



REVISTA INCLUSIONES

HOMENAJE A NATALIA MILANESIO

Revista de Humanidades y Ciencias Sociales

Volumen 7 . Número 4

Octubre / Diciembre

2020

ISSN 0719-4706

CUERPO DIRECTIVO

Director

Dr. Juan Guillermo Mansilla Sepúlveda
Universidad Católica de Temuco, Chile

Editor

OBU - CHILE

Editor Científico

Dr. Luiz Alberto David Araujo
Pontificia Universidade Católica de Sao Paulo, Brasil

Editor Europa del Este

Dr. Aleksandar Ivanov Katrandzhiev
Universidad Suroeste "Neofit Rilski", Bulgaria

Cuerpo Asistente

Traductora: Inglés

Lic. Pauline Corthorn Escudero
Editorial Cuadernos de Sofía, Chile

Portada

Lic. Graciela Pantigoso de Los Santos
Editorial Cuadernos de Sofía, Chile

COMITÉ EDITORIAL

Dra. Carolina Aroca Toloza
Universidad de Chile, Chile

Dr. Jaime Bassa Mercado
Universidad de Valparaíso, Chile

Dra. Heloísa Bellotto
Universidad de Sao Paulo, Brasil

Dra. Nidia Burgos
Universidad Nacional del Sur, Argentina

Mg. María Eugenia Campos
Universidad Nacional Autónoma de México, México

Dr. Francisco José Francisco Carrera
Universidad de Valladolid, España

Mg. Keri González
Universidad Autónoma de la Ciudad de México, México

Dr. Pablo Guadarrama González
Universidad Central de Las Villas, Cuba

Mg. Amelia Herrera Lavanchy
Universidad de La Serena, Chile

Mg. Cecilia Jofré Muñoz
Universidad San Sebastián, Chile

Mg. Mario Lagomarsino Montoya
Universidad Adventista de Chile, Chile

Dr. Claudio Llanos Reyes
Pontificia Universidad Católica de Valparaíso, Chile

Dr. Werner Mackenbach
Universidad de Potsdam, Alemania
Universidad de Costa Rica, Costa Rica

Mg. Rocío del Pilar Martínez Marín
Universidad de Santander, Colombia

Ph. D. Natalia Milanesio
Universidad de Houston, Estados Unidos

Dra. Patricia Virginia Moggia Münchmeyer
Pontificia Universidad Católica de Valparaíso, Chile

Ph. D. Maritza Montero
Universidad Central de Venezuela, Venezuela

Dra. Eleonora Pencheva
Universidad Suroeste Neofit Rilski, Bulgaria

Dra. Rosa María Regueiro Ferreira
Universidad de La Coruña, España

Mg. David Ruete Zúñiga
Universidad Nacional Andrés Bello, Chile

Dr. Andrés Saavedra Barahona
Universidad San Clemente de Ojrid de Sofía, Bulgaria

