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FUTURE TEACHERS TRAINING IN THE FIELD OF INSTRUCTIONAL DIALOGUE ORGANIZATION

The paper deals with an urgent theoretical and methodological issue of future teachers training in the field of instructional dialogue organization. At the present stage of the development of education as a science, special attention is focused on the necessity of humane relations between the educational process participants, which should be based on the principles of dialogue and partnership. However, not many modern teachers can build an educational process on a dialogical basis. The paper aims to substantiate the theoretical and methodological principles of future teachers training in the field of instructional dialogue organization. The process of training that will ensure the readiness of future teachers to organize an instructional dialogue with students is a structural-functional model, which includes such elements as purpose, components, pedagogical conditions and the result – their skills of the instructional dialogue organization. The carried out work shows that the study of the normative educational course “Pedagogy” on the basis of personal, contextual and activity approaches with the use of educational projects by students as part of self-study provided the experimental technique with sufficient effectiveness.

Keywords: *future teachers training in the field of instructional dialogue organization, educational projects, personal, context, activity approaches, instructional dialogue.*

Introduction

Modern world pedagogy directs its efforts to addressing urgent challenges, one of which is the professional training of future teachers. Analysis of scientific research studies proves that a modern teacher is an intelligent, creative, critically minded specialist who has professional competencies, in particular the ability to organize communicative activities with students.

Based on the subject-subject characteristics of teaching, teacher's communication skills are considered as a system-building basis. L. Burman, I. Glazkov, M. Yevtuk believe that it is due to the organization of a dialogue, we can observe the development of trends typical for the solution of contradictions of different levels in the socio-cultural sphere. At the same time, scientists attach particular importance to a dialogue as a form of pedagogical communication and as a basis for dialogue learning [1; 3; 4].

The analysis of recent researches which deal with the issue of teachers training has shown that some scientists (for example, L. Koval, S. Sysoev, et al.) consider it as a process aimed at forming a system of basic and special competences for the future teacher: social, cognitive, communicative, linguistic, didactic, scientific, practical, etc. [5; 10]. The specialist's competency of performing professional tasks is regarded as a final result of this process. In the context of our research, future teacher's ability to organize an educational dialogue is one of such results [7; 8; 11].

The theoretical foundations of the dialogue training organization were laid by the classicists of domestic pedagogy. They argued that it is the dialogical methods that

provide the conscious perception of information by students, the increase of influence on their emotional sphere, and activate mental processes. The modern school is focused on a teacher, who strives to organize interpersonal communication built on partner relationships. And, therefore, the teaching of a student – a future pedagogue – should be based on the dialogue training, which will provide accumulation of primary scientific and practical experience of pedagogical activity [6; 12; 13].

In pedagogy, a dialogue is generally understood as a conversation between two subjects, and an instructional dialogue is regarded as a cognitive conversation, which aims to recognize the essence of an object or a phenomenon in the process of exchange of thoughts of subjects of communication. According to I. Glazkov, an instructional dialogue is a purposeful, organized interaction of the educational process participants, which is based on the principles of cooperation, co-creation, and provides students' ability to find the most optimal variant in the process of mutual exchange of thoughts. Analyzing the issue, Y. Pydborskyi argues that the use of a dialogue provides the pedagogical process with decentralization and interaction. The author substantiates that the dialogue training stimulates joint activity of a teacher and students, makes it effective and significant [8, p. 134].

Characterizing the dialogue, G. Bush distinguishes a dialogical word, a thought, activity and communication in it [2]. According to C. Rogers and D. Freiberg, in today's educational space, which is characterized by constant changes, it is necessary to shift the emphasis in the learning process from teaching to the contribution to learning, that is, to organize the educational process not as a trans-

fer of information, but as a facilitation of a conscious learning. In this organization there is a feedback between a teacher and students (interviews, conversations, group forms of communication). In the process of a dialogue with students, a teacher must capture the capabilities of every student in mastering necessary competencies [9].

