

навыки), личный (личные качества и способности) и рефлексивный (самоанализ, самооценка, самокоррекция) компонентов, которые обеспечивают умение эффективно выполнять профессиональные обязанности учителя иностранных языков. С иной стороны, она является результатом усовершенствования (в процессе социально-гуманитарной, психолого-педагогической и практической подготовки) профессиональных компетенций учителя иностранных языков. Особенностью процесса формирования профессиональной компетенции по иностранному языку является то, что часть этих компетенций будущий учитель иностранных языков усваивает в процессе подготовки по первой специальности.

Ключевые слова: профессиональная компетенция, педагогическое мастерство, теоретическая компетенция, практическая компетенция, коммуникативная компетенция, речевая компетенция, социо-культурная компетенция, лингвометодическая компетенция.

Професійна компетентність майбутнього вчителя іноземної мови – це інтегральне особистісне утворення, що включає ціннісно-мотиваційний (мотиви, ціннісні орієнтації, професійні позиції, ставлення), когнітивно-операційний (знання, уміння й навички), особистісний (особистісні якості та здібності) і рефлексивний (самоаналіз, самооцінка, самокорекція, самовдосконалення) компоненти, які забезпечують здатність ефективно виконувати професійні обов'язки вчителя іноземної мови. З іншого боку, вона є результатом оволодіння (у процесі соціально-гуманитарної, психолого-педагогічної, фахової і практичної підготовки) професійними компетенціями вчителя іноземної мови. Особливістю процесу формування професійної компетенції з іноземної мови є те, що частиною згаданих компетенцій майбутній учитель оволодіває в процесі підготовки з першої спеціальності.

Ключові слова: професійна компетенція, педагогічна майстерність, теоретична кваліфікація, практична кваліфікація, комунікативна компетенція, мовленнєва компетенція, мовна компетенція, соціокультурна компетенція, лінгвометодична компетенція.

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METHODOLOGICAL BASIS OF ORGANISATION DIALOGICAL AND PEDAGOGICAL COMMUNICATION IN THE PROCESS OF TRAINING FUTURE FOREIGN LANGUAGE TEACHER

Integration of the ideas of dialogic learning into the conceptual system of pedagogical science reflects one of the modern trends in the development of theory and practice of education - the focus on the establishment of the subject-subject paradigm of pedagogical interaction. The article under consideration throws light upon certain features and explored the concepts of "dialogue", "dialogue interaction". In accordance with the goal, a comprehensive analysis of the dialogue as a complex social phenomenon was carried out. The peculiarities of formation of students' readiness for dialogical interaction, developed within the limits of philosophical, activity, personal, culturally relevant and information approaches, are determined. A carried out theoretical analysis of methodological foundations determines the fact that the mastery of readiness for conducting a pedagogical dialogue, according to most scholars, implies the development of at least three groups of abilities: communicative, perceptive, interactive.

Key words: dialogue, interpersonal interaction, dialogization, communication.

Uprising of the problem. Integration of the ideas of dialogic learning into the conceptual system of pedagogical science reflects one of the modern trends in the development of the theory and practice of education - the focus on the establishment of the subject-subject paradigm of pedagogical interaction. At the present stage of socio-cultural development, the dialogue is a reference into a model of communication at all levels of social life on a global scale. Implementation of the principles of dialogue in the process of interaction between the subjects of the pedagogical process is the task of the higher school as a socio-cultural institution. The humanitarian, cultural, social, ontological, spiritual and emotional content of the phenomenon of dialogue introduces wide opportunities for the disclosure of personal potential and the realization of the existential needs of the subjects of pedagogical interaction, ensuring the personal orientation of the educational process. Dialogue of pedagogical communication is objectively connected with the necessity of special preparation of future foreign language teachers, which involves the development of appropriate personal and professional qualities, the formation of communicative skills, because the teaching of students of a foreign language involves the teacher's ability to conduct a foreign language training dialogue with the focus on the formation of communicative competence of schoolchildren.