Dr. Efraín Sánchez Cabra
Academia Colombiana de Historia, Colombia

Dra. Mirka Seitz
Universidad del Salvador, Argentina

Ph. D. Stefan Todorov Kapralov
South West University, Bulgaria

COMITÉ CIENTÍFICO INTERNACIONAL

Comité Científico Internacional de Honor

Dr. Adolfo A. Abadía

Universidad ICESI, Colombia

Dr. Carlos Antonio Aguirre Rojas

Universidad Nacional Autónoma de México, México

Dr. Martino Contu

Universidad de Sassari, Italia

Dr. Luiz Alberto David Araujo

Pontificia Universidad Católica de Sao Paulo, Brasil

Dra. Patricia Brogna

Universidad Nacional Autónoma de México, México

Dr. Horacio Capel Sáez

Universidad de Barcelona, España

Dr. Javier Carreón Guillén

Universidad Nacional Autónoma de México, México

Dr. Lancelot Cowie

Universidad West Indies, Trinidad y Tobago

Dra. Isabel Cruz Ovalle de Amenabar

Universidad de Los Andes, Chile

Dr. Rodolfo Cruz Vadillo

Universidad Popular Autónoma del Estado de Puebla, México

Dr. Adolfo Omar Cueto

Universidad Nacional de Cuyo, Argentina

Dr. Miguel Ángel de Marco

Universidad de Buenos Aires, Argentina

Dra. Emma de Ramón Acevedo

Universidad de Chile, Chile

Dr. Gerardo Echeita Sarrionandia

Universidad Autónoma de Madrid, España

Dr. Antonio Hermosa Andújar

Universidad de Sevilla, España

Dra. Patricia Galeana

Universidad Nacional Autónoma de México, México

Dra. Manuela Garau

Centro Studi Sea, Italia

Dr. Carlo Ginzburg Ginzburg

Scuola Normale Superiore de Pisa, Italia

Universidad de California Los Ángeles, Estados Unidos

Dr. Francisco Luis Girardo Gutiérrez

Instituto Tecnológico Metropolitano, Colombia

José Manuel González Freire

Universidad de Colima, México

Dra. Antonia Heredia Herrera

Universidad Internacional de Andalucía, España

Dr. Eduardo Gomes Onofre

Universidade Estadual da Paraíba, Brasil

Dr. Miguel León-Portilla

Universidad Nacional Autónoma de México, México

Dr. Miguel Ángel Mateo Saura

Instituto de Estudios Albacetenses "Don Juan Manuel", España

Dr. Carlos Tulio da Silva Medeiros

Diálogos em MERCOSUR, Brasil

+ Dr. Álvaro Márquez-Fernández

Universidad del Zulia, Venezuela

Dr. Oscar Ortega Arango

Universidad Autónoma de Yucatán, México

Dr. Antonio-Carlos Pereira Menaut

Universidad Santiago de Compostela, España

Dr. José Sergio Puig Espinosa

Dilemas Contemporáneos, México

Dra. Francesca Randazzo

Universidad Nacional Autónoma de Honduras, Honduras

Dra. Yolando Ricardo

Universidad de La Habana, Cuba

Dr. Manuel Alves da Rocha

Universidade Católica de Angola Angola

Mg. Arnaldo Rodríguez Espinoza

Universidad Estatal a Distancia, Costa Rica

Dr. Miguel Rojas Mix

*Coordinador la Cumbre de Rectores Universidades
Estatales América Latina y el Caribe*

Dr. Luis Alberto Romero

CONICET / Universidad de Buenos Aires, Argentina

Dra. Maura de la Caridad Salabarría Roig

Dilemas Contemporáneos, México

Dr. Adalberto Santana Hernández

Universidad Nacional Autónoma de México, México

Dr. Juan Antonio Seda

Universidad de Buenos Aires, Argentina

Dr. Saulo Cesar Paulino e Silva

Universidad de Sao Paulo, Brasil

Dr. Miguel Ángel Verdugo Alonso

Universidad de Salamanca, España

Dr. Josep Vives Rego

Universidad de Barcelona, España

Dr. Eugenio Raúl Zaffaroni

Universidad de Buenos Aires, Argentina

Dra. Blanca Estela Zardel Jacobo

Universidad Nacional Autónoma de México, México

Comité Científico Internacional

Mg. Paola Aceituno

Universidad Tecnológica Metropolitana, Chile

Ph. D. María José Aguilar Idañez

Universidad Castilla-La Mancha, España

Dra. Elian Araujo

Universidad de Mackenzie, Brasil

Mg. Romyana Atanasova Popova

Universidad Suroeste Neofit Rilski, Bulgaria

Dra. Ana Bénard da Costa

*Instituto Universitario de Lisboa, Portugal
Centro de Estudios Africanos, Portugal*

Dra. Alina Bestard Revilla

*Universidad de Ciencias de la Cultura Física y el
Deporte, Cuba*

Dra. Noemí Brenta

Universidad de Buenos Aires, Argentina

Ph. D. Juan R. Coca

Universidad de Valladolid, España

Dr. Antonio Colomer Vialdel

Universidad Politécnica de Valencia, España

Dr. Christian Daniel Cwik

Universidad de Colonia, Alemania

Dr. Eric de Léséulec

INS HEA, Francia

Dr. Andrés Di Masso Tarditti

Universidad de Barcelona, España

Ph. D. Mauricio Dimant

Universidad Hebrea de Jerusalén, Israel

Dr. Jorge Enrique Elías Caro

Universidad de Magdalena, Colombia

Dra. Claudia Lorena Fonseca

Universidad Federal de Pelotas, Brasil

Dra. Ada Gallegos Ruiz Conejo

Universidad Nacional Mayor de San Marcos, Perú

Dra. Carmen González y González de Mesa

Universidad de Oviedo, España

Ph. D. Valentin Kitanov

Universidad Suroeste Neofit Rilski, Bulgaria

Mg. Luis Oporto Ordóñez

Universidad Mayor San Andrés, Bolivia

Dr. Patricio Quiroga

Universidad de Valparaíso, Chile

Dr. Gino Ríos Patio

Universidad de San Martín de Porres, Perú

Dr. Carlos Manuel Rodríguez Arrechavaleta

Universidad Iberoamericana Ciudad de México, México

Dra. Vivian Romeu

Universidad Iberoamericana Ciudad de México, México

**REVISTA
INCLUSIONES** M.R.
REVISTA DE HUMANIDADES
Y CIENCIAS SOCIALES

Dra. María Laura Salinas
Universidad Nacional del Nordeste, Argentina

Dr. Stefano Santasilia
Universidad della Calabria, Italia

Mg. Silvia Laura Vargas López
Universidad Autónoma del Estado de Morelos, México

**CUADERNOS DE SOFÍA
EDITORIAL**

Dra. Jaqueline Vassallo
Universidad Nacional de Córdoba, Argentina

Dr. Evandro Viera Ouriques
Universidad Federal de Río de Janeiro, Brasil

Dra. María Luisa Zagalaz Sánchez
Universidad de Jaén, España

Dra. Maja Zawierzeniec
Universidad Wszechnica Polska, Polonia

Editorial Cuadernos de Sofía
Santiago – Chile
OBU – C HILE

Indización, Repositorios y Bases de Datos Académicas

Revista Inclusiones, se encuentra indizada en:





REX



UNIVERSITY OF
SASKATCHEWAN



Universidad
de Concepción

BIBLIOTECA UNIVERSIDAD DE CONCEPCIÓN



**PREPARING TEACHERS TO ORGANIZE DIALOGIC LEARNING OF STUDENTS:
COMMUNICATIVE ASPECT**

Dr. Olena Budnyk

Vasyl Stefanyk Precarpathian National University, Ukraine
ORCID ID: 0000-0002-5764-6748
olena.budnyk@pnu.edu.ua

