuk, A. Kudin, O. Lazarenko, O. Padalka, I. Roberts, O. Spivakovskyi, M. Sherman and others.

Information technologies as important components of the modern educational process have been studied by L. Bilousova, R. Gurevych, A. Gurzhii, V. Zlotnik, J. Karaiev, T. Kulakova, O. Meniailenkom, I. Morev, A. Pylypchuk, E. Khachatrian, T. Shchogoleva, M. Bittanti, A. Bodomo, H. Van Buuren, H. Horst, H. Jenkins, K. Kreijns, I. Mizuko, A. Tatnall, M. Vermeulen and others.

The problem of the effectiveness of the educational process and its relevance to the purpose of learning and the communicative needs of foreign students in the process of Ukrainian-speaking dialogue communication teaching by the means of information technology is becoming particularly important.

For many years, however, the question of dialogue communication study has remained controversial. Different views on dialogue as a scientific phenomenon have been substantiated by such well-known linguists as G. Vynokur, V. Vynogradov, L. Scherba, L. Yakubнnskyш and others. Their ideas have found further development in the works of M. Bakhtin, V. Bibler, A. Velychuk, M. Demianenko, I. Zadorozhna, M. Kagan, Y. Mashbitsa, M. Pentiliuk, and others.

Some aspects of foreign language mastering have been considered by E. Miroshnichenko, I. Onisina (for institutions of the economic profile),

O. Petrashchuk, M. Zadorozhna (for medical universities), A. Yemelianov, O. Tarnopolskyi (for students of technical specialties), L. Morska (for future teachers of physical education), Yu. Druz (for managers), G. Turchynov (for students of biological specialties), T. Aleksieieva, L. Ananieva (for students of philological departments), S. Kozak (for navy students) etc.

Researchers have defined some educational units to be used in the process of language learning by foreign students (A. Arutiunov, M. Viatiutniev, Yu. Desheriieva, O. Laptiev, N. Mets, O. Mytrofanova, E. Motina, T. Odintsova, V. Skalkin, N. Formanovska, A. Chistiakova, L. Shypitso, A. Shchukin, etc.). The content of foreign specialists training in the educational and professional sphere of communication has been studied by K. Geichenko, A. Ivanov, Z. Matsiuk, M. Nakhabina, V. Stepanenko, A. Kapustian.

However, the problem of integration of information technologies in order to form Ukrainian-speaking professional competence for dialogical speech learning is relevant and requires further research. Insufficient study of this problem in pedagogical theory and the contradictions in the professional training of foreign students have led to a growing interest towards this area of research.

The objective of the article is to define the conceptual foundations of the methodology of foreign students' Ukrainian-speaking professional competence formation by means of information technologies.

Realization of the purpose makes it possible to solve the following tasks:

−to define the essence of the concept of "Ukrainian-language dialogue communication with the use of information technologies" for the formation of foreign students' dialogue speech;

−to substantiate the methodological foundations of foreign students' Ukrainian-speaking dialogue communication formation by means of information technologies with the use of lingodidactic principles, i.e. the functional and integral principle;

−to outline the activity aspect of the Ukrainian language on the basis of joint projects of the Department of Ukrainian Studies of the Kharkiv State Academy of Design and Arts.

Dialogue communication is a multifunctional phenomenon of research in such sciences as philosophy, political science, social psychology, linguistics, culturology, which led to the diversity of the terminological definitions of this concept and greatly expanded its notion.

The analysis of scientific sources and empirical materials as well as pedagogical experience testifies to the lack of systematic theoretically-methodological and scientifically-technological support in the context of the formation of Ukrainian-speaking dialogic communication of foreign students by means of information technologies, which is confirmed by the presence of contradictions between the requirements of:

−world and European community in the competent specialists of the non-philological profile and the degree of development of the problem of the formation of foreign students' dialogue speech with the help of information technologies;

−upraising the professional education level of future specialists and ineffective pedagogical conditions for Ukrainian-speaking dialogue speech of foreign students by means of information technologies;

−the scientific definition of the peculiarities of the information technology use at universities and the lack of theoretical and methodological support for the formation of Ukrainian-language dialogue communication of foreign students.

The professional training of foreign students as future specialists by means of information technologies involves the specifics of the study and depends on the following factors:

−significance of the contents of the educational material for the future specialists;

−students' interest in the educational and professional activity, as the productivity of professional training depends on their cognitive activity;

−the development of the communicative skills and the skills formed in the process of using the training exercises with the help of information technologies which in turn encourage mental activity and creativity of learners;

−the effectiveness and quality of training depends on the feedback and the teacher's running of this process as well as the appropriate organization of the student's educational and cognitive activity [1].