Considering the professional education of students of higher educational establishments, it should be noted that for the future teacher, education becomes a way of mastering effective means of obtaining information about the world, acquiring skills of self-education, organization of life and professional growth. Nowadays, there is a need for such pedagogical interaction, which, with all the differences of views, positions, and installations, is based on the principles of dialogical communication, cooperation and co-creativity.

However, the teacher is not always ready to build his

relationships with students on a dialogue basis, using educational dialogue not only as a form of communication and learning, but also as a means of creative development of their personality. Therefore, the problem of constructing the educational process on the principles of dialogical communication, as forms of pedagogical interaction and cooperation is being urgent.

With the change-over to a humanistic paradigm of education, aimed at supporting the student in his/her development and self-development, qualitatively new requirements are put forward to the teacher's professional training. Higher pedagogical education there faces the task to prepare specialists who are able to understand and accept the inner world of schoolchildren, seek to organize interpersonal relationships on the basis of dialogue, have the ability to build open relationships, who are ready for adequate pedagogical communication with a student in the process of joint activity with him, to maximize the realization of student abilities. In this context, more and more attention is paid to inter-subject pedagogical interaction, which humanistic pedagogy recognizes as the most effective means of achieving of mutual understanding, coherence of the positions of participants in the educational process, where the dialogue is the basic form of communication.

Inter disciplinary of pedagogical interaction is determined by the fact that the future teacher should act as the subject of his own pedagogical professional activities, and a student as the subject of his own educational and cognitive activity. The analysis of scientific literature suggests that teachers of the past were deeply interested in the problem of the development of the teacher's personality, his/her preparation for pedagogical activity. At the present stage, professional training in higher educational institutions does not deny the progressive ideas of the past, but requires the rethinking and creative development of all valuable achievements and achievements connected with the problem

of training teachers. Dialogue on the local and global levels is a way of communication and understanding, coexistence of historically different cultures, a means of productive thinking and personality development, and hence the conceptual basis of new education.

Dialogue is a complex social phenomenon that requires a comprehensive, systematic study of various sciences: philosophy, epistemology, cultural studies, logic, psychology, sociology, linguistics, and pedagogy.

Analysis of recent researches and publications. Having been worked out, on the principles of rhetorics of Aristotle, theories of communication found their logical sequence by modern investigations. Nowadays, the dialogue as a form of pedagogical interaction is investigated from the point of its philosophic concept (M. Bakhtin [2], V. Bibler [3] and others.); psychological theory of personality (B. Ananiev [1] and others.); social and psychological theories of relation of communication and activity (G. Andreeva, S. Rubistein and others.); psychological and pedagogical concepts of interaction in the process of education (E. Korotaieva, A. Kocharian, I. Zymnaya); investigation of the problems of the culture of pedagogical communication, ways of improving the efficiency of pedagogical communication (N. Butenko, I. Isaev, N. Kuzmina, I. Kolmogorova, V. Slastyonin, etc.). Considerable idea of understanding the dialogue from the standpoint of linguistic culture is viewed by (V. Kalinin, L. Matsko, O. Semenoh, etc.).

The article **aims at** the analysis of scientific thought towards determination of approaches in understanding the concept «dialogical and pedagogical» interaction and ways of its realization in the process of training future foreign language teachers

Results of investigation. The analysis of scientific literature on the problem of research has shown that among scientists there is no single approach to the interpretation of the concepts of "dialogue", "dialogic communication", "dialogical and pedagogical communication". This leads to ambiguous understanding of pedagogical phenomena, differences in the interpretation of the essence of dialogical interaction, the ways of its organization, indicating the need to specify the methodological foundations of the formation of students' readiness for dialogue interaction.