Ph. D. (C) Kateryna Fomin

Vasyl Stefanyk Precarpathian National University, Ukraine
ORCID ID: 0000-0001-6005-7357
kateryna.fomin@pnu.edu.ua

Ph. D. Nadiia Novoselska

Ivan Franko National University of Lviv, Ukraine
ORCID iD 0000-0002-5161-1034
nadija.novoselska@gmail.com

Ph. D. Anna Voitovych

Ivan Franko National University of Lviv, Ukraine
ORCID ID 0000-0003-4572-0813
anna.voytovych@lnu.edu.ua

Fecha de Recepción: 30 de junio de 2020 – **Fecha Revisión:** 29 de julio de 2020

Fecha de Aceptación: 25 de septiembre 2020 – **Fecha de Publicación:** 01 de octubre de 2020

Abstract

The article presents the results of the theoretical analysis of the problem of organizing educational dialogue with students and the teacher's ability to implement communicative activities effectively. The importance of methods of problem-based learning is substantiated, which stimulates students to active communicative interaction, cooperation and co-creation. Methods of research: survey, testing, pedagogical experiment (N = 294), methods of pedagogical statistics. The experiment revealed the level of communicative readiness of future elementary school teachers to organize a classroom dialogue. These indicators were analyzed in the control (CG) and experimental (EG) groups. The results of the study show that after the experiment 34.4% of the EG students expressed a high level of communicative readiness for organizing pupil' dialogic learning (before the experiment only 18.3% of students expressed this intention, dynamics + 16.1%); the average level is 49.5% of respondents (dynamics +6.2). At the same time the proportion of low-level students decreased by 22.3% and the proportion of respondents with this level was 16.1% at the end of the experiment (compared to 31.3% in the CG). This is the evidence of the effectiveness of the developed and tested methodological support (tools) for improving the effectiveness of communicative training of future teachers for the organization of dialogic learning.

Keywords

Educational dialogue – Dialogic learning – Teacher training – Communicative culture

Para Citar este Artículo:

Budnyk, Olena; Fomin, Katerina; Novoselska, Nadiia y Voitovych, Anna. Preparing teachers to organize dialogic learning of students: communicative aspect. Revista Inclusiones Vol: 7 num 4 (2020): 117-129.

Licencia Creative Commons Attribution Non-Comercial 3.0 Unported
(CC BY-NC 3.0)
Licencia Internacional



Introduction

In today's context the problem of preparing teachers for innovation, improving the quality of educational services, readiness to respond to societal challenges and to meet complex challenges of school practice are particularly relevant. The prominent place belongs to designing of the educational environment on the basis of mutual understanding, democracy, humanism, partnership, tolerance¹. Therefore, organizing students' non-monologic but dialogic training² serves as an important means of personal development, in particular communication skills. "Communication, from a management point of view, is the process by which people are informed and guided to achieve the best results."³ "There is widespread debate about whether dialogue can be defined as a special form of communication with internal connections to designing knowledge and academic learning, or it is better served as an umbrella term for all human interaction."⁴ The effectiveness of dialogic training depends on its accessibility for students.⁵ The basis of educational dialogue is Experiential Learning⁶. Therefore, students' life experience should be the subject of dialogues. Educational dialogues are proposed to be based on the implementation of three basic types of knowledge based on: facts, views and experiences⁷.

Contemporary education considers promotion of productive interaction in dialogic inquiry to be an important trend, including "the potentiality of a dialogical inquiry approach for providing students with opportunities to participate in productive interactions characterized by learner agency and active engagement"⁸.

For this purpose, students are offered active methods of communication on educational topics. Dialogic inquiry approach to teaching and learning has potential to provide students with opportunities to participate meaningfully and powerfully in learning spaces beyond the classroom.⁹

¹ O. Budnyk & P. Mazur, "The Hierarchy of Values Among Young People from Schools in the Mountainous Regions (Comparative study on the example of Poland and Ukraine)", *The New Educational Review*, Vol: 47 num 1 (2017): 55. DOI: 10.15804/tner.2017.47.1.04.

² R. M. Gillies, "Dialogic interactions in the cooperative classroom", *International Journal of Educational Research*, 2015. <http://dx.doi.org/10.1016/j.ijer.2015.02.009>

³ G. Bucăța & A. M. Rizescu, "The Role of Communication in Enhancing Work Effectiveness of an Organization", *Land Forces Academy Review*, Vol: 22 num 1(85) (2017): 49-57. DOI: 10.1515/raft-2017-0008.

⁴ L. Major, M. Brugha; C. Froehlig; S. Walker; R. Higham & M. Vrikki, *A Dialogue About Educational Dialogue: Reflections on the Field and the Work of The Cambridge Educational Dialogue Research (CEDiR) Group*, 2018, 15. http://www.academia.edu/37916282/A_Dialogue_About_Educational_Dialogue_Reflections_on_the_Field_and_the_Work_of_The_Cambridge_Educational_Dialogue_Research_CEDiR_Group

⁵ C. Howe & M. Abedin, "Classroom dialogue: A systematic review across four decades of research", *Cambridge Journal of Education*, Vol: 43 (2013): 325-356.

⁶ D. A. Kolb, *Experiential learning: Experience as the Source of Learning and Development* (Englewood Cliffs, NJ: Prentice-Hall, 1984).

