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COMMON-DIDACTIC BASIS OF DIALOGUE TRAINING IN PRIMARY SCHOOL

The article represents common-didactic basis of dialogue teaching organization in primary school. Teachers' practice and pupils' activity in the process of dialogue training are analyzed.

Key words: dialogue training, educational dialogue, forms and methods, teacher's practice, pupil's activity.

К. Фомін. Загальнодидактичні основи забезпечення діалогічного навчання в початковій школі. У статті розглядаються загальнодидактичні основи організації діалогічного навчання в початковій школі. Визначено сутність, принципи, основні методи організації. Проаналізовано діяльність учителів та учнів у процесі діалогічного навчання.

Ключові слова: діалогічне навчання, навчальний діалог, принципи організації діалогічного навчання, форми і методи, діяльність учителя, діяльність учня.

Е. Фомин. Общедидактические основы обеспечения диалогического обучения в начальной школе. В статье рассматриваются общедидактические основы организации диалогического обучения в начальной школе. Определена сущность, принципы, основные методы организации. Проанализирована деятельность учителей и деятельность учеников в процессе диалогического обучения.

Ключевые слова: диалогическое обучение, учебный диалог, принципы организации диалогического обучения, формы и методы, деятельность учителя, деятельность ученика.

К. Fomin. Common-didactic Basis of Dialogue Training in Primary School. The article represents common-didactic basis of dialogue teaching organization in primary school. Teachers' practice and pupils' activity in the process of dialogue training are analyzed.

The aim of the article is to determine

common-didactic peculiarities of dialogue training in primary school.

Key words: dialogue training, educational dialogue, forms and methods, teacher's practice, pupil's activity.

The statement of the problem. Education in Ukraine should ensure the development of a creative, thoughtful, intellectually developed personality who knows how to live, learn and communicate in a developed independent state. The quality of modern education depends on how the learning environment is organized in primary school, where "pupils were subjects of creative, cognitive activity, took an active role in educational work, its methodology and technologies were built on the principles of educational interaction, collaboration, co-creation"*[4, 164]*.

Therefore, relevant in this context is the research of the organization of dialogue training in modern elementary school.

Analyses of recent research. As the analysis of current scientific research, there are different views on this issue. In particular, the organization of dialogue teaching as a way of educational process was investigated by A. Aleksyuk, L. Burman, V. Vyhrusch, L. Vovk, I. Hlazkova, T. Dovzhenko, S. Zolotukhina, L. Kondrashova, V. Masych , V. Morozov, M. Evtukh G. Trotsko, V. Lozova etc . The role of dialogue in education was noted by M. Bakhtin, V. Bibler, M. Buber, I. Zyazyun, H. Kobernik and others.

Main material presentation. The basis of the training process is the mutual activity of the teacher and pupils that is best reflected by the term "educational cooperation", which is performed in the course of dialogue teaching through communication in the form of a dialogue.

According Y. Pidborskuy, dialogue training encourages joint activity of the teacher and pupil and develops abilities of the subject's of this activity – a pupil *[12]*. He considers it to be "a set of problems raised by the teacher before the students. The teacher remains an active participant of the dialogue, his role involves helping the pupil to express his opinions and hypotheses, even if they are false; monitoring

pupils efforts to solve the problem, rather than imposing his own opinion" *[12, 134]*. Investigating the problem of dialogue training organization, V. Vyhrusch indicates that " it's a joint activity of the teacher and students while situational modeling of information in the form of a dialogue" *[4, 164]*.

According to Liana Kim, "dialogue education is a type of training that provides creative learning through dialogue, specially organized by a teacher. The main difference between a dialogue learning style and traditional transferring of knowledge is that the student does not get "the truth" in the completed product, but discovers some new knowledge in collaboration and with the support of an adult. In this way the child learns to solve problems independently, learns to look for solutions " *[7]*.

Thus, analyzing the problem research we can state that the dialogue learning is a way of organizing the learning process in elementary school, based on the common active work of the teacher and pupils through the organization of educational dialogue in a certain situational modeling of information.

Dialogue as a way of dialogue training implementation is often considered from different points of view: as a "means of communication, in which moral and spiritual attitude of both sides of communication is stimulated" (M. Buber) *[3, 165]* as a form of interaction that allows to search for truth together, a means of relationship (V. Masych) *[9]*, as a means of acquiring knowledge, the main form of student-centered training and essential educational technology.