The analysis of scientific sources makes it possible to determine the considerable interest of philosophers, psychologists, and pedagogues in the issue of using an instructional dialogue in general and in the professional training of future teachers at a higher educational institution, in particular. Comparative data of current theoretical and empirical studies indicate that the issue of the educational dialogue organization is still understudied.

Aim and Tasks

The purpose of the study is to substantiate theoretical and methodological principles of future teachers training in the field of instructional dialogue organization.

The following tasks are set:

1) to develop a structural and functional model of teachers training in terms of instructional dialogue organization;

2) to examine the dependence of future teachers' skills of organizing an instructional dialogue on the use of various types of projects in the educational process of a higher educational institution.

Research Methods

The pedagogical experiment was conducted on the basis of Berdiansk State Pedagogical University. Three groups of 2nd-year students of the Faculty of Philology and Social Communications were involved in it. One group was experimental, and two others – control ones.

At the summative stage, the respondents' ability to organize an instructional dialogue was assessed according to the following components: motivational-target, content, procedural-activity, and reflexive.

The formative experiment was conducted in accordance with the designed structural and functional model of teachers training in terms of educational dialogue organization. We used educational projects as a means of improving the level of the future teacher's talent for performing professional duties.

Research Results

According to the analysis of scientific sources and our teaching experience, in general educational institutions one cannot always observe appropriate purposefulness of teacher's activities concerning active instructional dialogue organization. This is explained by the fact that a teacher does not always have main competencies of learning organization based on a dialogue with students, which includes openness in contacts, tolerant attitude to different views and statements on the issue, the ability to defend one's opinion properly, etc.

In our study, we pay special attention to models of personalized education, developed by foreign scientists. First of all, it is a personological model of pedagogical

education, according to which a teacher can develop a child's personality only if there are special conditions for the personal and professional self-realization of a teacher himself/herself. The most important benchmark for professional pedagogical training is not so much the technology of organizing the pedagogical process, but the dynamics of the teacher's personal growth – the development of his/her mechanisms for self-modification of motivational-value, procedural-effective, reflexive aspects of his/her life [9; 13; 14].

As our own experience proves, the educational process organized on the basis of dialogue interaction corresponds to actual social expectations. The process of organizing professional training of a future teacher was considered by us as a structural and functional model. In fig. 1. interconnections and interdependencies between its elements are presented.

In our study, the experimental work on professional skills of future teachers was carried out within the training course "Pedagogy". The methodical basis of experimental research involved the use of educational projects as part of the students' self-study work.

By organizing this work, we relied on personal, context and activity approaches. In particular, according to the personal approach, it was important to use the summative data: the level of psychological and pedagogical knowledge of students, their willingness to choose the forms and means of mastering the educational material independently. This provided for the creation of a comfortable, non-conflict environment for the personal growth of a future teacher, education of his/her personality traits such as humanity, tolerance, respect for the opinions of other people, sociability, courage in expressing his/her thoughts, willingness to discuss, defending his/her own beliefs.

Based on the essence of the context approach, the introduction of educational projects into the system of teachers training was considered as an integrated activity: on the one hand – mastering necessary knowledge and skills from the defined training course, on the other – the formation of practical skills to organize or be included in the instructional dialogue. In this context, it was important to ensure the future teachers' ability for self-development.

The activity approach was the basis for the future teachers' professional training; it ensured the continuous inclusion of students in the instructional dialogue at lectures, seminars and individual classes in "teacher-student", "student-student", and "student-academic group" systems. In such a dialogue, future teachers designed, presented and argued how the theoretical training material could be applied in practice. The teacher was an active participant in the dialogue and helped the students solve the problem issues.