⁷ H. Muhonen; H. Rasku-Puttonen; E. Pakarinen; A.-M. Poikkeus & M.-K. Lerkkanen, "Knowledge-building patterns in educational dialogue", *International Journal of Educational Research*, Vol: 81 (2017): 25-37. <https://doi.org/10.1016/j.ijer.2016.10.005>.

⁸ K. Littleton & Ch. Howe (ed.), *Educational Dialogues: Understanding and Promoting Productive Interaction* (London: Routledge, 2010), 59.

⁹ K. Littleton & Ch. Howe (ed.), *Educational Dialogues...*

Modern scholars have convincingly demonstrated the influence of teachers' special language means on the quality of students' dialogic training, because "learning is a dialogic activity shaped by language activity."¹⁰

The purpose of the research is

1. To investigate the level of communicative readiness of future teachers to organize dialogic learning.
2. To compare the obtained results in the control and experimental groups before the experiment and after the testing of the developed educational model (methodological support for increasing teachers' communicative readiness).

Methods

Empirical methods – psychodiagnostic (survey, test, pedagogical observation, comparison) for analyzing communicative readiness of future teachers to organize educational dialogue; pedagogical experiment (ascertaining and formative stages) to test experimentally the effectiveness of the proposed methodological support to increase teachers' level of communicative readiness.

Methods of mathematical statistics: quantitative and qualitative analysis of the results obtained on the basis of measures of the central tendency (mode, median, mean), the measure of sampling variability (variance, standard deviation), characteristics of the formed distributions (asymmetry, excess); assessment of statistical reliability of the revealed differences in the respondents' distributions by the levels of readiness to organize dialogic learning using nonparametric statistical Pearson's chi-squared test (χ^2).

Instruments and Procedures

The experimental work was carried out at the pedagogical faculties of Ivan Franko National University of Lviv, Vasyl Stefanyk Precarpathian National University and Lesya Ukrainka Eastern European National University (Ukraine). The total sample size is 294 students, the control (151 persons) and experimental (143 persons) groups (respectively CG and EG) were formed.

The sample was formed by random selection using a technical procedure for calculating the selection step. In order to identify the status and changes in the levels of preparation of future teachers for the organization of dialogic learning in both groups procedures were carried out using the author's questionnaire and selected diagnostic methods: "Need for Communication" (Yu. Orlov, V. Shkurkin, L. Orlova)¹¹; methodology for assessing communication and organizational skills¹²; professional and pedagogical communication skills test (V. Kahn-Kalyk, N. Nikandrova)¹³; methods of empathy abilities

¹⁰ M.-C., Bertau & A. Tures, "Becoming professional through dialogical learning: How language activity shapes and (re-) organizes the dialogical self's voicings and positions. Learning", Culture and Social Interaction, Vol: 20 (2019): 14-23. <https://doi.org/10.1016/j.lcsi.2017.10.005>

¹¹ Yu. Orlov; V. Shkurkin & L. Orlova, "Test "Need for Communication", in Social psychology, edited by V. V. Moskalenko (Kyiv: Center for Educational Literature, 2005), 398-399.

¹² "The methodology for identifying communicative and organizational inclinations", in Practical Psychodiagnostics. Methods and tests, edited by D. Ya. Raygorodsky (Samara: Ed. House "BAHRAKH-M", 2002), 581-583.

¹³ V. A. Kan-Kalik & N. D. Nikandrov, Pedagogical creativity (Moscow: Pedagogy, 1990), 93.

diagnostics (V. Boyko)¹⁴. The subject of testing in the process of experimental work was the methodical support of the process of preparation of future elementary school teachers for the organization of dialogic learning of students which involved taking into account the following organizational aspects: dialogue centered approach to pedagogical education, to teaching process through diversification of methods; dialogue centered communication as an effective educational environment for moral and psychological comfort and professional communication; formation of educational student groups for constructive dialogue; development of critical thinking skills and pedagogical reflection.

Results and Discussion

A prerequisite for the effective implementation of dialogic learning at schools is teacher's need for communication, because lack of it makes it impossible to realize educational interaction between students, effective exchange of information, appropriate providing of perception and comprehension. In the course of our experimental research Test "Need for Communication" was conducted (Yu. Orlov, V. Shkurkin, L. Orlova). The obtained results are shown in Table 1.

<i>Level of development</i>	<i>Before the experiment</i>		<i>After the experiment</i>	
	CG	EG	CG	EG
Low	45.8	48.7	41.5	19.5
Average	35.6	34.2	37.4	49.3
High	18.6	17.1	21.1	31.2