The introduction and the use of information technologies alongside with up-to-date professionally oriented information can become an effective means of the Ukrainian language teaching if:

−the content, forms and methods of Ukrainian language teaching are to be updated by the means of information technologies in the educational process of higher educational institutions;

−future specialists acquire knowledge, skills and abilities of the professional dialogue formation;

−the systematic control of knowledge as an additional motivator of training is ensured.

Informatization of education involves the theory and practice of developing and using of modern information technologies and tools aimed at achieving the psychological and pedagogical goals of training and education.

However, the problem of Ukrainian dialogue communication teaching of foreign students at universities of Ukraine, in particular with a professional purpose, is still insufficiently investigated: there is no clearly structured methodological system which could be based on the main provisions of modern linguodidactics, and could include information technologies.

Achieving the purpose and solving of the tasks set involves the use of a number of research methods: terminological analysis in order to determine the content of the basic concepts of the research "Ukrainian-language dialogue communication", analysis and synthesis, comparison and confrontation of the theoretical provisions set out in psychological and pedagogical, methodological literature and normative documents; experience of teaching foreign students of non-philological specialties in higher educational institutions with the use of information technologies to define the appropriate approaches to problem solving; systematization and generalization of theoretical and methodological foundations for clarification of the essence and structure of the formation of foreign students' Ukrainian-language professional competence in the process of learning Ukrainian by means of information technologies; development of a model for the formation of Ukrainian-language dialogue communication on the basis of information technologies.

The National Glossary defines the notion "communication" as the interconnection of subjects in order to transmit information, coordinate actions, joint activities, in particular for the education and training [2, p. 29,].

In terms of professional communication, dialogue communication is a form of social-linguistic communication between people in the process of their joint activity which involves the direct verbal contact of the speaker and the listener with active speech interaction [3, p. 191]. Having analyzed different definitions, we have made the following conclusion: dialogue communication is a process of language interaction of people, carried out on the basis of established norms and involves achieving a certain result, solving problems and realizing the goal. It should also be noted that the concept of "Ukrainian dialogue communication" of a foreign student, in particular of a non-philological profile, involves the professional communication skills to communicate in average conditions of professional activity, possessing the ability of professional discourse due to the use of information technologies.

Defining the Ukrainian language activity aspect and the research of dialogue communication by the means of information technologies is connected with the theme of the research work of the Department of Ukrainian Studies of Kharkiv State Academy of Design and Arts (headed by professor Drozdova, Iryna P.).

The process of dialogue communication forming of Ukrainian as a foreign language together with the use of spoken formulas involves the appropriate colloquial stamps and clichés; their application in dialog-models; independent use of colloquial stamps and cliché by foreign students in specific business situations. This enabled us to rethink the essence and directions of the work on forming of the Ukrainian dialogue communication of foreign students as one of the components of their general communicative competence, and also helped to improve this competence by means of information technologies in higher education institutions.

Teaching Ukrainian dialogical, particularly professionally-oriented, communication of foreign students includes the following factors: 1) positive motivation of foreign students to Ukrainian dialogue communication in higher institutions; 2) the communicative approach of the Ukrainian language teaching of foreign students; 3) informational and methodological support for the Ukrainian-language dialogical speech teaching of foreign students.

In order to form the positive motivation for communicative activity of foreign students we have defined the following tasks: to select the educational material that corresponds to the specific communicative needs of students at each stage of education, and realizes the motives of foreign students, as well as activates the individual mental activity and helps to relieve emotional tension in the process of learning activities by means of multimedia technologies.

The main methods of individualization include presentation of educational material deductively or inductively, depending on the type of thinking, that is, taking into account individual learning strategies, especially on the basis of such information technologies as hypertext and hypermedia processing techniques. To ensure an effective process of individualization, the basic typological characteristics of a student personality (ethnic characteristics, age typology, etc.) should be taken into account.

Two aspects of motivation can be distinguished while teaching foreign students dialogue communication:

1. Encourage students to foreign-language activities within their professional communication that allows them to intensify their intellectual activity and create a positive psychological climate while teaching foreign language communication;

2. Control students' foreign-language speech activity on the basis of professional communication modeling.

All the stages of teaching Ukrainian as a foreign language in non-philological higher educational institutions are based on the communicative approach. The selection of content, tools, and forms of educational material provides a level of communicative-speaking necessity, as well as the opportunities for students to participate in real communication. Singling out the education material for communicative orientation approach, each expression was evaluated from the point of view of its functioning in the acts of oral communication as "ready" linguistic signs. All speech actions were communicative in nature, including intercourse, the need and opportunity for dialogue, the practice of foreign language communication.