Thus, G. Ball [1], M. Bakhtin [2], V. Bibler [3] and others determine the dialogue as the basis of human understanding; A. Korol and others as a special socio cultural phenomenon, means of communication and reproduction of subjects of culture; A. Kasyuk [5, c. 15-19] – as the specific socio cultural environment, creating favorable conditions for acquiring personality of new experience, reevaluation of values. Summing up mentioned above it is worth indicating that scientists emphasize the fact that the concept of "dialogue" is used in two aspects – day-to-day (conversation of two people) and scientific, philosophical (information interaction of people as subjects, regardless of linguistic or other semiotic means, whose purpose is to increase the degree of their spiritual community or achievement of this community).

Scientists point out that in the first sense of the dialogue no pedagogical significance is required, since any communication between a teacher and a pupil is their interview - by exchanging replicas in a language known to them with paralinguistic means, and in special situations - graphic, sound intonation, plastic-demonstration, cinematographic equipment. As for the second aspect, the appeal to such a dialogue becomes a serious pedagogical problem. In the psychological studies of Y. Lotman, O. Matiushkin and others a dialogue is seen as the interaction of positions, the mechanism of work of consciousness, personality development. Of an undoubted interest for modern theory and practice is the pedagogical work connected with personally oriented, productive dialogue as a means of forming the subject-subject relations (O. Semenoh), the dialogue technologies of learning (O. Ulyanov), with the influence of the nature of the pedagogical the interactive interaction of the teacher and students with the professional and personal development of the future teacher (T. Dobrynin, R. Pavlyuk), with the preparation of the future teacher for activities in the multicultural educational environment (T. Sydorenko), etc.

Dialogue (from Greek – talk) – is the process of communication of two and more people, process of their interrelation. By

revealing the peculiarities of the dialogue, the scientists compare it with the monologue, contrasting the distinctive features and emphasizing the common. Thus, researchers determine the difference between dialogue and monologue by their extra-linguistic predisposition. A dialogue in this context takes place in the process of communicating two or more partners, envisaging the perception of collective information, its understanding and evaluation. Also takes into account the influence of the environment on the interlocutors, causing an emotional assessment of the latter.

Other scholars put the functional and semantic principle in the basis of the distinction between dialogue and monologue [6]. In dialogical speech the sentence is constructed according to the content principle and presupposes the presence of a speech reaction. In a monologous speech, a sentence expressing the basic idea of a statement does not usually involve any reaction. Taking account these differences, linguists distinguish dialogical and monologic forms of speech, that is, dialogue and a monologue as communicative acts of speech. If in linguistic studies only the linguistic aspect of dialogue is studied, and in this sense it is opposed to the monologue, in psychological and pedagogical works various aspects of the dialogical form of speech, in particular, the features of interaction of the partners in the joint activity, are outlined.

As a result of theoretical and methodological analysis of the defining basis of the concept "dialogue", three directions of its representation in the modern pedagogical theory are defined. In the first - didactic - the dialogue is considered as a heuristic method of learning, which provides activation of cognitive activity of students through their approach to the independent formulation of conclusions and generalizations with the help of a prepared system of questions (Y. Andreev, M. Vashulenko, I. Glazkova, etc.). The basis of the second line is the liberal and democratic concept of a dialogue (J. Lock, J. - J. Russo etc.), Which is based on the categorical series "freedom - justice - equality - a compromise". In the pedagogical context, it finds expression in the understanding of the dialogue as a system of specially organized interactions aimed at solving certain educational and training tasks involving equality, the partnership nature of interaction, mutual understanding, the exchange of views, ideas, positions (N. Balitska, O. Bida, O. Zarchina). Somewhat in another value-methodological plane the essence of pedagogical dialogue in the existential-humanistic concept is considered. Representatives of this direction (V. Kalinin, O. Koptisa, G. Tokman, etc.) treat dialogic communication as the supreme, spiritual level of communication, which involves a deep personal "immersion" into the problems and interests of the interlocutor, the common search for truth, the desire for unity and accord, a means for realization of the deep needs of the child in trust, acceptance and personal contact.