T. Florenskaja said that educational dialogue helps simulate dialogic communication during the lesson, the essence of which is to promote the spiritual reflection of a student's personality *[13, 67]*.

As V. Dudchenko noted: "Dialogue in the classroom is a special communicative atmosphere that helps pupils to develop intellectual and emotional characteristics of personality *[5]*.

Thus, the main feature of the educational process in elementary school is its organization through dialogue communication, which is a means of solving educa-

tional problems, the system of educational process providing and is essential for establishing interaction between a teacher and students.

"While talking about the lesson as a training dialogue of the teacher with students, we mean not only the situation of "question and answer", but also the teacher's appropriate professional attitude towards pupils'" sachovska78@ukr.net – O.Barabash and L.Martynyuk observe. *[2, 136]*.

In the process of dialogue training the following functions are carried out:

effective transmission of information according to age and individual characteristics of pupils;

involvement of pupils in the organization of educational process, opening ways to truth through debate (dialogue), problem solving;

developing students' qualities not just as interlocutors, but also as opponents in the situation of a dialogue, interaction of opponents;

promotion of self-identity of children as well teachers by the clash of different points of view for the purpose of self-improvement, self-education;

forming the ability consciously and reasonably choose from the modern information environment what may be the most appropriate in the circumstances;

stimulating "dialogue with oneself," which enhances the reflective function of dialogue and provides a self-aware, self-esteem;

providing emotional perception of information in accordance with the emotional orientation, the teacher's concern .

For the organization of educational process it is necessary to use the following construction components of the lesson: cooperation, joint public teachers' and pupils' creativity, called "dialogue links".

We agree with the opinion of a creative group of scientists under Zyazyun 's guidance who defines the following "dialogue links": 1. Link relating to the aspect of the teacher and his subject. The lesson- dialogue is possible only if the teacher considers his subject not as a set of information, but as a means of pupil's development. 2. Providing communicative lessons, which, in W. Kan-Kalyk's opinion, is a system of means of organization of productive interaction between teachers and students in the teaching process. 3. The personal orientation of a dialogue. 4. Aiming attention at the teacher as the leader of pupils' cognitive activities *[11, 149–152]*.

The important condition of dialogue training organization is adherence to the principles. As you know, the principles of teaching are basic notions which should be used during the educational process selecting forms, methods, techniques and training aids.

When considering the principles of organising dialogue training except commondidactic, researchers offer a number of training principles.

So, S. Amonashvili defines the principles of humanization through the teaching process and identifies the assimilation of human; self-awareness while mastering knowledge; coincidence of students' interests with the universal human interests; unacceptable use of means provoking antisocial manifestations; determining the quality of a student's personality, his education, development depending on the nature of the training process *[1, 34]*.

Having analyzed didactic principles and principles of humane Pedagogics

V. Vyhrusch identifies the following principles of dialogue training: the principle of spiritual and moral education, the principle of spiritually oriented education; the principle of educational material understanding through the dialogical form of communication in the system "teacher-students", the principle of value-oriented activity, self-knowledge and self-assessment of its results; the principle of problematic teaching; the principle of ethical interaction in the system "teacher-students" *[4]*.

Agreeing with the opinion of scientists, we also distinguish the following principles of dialogue training:

1. The principle of compulsory feedback. As known, the main components of the educational process and the dialogue, in particular, is the teacher's and students'

activity . Therefore of considerable importance in the training process is a feedback both on the side of students and teachers. It is desirable that the student receive various types of feedback. Feedback can be external (through the organs of sight, hearing, tactile analyzer) and internal (from proprioceptors). The latter includes a signal about the consequences of completing the exercise and its evaluation.

Feedback can be formal and informal. In the process of informal feedback a teacher can "sit" at the table and comment on the student's work. By using this type of feedback students can receive the necessary advice and make immediate changes. For formal feedback, students participate in special consultations, during which the teacher checks their progress and set new targets. Consultations promote the devel-

opment of students' independent work and protect them from the fear of failure. When students receive feedback in the learning process, they learn from their mistakes, make necessary changes and become able to move to the next level *[6]*.