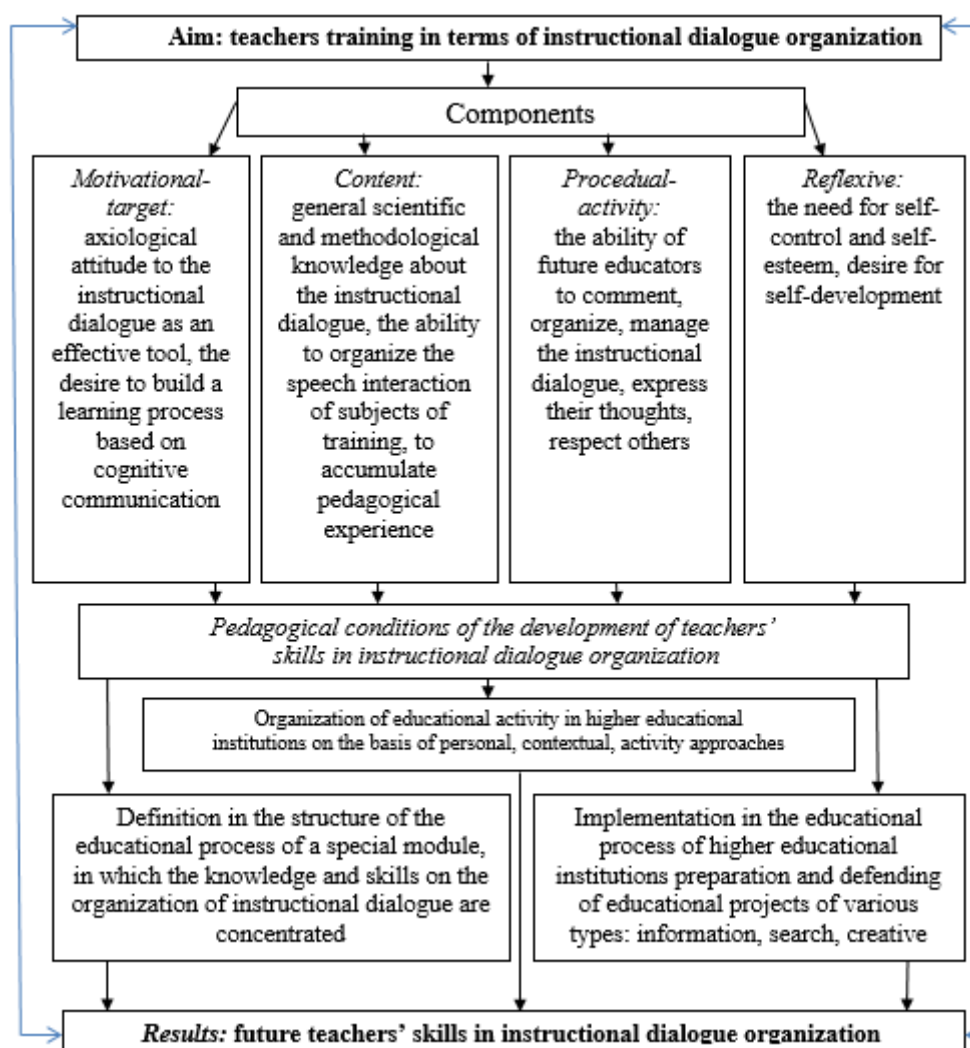


Fig. 1. Structural and Functional Model of Teachers Training in Terms of Instructional Dialogue Organization

The data obtained on the basis of questionnaires and fulfillment of tasks by the students in accordance with the main criteria of each of our components of future teach-

ers' skills of an instructional dialogue organization have shown some problems in their training, which is reflected in the table 1.

Table 1.

Comparative Data on the Readiness of Future Teachers to Organize an Instructional Dialogue

Groups	Components			
	Motivational-target	Content	Procedural-activity	Reflexive
EG	66 %	77 %	44 %	35 %
CG	58 %	75 %	40 %	33 %
CG	60 %	80 %	48 %	38 %

As we can see, in all groups there were higher indicators according to the motivational-target and content components, and in comparison with them the procedural-acting and reflexive components were significantly lower. This provided us with the grounds for focusing on the quality assurance of the students' ability to plan, organize, manage an instructional dialogue when working with students, and form the need for self-improvement.