The study of the dialogue from different positions has a direct connection with philosophical ideas. A new unusual "image" of dialogue appears in the works of M. Bakhtin [2], V. Bibler [3] and others. Scientific interest attracts the definition of "dialogue" which was provided by M. Bakhtin: "Dialogue is the interaction of two or more full-fledged content positions that are not reduced to each other" [3, p. 42-54]. The researcher believes that dialogue is a means of forming not the personality of a future specialist, but its being; not an impulse to action, but an action itself.

One of the methodological guidelines for forming future readiness of bachelors-philologists on the basis of dialogic interaction is the philosophical approach to understanding the problem of dialogue. In particular, we agree with the scientific opinion of O. Kirichuk. Thus, the author, emphasizing the specific role of the dialogue, notes that dialogue is the equality of positions where there is no domination of one person over another, there is no one-way ascent of one person to the logics of another; this is the true and only way for self-development of a person [6, p. 24-46]. Dialogue relations foresee, above all, mutual respect and acceptance of the equal position of the communication partner, readiness to tolerate opinions and points of view of the interlocutors, to change their own position, if it seems to the subject appropriate or necessary. As the researchers point out, adherence by the teacher of these postulates serves as the basis for using interactions in foreign language lessons at school. Students will become partners in communication of future bachelors-

philologists, therefore such relationships should meet the criteria of dialogue, provide subject-subject principle of interaction. Only in this case, such communication will become a dialogic pedagogical communication, which will positively reflect on the success of students [6].

Mastering by a student his individual style of making up a dialogue and skills towards organization of dialogic interaction will be possible in terms of taking into account ideas of *personality approach* as one of the methodological basis of formation of readiness to dialogic interaction. Personality approach lies in the fact of constructing and realization of pedagogical process where teachers orient on personality as the aim, subject, result and main criterion of its effectiveness. This approach presupposes recognition of the uniqueness of the student's personality - the future bachelor-philologist, his intellectual and moral freedom, the right to respect; provided for the creation of appropriate education and training conditions for the natural process of self-development of creative potential of the individual. In our study, the personal approach enabled us to consider preparing students for the use of interactive technologies in future professional activities as an integral part of the formation of the personality of the future bachelor-philologist in the process of his professional training.

Thus, *personality approach* – lies in contribution of development of every student, in singling out its characteristics and abilities of individuality, which presuppose mastering of knowledge towards conducting pedagogical dialogue and abilities of organization of dialogic interaction in the process of interactions at the foreign language lessons.

Many psychological and pedagogical investigations stress on the synthesis of activity and personality approach. Modern tendency lies in the integration of activity approach into personality approach, which can perform joining function. From this respect, V. Рыбалка investigates personality oriented character of interrelation among methodological approaches. The activity approach integrated to personally oriented pedagogy in the sense of personal adaptation of the student's theoretical knowledge and the development, based on this individual style, of professional creative behavior of the future foreign language teachers, to the use of interactive learning technologies through the organization of dialogic interaction in the lessons of a foreign language.

Personality and activity paradigm for the development of vocational education teacher-philologist involves the integration of student's personal qualities and his professional readiness to organize dialogical interaction at school. Such synthesis allowed to overcome the isolation of the educational process from the individual, creating prospects for improving the professional training of future bachelors-philologists to use interactive technologies in professional activities. In this approach, the teachers' professional and pedagogical activity was aimed at putting the student in the position of the active subject of learning; develop his ability to self-control (self-regulation, self-organization, self-control); to organize the learning process based on interaction, dialogue, modeling of choice situations, free exchange of ideas, advance of success, etc. It allows students not only to master the theoretical foundations of organizing dialogical interaction in the conditions of interactive learning in foreign language lessons, but also to perfectly master the skills and skills of critical analytical, creative thinking, the design of linguistic interactive exercises, etc., while studying in universities, to choose effective methods and means of interactive technologies in the professional activity of the teacher of a foreign language.