In this situation, the correct fulfillment is opposed to mistaken, avoiding mistakes and memorizing its reproduction.

2. The principle of variability of training methods and techniques. Using both traditional teaching methods (e.g., verbal: explanation, discussion), and interactive ones.

The main problems which can be solved simultaneously using interactive teaching methods are: development of communicative skills; establishing emotional contact between "teacher and students", "between students"; teaching pupils to work in a team, to listen to their friends' views ; removal of kids' nervous tension, providing the opportunity to change the forms of their activities, shifting attention to the key questions of the theme, analysis of educational information and creative learning; forming ability to formulate their own opinion, expressing it correctly, to prove his point of view, to argue and debate.

Using interactive teaching methods promotes students' interest in the educational process, awakens their interest and motivation to learn, promotes independent thinking and action, facilitates learning, forming the ability to listen to another person, respect alternative views, seek to a dialogue; teaches to build constructive relations in the group, to determine their place in it, to avoid conflicts, resolve, seek for compromises; find common problem solutions, creative work.

3. The principle of symmetrical pedagogical use of communicative space for all participants in the educational process and free exchange of ideas. The role of the teacher in a dialogue "is reconsidered and means facilitation, coordination of information flows, organizing discussions and the search for truth; ensuring symmetrical pedagogical use of communicative space for all participants in the educational process and free exchange of ideas" *[8]*.

4. The principle of using coaching approach in the process of dialogue training. Based on the method when a coach (teacher) helps the student (students) find answers to questions, realizing what he (she) really wants. The coach (teacher) gives specific correct questions the person must answer, only pushing to the right decision, helps to clarify the objectives of learning, get to the core of tasks the child should

accomplish. The teacher as a coach is neither a manager nor a counselor. It is worth mentioning that the course of dialogue training depends on the form of training, its type and structure.

There are different approaches to the classification of lesson types. At different classes different teaching methods are used. The obligatory and common necessity is the use of the dialogue rather than monologue training. For this purpose, interviews, explanations, discussions, debates, interactive teaching methods ("Mike", "aquarium", "jigsaw", "Take a Position","teaching – I study"), situational training methods (simulation, role and business games) are used.

Professional use of interactive teaching methods can improve the quality of a dialogue between subjects and objects of the educational process primarily due to the activation of motivational processes on individual learning process. The purpose of the operation of interactive educational environment is the formation of a potential interest in a dialogue for obtaining new knowledge *[10, 41]*.

At lessons in the course of the dialogue training individual, pair and group work should be used, research projects applied.

Analyzing the teacher and students' activity in the dialogue teaching process we should mention that the teacher performs the role of a friendly and patient listener, a partner and coordinator in the dialogue. He helps the student to formulate their opinions correctly, but also recognizes the student's right to have his own point of view. Teachers should be able to use their reserves of individual linguistic style and enrich it with new tools and linguistic expressions. In the process of dialogue training the teacher increases his level of communicative competence.

During the dialogue training students learn to think critically, solve difficult problems based on analysis of circumstances and relevant information, to make thoughtful decisions, participate in discussions, communicate with others. They develop reflexivity, initiative, form cooperation skills, ability to defend their own opinion.

Pupils develop communicative skills, active, independent, creative thinking. L.Kim said that in the process of dialogue communication a child: starts seeking for knowledge (development of cognitive activity); learns to ask questions (to formulate educational tasks); learns to propose hypotheses and offer different solutions; trains to check their hypotheses experimentally or logically, learns to draw conclusions; reaches a deep understanding of the subject (as opposed to mechanical memorization); produces a deep, strong knowledge of the subject; develops creative thinking *[7]*.

It should be noted that the organization of the dialogue training can cause a number of difficulties. The main ones are: it requires a high level of teachers' professional competence and pedagogical skills and students' sufficient theoretical knowledge; not every material can be taught using the dialogue training.

Conclusion. The above mentioned considerations make it possible to conclude that the key problem of the educational process is to determine methods of its organization. The use of dialogue teaching promotes the equal individual development of students as well as teachers, pupils' motivation, optimal balance between freedom of choice and educational leadership.

Prospects for further research consist in specification of requirements to teachers in the process of dialogue teaching and identifying trends of teacher training to its preparation and organization.

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