* *The level structure is adapted to the tasks of our study*

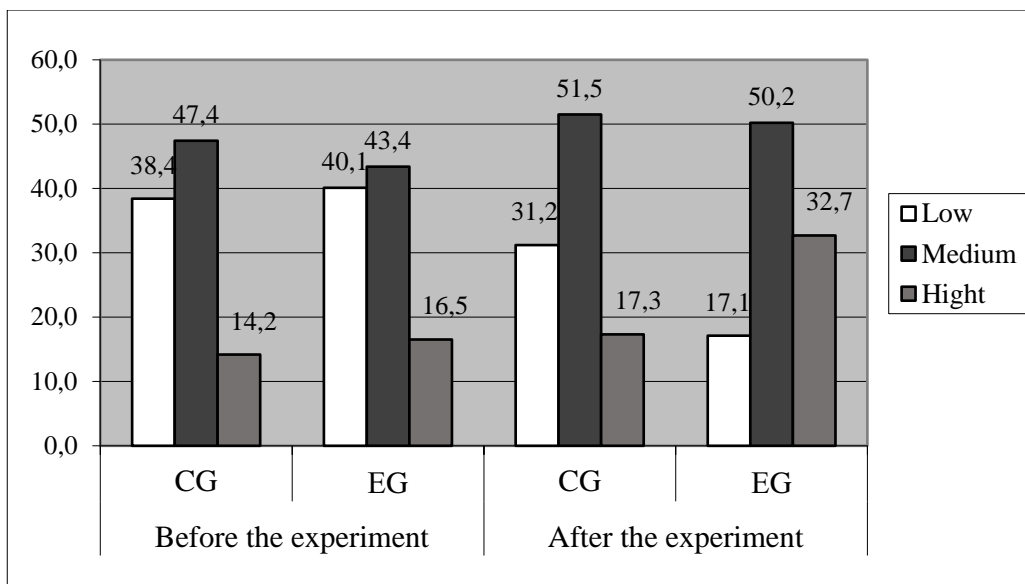
Table 1

Distribution of CG and EG students by levels of need for communication (%)

The data analysis shows that before the experiment there are no significant differences in the distribution of the CG and EG students as for the levels of their need for communication: the largest part of the respondents is characterized by low and medium level of need for communication (81.4% in CG and 82.9% in EG). After the forming stage of the experiment in CG this trend in the distributions is almost preserved, in spite of the fact that the share of students with this level has decreased to some degree, it remains quite significant (79.8%). In the EG after the forming stage of the experiment there were significant quantitative and qualitative changes in the distributions observed: the share of respondents with a low level of need for communication decreased by 29.3% (by 4.3% in the CG), the proportion of future teachers with the average (49.3%, dynamics + 15.1%) and high (31.2%, dynamics + 14.1%) levels of this need increased correspondingly. Statistical analysis of the revealed changes in the distribution of students according to the levels of need for communication proved that in the EG these changes are reliable, in the CG – random (Table 4). On this basis, we can assert that the introduction of our educational and methodological support in the educational process of higher education institutions enables the formation of knowledge aspirations and evaluation of other people, self-knowledge and self-esteem, interaction with other people at a higher level. In the process of communication teachers and students share knowledge of surrounding reality,

¹⁴ "A technique for diagnosing the level of empathic abilities V. V. Boyko", in Practical Psychodiagnostics. Methods and tests, edited by D. Ya. Raygorodsky (Samara: Ed. House "BAHRAKH-M", 2002), 59-63.

skills and life experiences necessary for the implementation of a certain activity, an exchange of ideas (interactive communication function). This process results in intensification of individual' intrinsic features and states as well as his or her communicative potential. To ensure successful implementation of these ideas in practice, the teacher must develop the high level of pedagogical communication skills. Therefore, in the course of our research, the levels of formation of this quality were analyzed by means of the Test on vocational and pedagogical communication (V. Kahn-Kalyk and M. Nikandrov). Generalized test results are presented in Figure 1.



* The level structure is adapted to the tasks of our study.

Figure 1

Distribution of CG and EG students by levels of pedagogical communication skills (%)

Analysis of the data presented in Figure 1 led us to the conclusion that the implementation of the developed model resulted in the increasing number of students demonstrating high levels of pedagogical communication skills (in the EG by 16.2% ,CG – 3.1%), with abilities to listen to their interlocutor, to defend their point of view without emotional fervor. The share of students with the average level of this quality development has also increased slightly in the CG and EG, moreover, these changes are almost the same in size (4.1% in CG and 6.8% in EG). It's worth noting that in both groups after the experiment there is still a share of students who prefers loneliness, avoid new acquaintances, they are difficult to rely on in the case that requires team members to work collectively.

As the changes in the distribution of the EG respondents by levels of pedagogical communication skills before and after the experiment are statistically reliable (Table 4), and in the case of the CG they are random, which means that the developed methodological support of teacher preparation for students' dialogic learning is more effective than in the conditions of traditional teaching. Successful implementation of dialogic learning is impossible without the teacher's advanced communication and organizational skills, because they are important links in the development of pedagogical abilities related to communication, organization of teamwork. Therefore, in the course of the study, diagnostics of the levels of development of these abilities was conducted with the help of appropriate technique. The obtained results are presented in Table 2.

Levels of development	Before the experiment		After the experiment	
	CG	EG	CG	EG
	Communicative abilities			
Low	34.2	30.1	26.3	14.8
Average	44.2	46.4	43.9	44.5
High	21.6	23.5	29.8	40.7
Organizational skills				
Low	42.2	40.1	36.6	17.6
Average	44.3	48.2	46.7	55.1
High	13.5	11.7	16.7	27.3

* The level structure is adapted to the tasks of our study

Table 2
Distribution of CG and EG students by levels of communication and organizational skills development (%)

Based on the distributions presented in Table 2, we realize that before the experiment, almost a third of students (34.2% in CG and 30.1% in EG) showed a low level of communication skills development, the situation even worse with organizational skills (42.2% in CG and 40.1% in EG). These respondents do not need communication, they feel tight in a new team, mostly spend time alone, limiting acquaintances, experiencing difficulties establishing contacts with people, have difficulties adapting to unfamiliar situations or giving speeches before the audience, do not defend their opinion. In many cases they prefer avoiding self-determination and initiative. An even larger percentage of future teachers: 44.2% in the CG and 46.4% in the EG (communicative abilities), 44.3% in the CG and 48.2% (organizational skills) showed the average level of development of these abilities. So, these students strive for contact with people, do not limit the circle of their acquaintances, defend their own opinion, plan their work, but the potential of their intentions is not very resistant. We would like to point out that there is a tendency in a slightly lower level of development of organizational abilities compared to communicative ones. This situation expressed the necessity to change approaches to professional training of future teachers in the direction of communication and organizational skills development.