It has become clear that for high-quality training of the future teachers in the field of the instructional dialogue organization students should have information about the content, purpose, tasks, forms and methods of this process. To this end, we have implemented a module "Use of educational dialogue in educational work with students" into the training course "Pedagogy". The main tasks of the identified module were as follows: based on the analysis of scientific research and pedagogical prac-

tice, to form students' idea of the essence of an instructional dialogue as a unity of educational, developmental and self-education functions; teach them to analyze facts and phenomena, take an active part in discussions; to develop projects of various types, where every situation is a functional unit of oral speech and requires their direct and active participation and interaction with the teacher and other students, and in the future in communicating with the students.

By developing the content of this module, we relied on the following characteristics: adequacy of the purpose and specific tasks of general pedagogical training; the target orientation to the formation of students' ability to organize a dialogue training at school; context – providing the interconnection of studying the theoretical course and professional activity of a future teacher. The content of the module included the following topics:

Topic 1. Educational dialogue and its use in the modern educational process.

Topic 2. Purpose, content and structure of general pedagogical training of future teachers in terms of instructional dialogue organization with students.

Topic 3. Communicative orientation of projects on the "Pedagogy" course.

Purposeful work with students was carried out in stages. During lectures and seminars this information was logically included in the structure and content of the training course "Pedagogy", which allowed students not only to master the theory of instructional dialogue, but also to realize the need for mastering the ability to organize it to provide an effective educational process at school.

Theoretical training of students involved getting them acquainted with the essence, functions, types of an instructional dialogue, structuring necessary interactions between subjects of a dialogue. We explained the students the importance of proper formulating questions for a conversation, discussion, debate; how to identify and solve possible difficulties during dialogue interaction. Gradually, the students' actions changed from reproductive to research ones. The main element in working with projects was communication and discussions.

Professional pedagogical training of future teachers in terms of organizing the instructional dialogue is a complicated and long-lasting process, and it is first and foremost a need to accumulate the relevant theoretical and methodological knowledge and practical experience. Students were encouraged to create different types of projects: informational, search, creative.

Information projects were aimed at mastering an ability to recognize the world, in various ways to solve problems that can arise during teaching practice in the future. The development of projects of this type relied mainly on work with primary sources. This provided an opportunity for students to identify, substantiate and formulate the problem by themselves, to collect the necessary data, important arguments and the logics of its solution.

Project implementation was based on active cooperation of the teacher and students, on creation of conditions for

maximal use of individual experience of every student, his/her initiative, independence, productive communication. The task of the teacher was to assess the level of necessary skills to perform certain actions, study and adequate assessment of personal activity and communication of students, the formation of a democratic and humane system of relations, mutual responsibility and assistance.

Search projects helped future teachers to master self-organization skills, set real goals, master the dialogue technique during a conversation, work in a group, develop reflection, and gain an adequate self-esteem. As a rule, an important part of such projects was a short-lived experiment. Its task is for example to establish links between theoretical developments and pedagogical practice. Students conducted a comparative analysis of the content of curricula with the data of theoretical studies. They determined which conceptual approaches formed the basis of the programs, the way the possibility of effective education of modern schoolchildren both in the process of working at the lessons during the study of various academic disciplines, and in the process of extra-curricular work was observed. They performed such projects as "Moral and Spiritual Values of Modern Schoolchildren"; "School of Future"; "Modern Family Portrait"; "Author's Educational Systems"; "Portrait of a Modern Teacher"; "Student and Educational Environment", etc.

We consider it necessary to point out that we offered students to carry out information and research projects during the study of the first part of the course, namely, the theory of education. And while mastering the knowledge on the methodology of teaching, the students mostly performed creative projects. This helped them in a new way to understand the specifics of the organization of educational activities at school and to acquire practical skills in applying theoretical knowledge in the process of education. Such projects were aimed at the development of critical thinking, the ability to design, combine various tools to obtain the most promising results, create computer presentations, develop programs, events, etc.

All this contributed to the development of self-knowledge and self-realization of students, helped them to acquire knowledge about the features of the modern educational system, develop skills to solve complex problem situations, etc. Their independence was the main characteristic of the students' activity in this context.