At the same time, the language training for the development of speech skills was not excluded from the educational process, it only occupied a subordinate place, creating a "practice base" for the formation of speech skills [4, p. 22-26]. One of the main goals of communicative teaching is practical. It helps to develop skills and powers of understanding the thoughts of others while listening, reading, expressing their thoughts in oral and

written form. The communicative-speech orientation of teaching foreign students in the process of studying the Ukrainian as a foreign one was the main one.

The communicative orientation of classes' organization provides students with the practical skills and abilities that will enable them to participate in professional speech communication. It follows thence that the objectives of the course "Ukrainian as a Foreign Language" (210 hours) is to form a foreign student communicative competence [9]. It helps to communicate appropriately in all communicative situations of various spheres of activity: from social and everyday life (the period of "survival" and adaptation) to vocational-professional (one period of professional competence formation) [5, p. 121-124].

Learning conditions should be closer to real ones, and the purpose of learning is to be achieved by, firstly, the practical orientation of the study (each class must have specific practical goals aimed at forming speech skills and abilities); and secondly, the speech orientation of the class involves the communicative nature of exercises, the improvement of educational tasks by using the multimedia information technology system [6].

The communicative orientation of learning is always a speech aimed activity which includes the widest range of educational actions; promotes students' creative self-expression (role plays, discussions, presentations, "brain-storming" and project work on improving the search means and processing information).

Improving the student's information culture contributes to the development of foreign students' abilities, meets their inquiries and needs, and reveals creative potential in the process of professional growth.

Information technologies provide with a whole range of modern information processing devices, including their peripheral equipment (video materials, printers, devices for processing data from graphic and sound forms) [7].

The information and methodological support of foreign students' training of Ukrainian dialogue communication includes the available teaching aids i.e. curricula and programs, methodical recommendations to them, scientific manuals, information and reference materials and other teaching materials, a complex of different forms of training sessions, technical means of training and didactic materials to them [8]. Ensuring of effective learning means on the basis of information technology facilitates the active learning of information, as well as increases its credibility, scientism; develops thinking, analytical activity of those who study [9].

Educational needs are determined by the level of readiness of learners, by the goals and strategies of the audience; the selection and structuring of content, sources, means, forms and methods of teaching; the organization of joint activities of all participants in the learning process; the definition and use of various forms, methods, means and procedures for assessing students'

achievements and the entire learning process; prospects of students' educational needs and acquiring professional abilities.

In order to specify and justify the goals of the study, it is considered important to determine their content at different stages. The content structure of the target facilities is formed of language communication skills, as well as speech skills and abilities. The notion of "ability" is understood as a mental action, which is based on an analysis of the conditions and ways of solving a certain type of problem, the selection of knowledge acquired by human experience, ways of action and skills, and their application in the method and sequence required for solving the problem [10, p. 32- 42].

In order to form different language skills in foreign students, it is necessary to work out the partial skills that underlie the speech activity.

Partial skills are considered to be as follows:

−to choose professional lexis from the vocabulary in accordance with the purpose and situation of communication;

−to achieve a communicative goal during professional communication;

−to realize the interactive and interpersonal components of communication and to use the assimilated means of connectivity in their own statements;

−to use nonverbal means of communication;

−to adhere to the norms of Ukrainian literary speech.

Linguocultural skills are considered to be important for foreign students who acquire a profession in Ukrainian. Among the skills one can distinguish the following:

- to understand the system of concepts that form the background picture of interlocutors' world;

- to build their speech behavior in accordance the linguistic picture of the interlocutor's world, and to interpret his verbal and nonverbal behavior correctly;

- to use nationally-marked vocabulary and behave in accordance with the rules of etiquette due to the communicative situation.

Such knowledge, skills and abilities are necessary for foreign students in the course of realization of the main educational goal − achievement of communicative competence in oral dialogue speech in the professional activity by means of information technologies.

It is worth mentioning the aspects relevant for the formation of profes-sional dialogue. The first aspect identifies the educational character of dialogue speech development, which contributes to the formation of the corresponding features of character and behavior in the specialty, the formation of the linguistic personality of a new professional level.

The next aspect is due to social needs, as dialogue speech is develop-ing, a speaker has some linguistic intentions with appropriate motives that meet the urgent needs of professional growth and the requirements of the

labor market. The third aspect depends on the conditions and the situation of the dialogue, since the very communicative situation determines the motives of speaking.

The fourth aspect follows from the previous one. It suggests the choice of linguistic means depending on the situation of professional communication and the use of the whole variety of lexical, grammatical, and phonetic meanings both of verbal and nonverbal communication: gestures, facial expressions, pantomimetics, etc.

The fifth aspect involves strict adherence to the norms of the Ukrainian literary language in the speech process, namely: orphoetic and lexical-phraseological norms in verbal speech; lexical (correct application of terminology in the specialty), punctuation, syntactic and stylistic norms in written speech.