Modern psychological science has proved that the desire to be engaged in organizational activities and communication with people depends on the content of the relevant forms of activity, as well as on the individual's typological features¹⁵. Therefore, developing the model for preparing elementary school teachers to organize student dialogues, a system of measures was predicted which included activities and communication that were subjectively valuable and meaningful for students¹⁶. This approach has given positive results. In fact, after conducting a formative stage of the experiment in the EG, the share of students with a low level of organizational and communication skills development decreased by 22.5% and 15.3% respectively.

¹⁵ G. Beattie & A. Ellis, *The psychology of language and communication* (London: Psychology Press, 2014).

¹⁶ O. Budnyk, "Teachers' Training for Social and Educational Activity in Conditions of Mountain Area Primary School", *Journal of Vasyl Stefanyk Precarpathian National University*, Vol: 1 num 2-3 (2014): 22-28. DOI:10.15330/jpnu.1.2,3.23-32.

There was a little increase (+ 6.9%) and a decrease (– 1.9%) of the share of persons with an average level of these abilities development. Very important in the context of the study is the fact that, after the formative stage of the experiment in the EG the share of respondents with a high level of communication and organizational abilities has significantly increased (dynamics + 15.6% – organizational and + 17.2% – communication). In general, the proportion of the EG students with a high level of organizational skills is 27.3%, communication – 40.7%. This difference is explained by the fact that within the educational process of the institution of higher education it is much more difficult to create conditions that would allow purposeful development of organizational skills.

In the CG after the forming stage of the experiment the situation haven't changed significantly: the share of persons with a low level of communication skills decreased slightly (dynamics – 7.9%) and organizational (dynamics – 5.6%) abilities due to the redistribution towards the growth of the share of students with the average level of development of organizational skills (dynamics + 2.4%) and a slight decrease (– 0.3%) of communication skills.

The quality of the educational dialogue depends on the teacher's ability to understand students' inner world, their emotional language, to respond to their psychological state, intuitively perceive interlocutors' moods, motives, feelings¹⁷. At the ascertainment stage of the experiment we carried out the diagnostics of the level of empathic abilities development (according to V. Boyko). We found out that students in both CG and EG have these skills formed mainly at low and average levels (Table 3). Only 22.8% students (CG) and 24.5% (EG) have highly developed skills.

<i>Levels of development</i>	<i>Before the experiment</i>		<i>After the experiment</i>	
	CG	EG	CG	EG
Low	31.6	34.5	26.5	15.3
Average	45.6	41.0	46.6	43.9
High	22.8	24.5	26.9	40.8

Table 3

Distribution of CG and EG students by levels of empathy development (%)

Therefore, when implementing the model of teacher preparation for the organization of students' dialogic learning, much attention is focused on purposeful formation of educators' attention, perception, ability to take into account other persons' states, problems, behavior, emotional sensitivity, capability of creating emotional resonance with others, to empathize as a means of "entering" the energy field of the partner during the dialogue. These qualities positively influenced the development of the empathic abilities of the EG students (Table 3), as the share of future teachers with high levels increased in this group – 40.8% (increase + 16.3%). More importantly, this growth was mainly due to a decrease (by 19.2%) of the low-empathy proportion of students. In the CG changes are slightly lower: by 4.1% the share of persons with a high level of empathy development. However, after the experiment, the proportion of the CG students with low levels of empathy remains large enough – 26.5% (for comparison in EG – 15.3%).

¹⁷ P. Burnard, Teaching interpersonal skills: A handbook of experiential learning for health professionals (London: Chapman & Hall, 1989).

The indicated changes in the distribution of respondents of CG and EG by the levels of empathy development were checked for statistical reliability. This check has proved that in the CG these changes are random and in the EG statistically reliable (Table 4). This means that new approaches to empathy skills development, implemented in the developed model of students' readiness for dialogic learning are quite effective. The differences in the distributions of students of CG and EG were revealed also in the generalization of the results obtained by the communicative component of the teacher's readiness for the organization of dialogic learning of students as a whole (Figure 2).