Activity approach is based on the recognition of activity as a basis, a means and a decisive condition for the development of personality. This fact determines the need for implementation in the pedagogical study and practice of the activity approach, which is closely related to personal. Activity approach requires special efforts aimed at the selection and organization of the student's activity, for activation and transformation into the position of the subject of knowledge, work and communication, which, in turn, involves developing the ability to choose a goal, plan activity, organize, execute, regulate, monitor it, analyze and evaluate its results. All professional-pedagogical activity of the future teacher-philologist is based on interaction for the purpose of exchange of information, data, thoughts, ideas, decisions, effective organization which involves mastering the necessary skills for this.

Entire professional and pedagogical activity of future foreign language teacher is based on interaction with the aim of information exchange, exchange of data, thoughts, ideas, solutions, effective organization of which presupposes mastering of necessary abilities.

The study of psychological and pedagogical literature suggests that the dialogue is mainly considered from the point of view of language constructs. An understanding of the difference between two ways of contacting a person with a person (a teacher and a student, a teacher and a student) associated with the "division of labor" is important for understanding the essence of the dialogue. In the first case, it is assumed that the teacher will pass on certain information to the teacher (there is an attitude of the subject to another person as an object), which is called communication. And in the second - the joint development of new information (the attitude of the subject to another, as an equal partner, that is, to the subject), which is directly dialogical communication. Thus, Y. Emelianov notes that dialogue dialogue is a special type of speech activity, which is fundamentally different from communication in a systematic educational process. The researcher believes that dialogue is a deeply personal phenomenon (educational communication - a social phenomenon), which involves the voluntary inclusion of subjects in communication, as well as the participation of equal and equal individuals, who are both addressers and recipients at the same time. The task of the instructor was to create the ability of future bachelors-philologists to create a positive communicative learning environment in a foreign language lesson, using the means, methods of interactive technologies, which would ensure students' initiative in fulfilling linguistic tasks.

Conclusions and prospects of further investigations. A theoretical analysis of methodological foundations (philosophical, personal, activity approaches) of students' readiness to dialogue interaction in the professional activity of the teacher of a foreign language has made it possible to prove the fact that the mastery of readiness for conducting a pedagogical dialogue, according to the majority of scholars, implies the development of at least three abilities:

- 1) *communicative or language* (to formulate clearly thoughts and ideas; argument; convince; prove by evidence; analyze expressions etc);
- 2) *perceptive* (ability to listen and to hear – to interpret information correctly, including non-verbal; to understand feelings of another person – ability to empathy, keeping tact, ability to analyze – ability to «reflection and self-reflection»);
- 3) abilities of interaction in the process of communication, that is interactive (ability to hold a conversation, negotiation, discussion, ability to express opinions, raise questions, formulate the requirement, communicate in conflict situations, behave oneself in communication).

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На підставі аналізу досвіду науковців з питань педагогічної взаємодії, визначені особливості та досліджені поняття «діалог», «діалогічна взаємодія». Відповідно до мети, здійснено комплексний аналіз діалогу як складного соціального феномену. Визначено особливості формування готовності студентів до діалогічної взаємодії, що склалися у межах філософського, діяльнісного, особистісного, культуровідповідного та інформологічного підходів.

Ключові слова: діалог, міжсуб'єктна взаємодія, діалогізація, комунікація.

На основании анализа опыта ученых по вопросам педагогической взаимодействия, определены особенности и исследованы понятие «диалог», «диалогическая взаимодействие». Согласно цели, осуществлен комплексный анализ диалога как сложного социального феномена. Определены особенности формирования готовности студентов к диалогическому взаимодействию, сложившиеся в рамках философского, деятельностного, личностного, культуровидповідного и информологического подходов.

Ключевые слова: диалог, межсубъектное взаимодействие, диалогизация, коммуникация.