The need for research activities in the preparation of a creative project provided the development of important general pedagogical skills of future teachers, in particular the ability to plan educational work, to determine its purpose, to analyze their own experience. Often, the sequence of these actions was as follows: definition of the problem → goal formulation → specific tasks → hypothesis → definition of research stages → final results processing → analysis of results → their corrections → project design.

Joint discussion of the data obtained in the study was an important stage in this process. Project implementers presented the results of their work, and then responded to

the clarifying questions of the classmates. While defending the projects, the students merged into several groups: “Inquisitive” who prepared questions for project developers; “Opponents” who pointed out the shortcomings of the project, as well as its positive aspects; “Independent experts” - gave an overall assessment of the project. After

a collective discussion, the authors of the project prepared closed speeches, which helped them to improve their skills of defending their ideas.

At the end of the study, a reassessment was conducted. The obtained data proved the effectiveness of the work performed. The results are shown in the table. 2

Table 2.

Comparison of the Respondents' Skills of Instructional Dialogue Organization Before and After the Experiment

Groups	Components							
	Motivational-target		Content		Procedural-activity		Reflexive	
	before	after	before	after	before	after	before	after
EG	66 %	75 %	77 %	88 %	44 %	70 %	35 %	60 %
CG	58 %	62 %	75 %	80 %	40 %	48 %	33 %	40 %
CG	60 %	65 %	80 %	82 %	48 %	52 %	38 %	38 %

As we can see, at the end of the experiment there were positive changes according to all distinguished components. We could observe more significant one in the experimental group, in particular according to the procedural-activity and reflexive components.

Conclusions

The experience gained suggests that due to the developed structural and functional model of teachers training in terms of instructional dialogue organization, a purposeful study of the normative educational course “Pedagogy” was carried out, which ensured the development of

the motivation-target orientation of future teachers for pedagogical activities, the desire to acquire necessary information, process it, mastering practical skills of organizing and managing an instructional dialogue.

This work proves the dependence of future teachers' skills in instructional dialogue organization on the use of various types of projects in the educational process. Such an activity provides the development of future specialists' critical thinking, creative abilities, the desire to build an instructional dialogue based on cognitive communication.

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ПІДГОТОВКА МАЙБУТНЬОГО ВЧИТЕЛЯ ДО ОРГАНІЗАЦІЇ НАВЧАЛЬНОГО ДІАЛОГУ

У статті розглядається актуальна теоретико-методична проблема професійної підготовки майбутнього вчителя до організації навчального діалогу. На сучасному етапі розвитку педагогічної науки акцентується увага саме на необхідності гуманних взаємовідносин між суб'єктами навчального процесу, що має ґрунтуватися на засадах діалогічного спілкування та партнерських стосунків. Проте, на сьогодні ще не завжди вчителі готові будувати процес навчання на основі навчального діалогу. Мета статті полягає в обґрунтуванні теоретико-методичних засад підготовки майбутнього вчителя до організації навчального діалогу та їх експериментальній перевірці. Процес навчання, який забезпечуватиме готовність майбутніх учителів до організації навчального діалогу, розглядається у дослідженні як структурно-функціональна модель, що включає такі елементи: мета, компоненти, педагогічні умови та результат – готовність до організації навчального діалогу. Проведена робота дозволяє стверджувати, що вивчення нормативного навчального курсу «Педагогіка» на основі особистісного, контекстного та діяльнісного підходів з використанням у самостійній роботі студентів навчальних проектів надавало експериментальній методиці достатньої ефективності. Результати експерименту довели залежність готовності майбутніх учителів до організації навчального діалогу від використання у навчальному процесі проектів різних типів. Така діяльність забезпечує розвиток у майбутніх фахівців критичного мислення, творчих здібностей, прагнення будувати навчальний діалог на основі пізнавального спілкування.

Ключові слова: підготовка майбутнього вчителя до організації навчального діалогу, навчальні проекти, особистісний, контекстний, діяльнісний підходи.

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