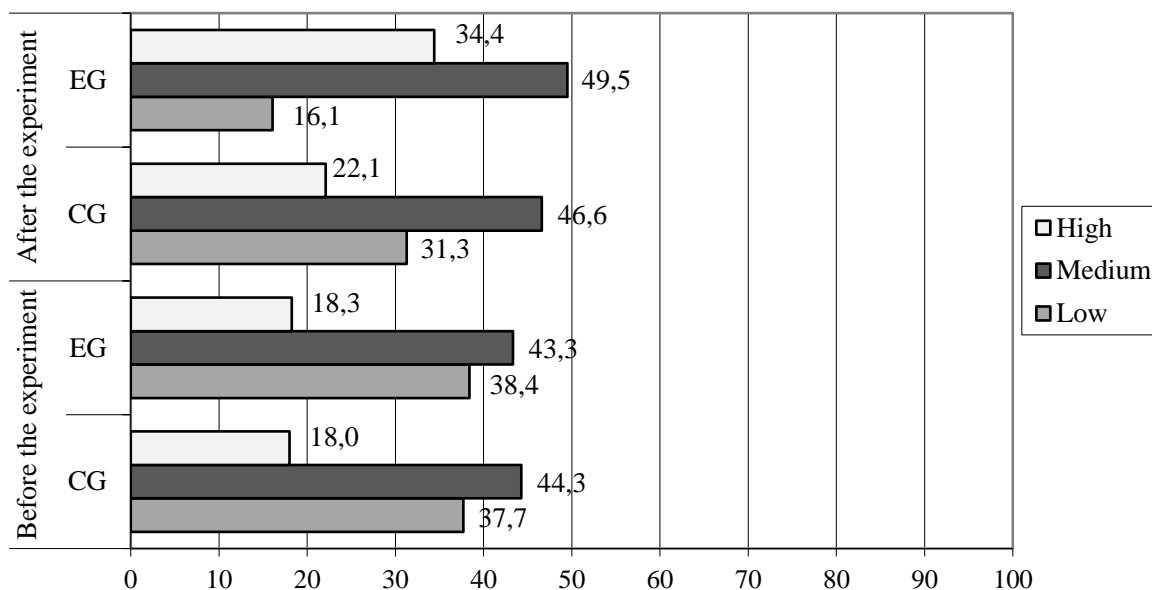


Figure 2
Distribution of CG and EG students by levels of communication readiness to organize dialogic learning of primary school students (%)

Based on the data we can reasonably claim that the quality of teacher training using the offered technologies has significantly improved. In the EG the proportion of students with low (by 6.2%) and average levels of communication readiness for organizing students' dialogic education decreased by 22.3%. At the final stage of the pedagogical experiment we found out only 16.1% and 49.5% of such persons respectively. It is important that the share of students (34.4%, dynamics + 16.1%) with the ability to establish dialogic forms of interaction with pupils, capable of integrating and applying various interactive forms of schooling, highly developed empathic perception of interaction has significantly increased. They adhere to pedagogical tact in communication, have a great desire for search and transformation. They are open to interaction, dynamic and flexible in the implementation of innovative organizational forms. Such students are mostly characterized by individual pedagogical style of communication and professional activity, social-perceptive, interactive abilities, social adaptability and liability. The revealed changes in the distribution of the EG students according to the levels of communication readiness to organize students' dialogic learning are statistically reliable (Table 4). The CG students were studying existing traditional approaches to organizing the educational process, what resulted in little changes in distributions (within 6.5%) and, as the check proved, random.

Indicator	CG and EG before the experiment	CG and EG after the experiment	CG before experiment and CG after the experiment	EG before the experiment and EG after the experiment
Understanding the importance of the factors that influence the organization of dialogic learning	0.256	11.429	2.682	27.183
Formation of the need for communication	0.265	16.830	0.625	27.669
Professional pedagogical communication skills	0.566	13.049	1.842	21.559
Organizational skills	0.509	14.488	1.209	22.129
Communicative skills	0.580	7.183	3.535	14.102
Empathy	0.635	8.710	1.203	16.545
Component in general	0.027	11.188	1.629	20.728

Table 4

Empirical values of Pearson's chi-squared test, calculated on the basis of data obtained from the distribution of future primary school teachers by the level of their communication readiness to organize dialogic learning

* Differences in distributions are considered statistically reliable if the accuracy is proved:

$$\chi_e^2 > \chi_k^2$$

This confirms the effectiveness of the experimental work. Thus, we can say that the model of teacher training for the organization of students' dialogic learning is formed and implemented in a productive way developing students' communicative and organizational skills, their need for communication, empathy, professional and pedagogical communication skills.

Conclusions

In the course of the experimental research educational and methodological tools were developed and tested to improve the effectiveness of training of future teachers in the investigated aspect. The author's model of this preparation foresees: the gradual focus of the content of higher pedagogical education on the development of pedagogical communication skills, professional reflection by means of introduction of dialogic methods used in the process of teaching pedagogical and professional-methodical disciplines; establishment of subject-subjective interaction among participants in the educational process, creation of the atmosphere of creativity; designing of educational dialogic

environment¹⁸; practice-oriented approach to disciplines included in the training curriculum of future professionals¹⁹. It is proved that learning through dialogue results not only in gaining content knowledge, but also improved cogitative skills, students' ability to acquire new knowledge by researching, better communication and cooperative skills used in the learning process.

In the course of the experiment the effectiveness of implementation of the proposed model was confirmed, which was proved by positive dynamics of the readiness levels of future teachers to organize dialogic learning in the EG. In particular, the EG shows significant quantitative and qualitative statistical changes in distributions after the developing stage of the experiment. The representativeness of selected data and the accuracy of the collected information were confirmed by mathematical statistics, in particular the Pearson's χ^2 homogeneity criterion

The results of our scientific search can be used by pedagogical institutions specializing in professional training of future teachers to work in educational institutions of different types, as well as in the system of postgraduate pedagogical education.

References

Books

Beattie, G. & Ellis, A. The psychology of language and communication. London: Psychology Press. 2014.

Burnard, P. Teaching interpersonal skills: A handbook of experiential learning for health professionals. London: Chapman & Hall. 1989.