The sixth aspect makes it possible to compare the oral and written speech of foreign students, to develop professional speech (on the basis of audio texts on the specialty), relying on the types of speech activities (listening, reading, speaking and writing) that contribute to the formation and improvement of dialogic communication on the basis of information technology.

The seventh aspect determines the interdependence of methods and modes of teaching the Ukrainian language in order to develop dialogue speech taking into account the psychological and professional specificity of the training of foreign students [11].

We should also mention the fact defined in the process of establishing the aspects of speech teaching: the relations between the training speech activity of an organism and the result of this activity form the capacity to communicative speech activity [12, p. 25], in our case, the formation of Ukrainian dialogue communication among foreign students by means of such modern information technologies as, for example, multimedia.

The introduction of multimedia tools for teaching Ukrainian dialogue communication involves expanding the range of training opportunities. Multimedia technology is the basis of interactive student learning, as the popularity of distance education is becoming more widespread.

Multimedia systems and methods for integrated application software are widely used, among them teacher's website, where the use of information technologies becomes complex due to the integration into a single system of various exercises, functions, hypertext and hypermedia processing methods. Indeed, these technologies can combine text, graphics, photo, video, audio in a homogeneous digital representation [13; 14; 15].

The use of the multimedia information technology system allows to improve educational tasks, particularly, to develop comprehensive skills in the teaching of writing, reading and phonetics, which is an important base for Ukrainian-language dialogical communication. This involves the consideration of dialogues from educational films and comments on them,

science texts, dictionaries that include a training system for replenishing vocabulary; a reference system for phonetics with sound support, etc. [5; 8; 10].

Students can absorb and consolidate more deeply and fully all the offered material, acquire skills necessary for dialogue communication in the Ukrainian language. Dialogues are accompanied by sound graphics that helps to reproduce the intonation of certain replicas. Students also have the ability to write individual statement, listen to the recording and compare with speaker dictation.

Further research includes the development of methodological and teaching materials for foreign students teaching that can be implemented for the training of specialists in non-philological fields of knowledge.

Scientific research does not pretend to be a final solution to the problems of the development of the Ukrainian language skills and practices of dialogue and monologue speech of foreign students as future specialists of the non-philological profile, but it reflects some aspects of this work and is a prospective direction for development, in particular in the context of further language learning by means of Internet technologies.

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СПЕЦИФІКА ПІДГОТОВКИ ІНОЗЕМНИХ СТУДЕНТІВ У ВИЩІЙ ШКОЛІ ДО УКРАЇНСЬКОМОВНОЇ ДІАЛОГІЧНОЇ КОМУНІКАЦІЇ ЗА ДОПОМОГОЮ ІНФОРМАЦІЙНИХ ТЕХНОЛОГІЙ

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У статті обґрунтовано концептуальні засади щодо вирішення проблеми інтеграції інформаційних технологій із метою формування українськомовної професійної компетентності для навчання діалогічного мовлення. Професійна підготовка студентів-іноземців за допомогою інформаційних технологій передбачає врахування специфіки навчання залежно від оптимальної організації навчально-пізнавальної діяльності студента та розвиток інтересу до навчально-професійної діяльності за допомогою інформаційних технологій. Окреслено роль і значення позитивної мотивації до діалогічної комунікації іноземних студентів українською мовою у ВНЗ, яка стимулює розвиток позитивного психологічного клімату навчання студентів іншомовної діяльності в межах ситуацій професійного спілкування. Професійна підготовка студентів-іноземців визначає комунікативну спрямованість й інформаційно-методичний супровід їхнього навчання українськомовного діалогічного мовлення. Зазначено, що комунікативна спрямованість навчання – це завжди мовленнєва діяльність із певною метою, що сприяє творчому самовираженню студентів (рольові ігри, дискусії, презентації, "мозковий штурм"). До інформаційно-методичного супроводу навчання належать навчальні плани і програми, методичні рекомендації до них, наукові посібники, інформаційно-довідкові й інші навчально-методичні матеріали. Удосконалення інформаційної культури студентів сприяє розвитку їхніх здібностей, задоволенню запитів і потреб, розкриттю творчого потенціалу у процесі професійного становлення. Мультимедіа технології є основою інтерактивного теленавчання. Ефективне застосування мультимедіа системи дозволяє вдосконалити навчальні завдання з опрацюванням діалогів для розвитку комплексних навичок студентів під час формування українськомовної діалогічної комунікації.

Ключові слова: українськомовна діалогічна комунікація; мовнокомунікативні знання; комунікативна спрямованість навчання інфор-маційні технології; позитивна мотивація; інформаційно-методичний супровід; мультимедіатехнології.