Kan-Kalik, V. A. & Nikandrov, N. D. Pedagogical creativity. Moscow: Pedagogy. 1990.

Kolb, D. A. Experiential learning: Experience as the Source of Learning and Development. Englewood Cliffs, NJ: Prentice-Hall. 1984.

Littleton, K. & Howe, Ch. (Ed.). Educational Dialogues: Understanding and Promoting Productive Interaction. London: Routledge. 2010.

Articles in Books

"A technique for diagnosing the level of empathic abilities V. V. Boyko". In Practical Psychodiagnostics. Methods and tests, edited by D. Ya. Raygorodsky. Samara: Ed. House "BAHRAKH-M". 2002. 59-63.

¹⁸ K. Fomin, "Features of Projecting the Higher Educational Environment in the Context of Training Teachers to the Organization of Dialogue Education of Primary School Pupils", Journal of Vasyl Stefanyk Precarpathian National University, Vol: 6 num 1 (2019): 68-75. DOI: 10.15330/jpnu.6.1.67-75.

¹⁹ O. Budnyk, "Innovative Competence of a Teacher: best European Practices", Journal of Vasyl Stefanyk Precarpathian National University, Vol: 6 num 1 (2019): 76-89. DOI: 10.15330/jpnu.6.1.76-89.

Kumpulainen, K. & Lipponen, L. "Productive interaction as agentic participation in dialogic enquiry". In *Educational Dialogues: Understanding and Promoting Productive Interaction*, edited by K. Littleton & Ch. Howe. London: Routledge. 2010. 48-63.

Orlov, Yu.; Shkurkin, V. & Orlova, L. "Test "Need for Communication". In *Social psychology*, edited by V. V. Moskalenko. Kyiv: Center for Educational Literature. 2005. 398-399.

"The methodology for identifying communicative and organizational inclinations". In *Practical Psychodiagnostics. Methods and tests*, edited by D. Ya. Raygorodsky. Samara: Ed. House "BAHRAKH-M". 2002. 581-583.

Journal articles

Bertau, M.-C. & Tures, A. "Becoming professional through dialogical learning: How language activity shapes and (re-) organizes the dialogical self's voicings and positions. Learning". *Culture and Social Interaction*, Vol: 20 (2019): 14-23. <https://doi.org/10.1016/j.lcsi.2017.10.005>

Budnyk, O. "Innovative Competence of a Teacher: best European Practices". *Journal of Vasyl Stefanyk Precarpathian National University*, Vol: 6 num 1 (2019): 76-89. DOI: 10.15330/jpnu.6.1.76-89.

Budnyk, O. "Teahers' Training for Social and Educational Activity in Conditions of Mountain Area Primary School". *Journal of Vasyl Stefanyk Precarpathian National University*, Vol: 1 num 2-3 (2014): 22-28. DOI:10.15330/jpnu.1.2,3.23-32.

Budnyk, O. & Mazur, P. "The Hierarchy of Values Among Young People from Schools in the Mountainous Regions (Comparative study on the example of Poland and Ukraine)". *The New Educational Review*, Vol: 47 num 1 (2017): 53-65. DOI: 10.15804/tner.2017.47.1.04.

Bucăța, G. & Rizescu, A. M. "The Role of Communication in Enhancing Work Effectiveness of an Organization". *Land Forces Academy Review*, Vol: 22 num 1(85) (2017): 49-57. DOI: 10.1515/raft-2017-0008.

Fomin, K. "Features of Projecting the Higher Educational Environment in the Context of Training Teachers to the Organization of Dialogue Education of Primary School Pupils". *Journal of Vasyl Stefanyk Precarpathian National University*, Vol: 6 num 1 (2019): 68-75. DOI: 10.15330/jpnu.6.1.67-75.

Gillies, R. M. "Dialogic interactions in the cooperative classroom". *International Journal of Educational Research*. 2015. <http://dx.doi.org/10.1016/j.ijer.2015.02.009>

Howe, C. & Abedin, M. "Classroom dialogue: A systematic review across four decades of research". *Cambridge Journal of Education*, Vol: 43 (2013): 325-356.

Muhonen, H.; Rasku-Puttonen, H.; Pakarinen, E.; Poikkeus, A.-M. & Lerkkanen, M.-K. "Knowledge-building patterns in educational dialogue". *International Journal of Educational Research*, Vol: 81 (2017): 25-37. <https://doi.org/10.1016/j.ijer.2016.10.005>

Internet publications

Major, L.; Brugha, M.; Froehlig, C.; Walker, S.; Higham, R. & Vrikki, M. A Dialogue About Educational Dialogue: Reflections on the Field and the Work of The Cambridge Educational Dialogue Research (CEDiR) Group, 2018. http://www.academia.edu/37916282/A_Dialogue_About_Educational_Dialogue_Reflections_on_the_Field_and_the_Work_of_The_Cambridge_Educational_Dialogue_Research_CEDiR_Group

**REVISTA
INCLUSIONES** M.R.
REVISTA DE HUMANIDADES
Y CIENCIAS SOCIALES

**CUADERNOS DE SOFÍA
EDITORIAL**

Las opiniones, análisis y conclusiones del autor son de su responsabilidad y no necesariamente reflejan el pensamiento de **Revista Inclusiones**.

La reproducción parcial y/o total de este artículo debe hacerse con permiso de **Revista Inclusiones**.