

## DIALOGUE COMMUNICATION IN THE LINGUODIDACTIC CONTEXT: THEORETICAL FOUNDATIONS AND METHODOLOGICAL APPROACHES

### ДІАЛОГОВА КОМУНІКАЦІЯ У ЛІНГВОДИДАКТИЧНОМУ КОНТЕКСТІ: ТЕОРЕТИЧНІ ЗАСАДИ ТА МЕТОДИЧНІ ПІДХОДИ

*The article examines the concept of dialogue communication in the linguodidactic context, focusing on its significance for the formation of communicative competence of pupils and students. The relevance of the topic is due to the need to develop effective communication skills in the context of globalization and multilingual environment. Various approaches to the interpretation of dialogue communication in domestic and foreign studies are analyzed, as well as the terms used to characterize it, such as "dialogue speech", "dialogue communication", "communication" and "dialogue communication process", are systematized.*

*Particular attention is paid to the integration of psychological and socio-cultural aspects of dialogue communication, which contributes to the formation of students' flexible response skills, understanding of the subtext and the use of language strategies in communicative situations. The study highlights the importance of interactive technologies that allow for the simulation of real-world communication situations and the use of virtual platforms, chats, social networks, and simulation programs to improve students' dialogue skills. This approach provides an opportunity to teach dialogue communication in as close to real conditions as possible, which contributes to the development of students' socio-cultural adaptation.*

*The article discusses practical methods used for the formation of dialogue competence, such as interactive exercises, sound recordings, situational-thematic tasks, as well as the use of clichéd structures that adapt to specific communicative situations. In particular, the contribution of scientists who developed approaches to teaching dialogue speech, methodological principles for creating educational materials and exercises that consider the age and individual characteristics of students is studied. The article is of practical importance for teachers, methodologists and researchers interested in improving the methods of teaching speech activity and increasing the level of communicative training of pupils and students in a multicultural society.*

**Key words:** *dialogue, dialogue speech, dialogue communication, linguodidactics.*

*У статті досліджується поняття діалогової комунікації у лінгводидактичному кон-*

*тексті, акцентуючи увагу на її значущості для формування комунікативної компетенції учнів і студентів. Актуальність теми обумовлена потребою в розвитку навичок ефективного спілкування в умовах глобалізації та багатомовного середовища. Проаналізовано різні підходи до тлумачення діалогової комунікації у вітчизняних і зарубіжних дослідженнях, а також систематизуються терміни, що вживаються для її характеристики, такі як «діалогове мовлення», «діалогове спілкування», «комунікація» та «діалоговий процес комунікації».*

*Особлива увага приділяється інтеграції психологічних і соціокультурних аспектів діалогового спілкування, що сприяє формуванню у студентів навичок гнучкого реагування, розуміння субтексту та використання мовних стратегій у реальних комунікативних ситуаціях. Дослідження підкреслює значення інтерактивних технологій, які дозволяють моделювати реальні комунікативні ситуації та використовувати віртуальні платформи, чати, соціальні мережі та симуляційні програми для вдосконалення діалогових навичок учнів. Цей підхід надає можливість навчати діалогової комунікації у максимально наближених до реальних умовах, що сприяє розвитку у студентів соціокультурної адаптації.*

*У статті розглянуто практичні методи, що використовуються для формування діалогової компетентності, такі як інтерактивні вправи, звукозаписи, ситуативно-тематичні завдання, а також використання клішованих структур, що адаптуються під конкретні комунікативні ситуації. Зокрема, досліджено внесок науковців, які розробляли підходи до навчання діалогового мовлення, методичні принципи створення навчальних матеріалів та вправ, що враховують вікові й індивідуальні особливості учнів. Стаття має практичне значення для педагогів, методистів і дослідників, зацікавлених у вдосконаленні методик навчання мовленнєвої діяльності та підвищенні рівня комунікативної підготовки учнів і студентів у багатокультурному суспільстві.*

**Ключові слова:** *діалог, діалогове мовлення, діалогова комунікація, діалогове спілкування, лінгводидактика.*

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**Problem Statement in General Terms.** The relevance of the study of dialogue communication in linguodidactics is due to the growing need for the formation of communicative competencies in modern society. In the context of globalization, when intercultural interaction is becoming a key component of professional and everyday life, dialogue communication is a basic tool that allows you to achieve mutual understanding, resolve conflicts and make joint decisions. That is why dialogue communication that ensures effective communication and exchange information, becomes a central task in teaching foreign languages and languages of the native environment.

The use of dialogue in linguodidactics allows you to integrate socio-cultural and psychological aspects that contribute to the development of students' skills of flexible response to the interlocutor's remarks, understanding the subtext and using language strategies in communicative situations. This is especially important in the context of changing educational requirements when pedagogical methods should focus on practical preparation for effective communication. In addition, the relevance of dialogue communication as an aspect of linguodidactic research is enhanced by the development of interactive technologies and digital resources that allow simulating real communication

situations, which opens up new opportunities for the use of dialogue in the educational process, in particular, through the use of virtual platforms, chats, social networks and simulation programs. Thanks to this, students could develop dialogue communication skills in conditions as close to reality as possible.

Research on dialogue communication in linguodidactics is relevant because it contributes to the improvement of teaching methods, expands the communicative capabilities of pupils and students, and prepares them for successful interaction in a multilingual and multicultural environment.

**Analysis of Recent Research and Publications.** The analysis of the scientific discourse of both domestic and foreign linguodidactics on the preparation of the individual for dialogue communication showed that the most significant contribution to the theory and practice of teaching dialogue speech was made by the following scientists: T. Glazunova, M. Hrudok-Kosciuszko, T. Duchenko, L. Kalinina, A. Lyashkevych, E. Palyhata, T. Siryk, V. Skalkin, M. Sosiak, N. Tuchina and others.

**Identification of Previously Unresolved Aspects of the General Problem :** to summarize and systematize the study of dialogue as a component of discursive activity in linguodidactic research, as it contributes to a deeper understanding of the mechanisms of speech interaction, their role in building harmonious and productive communication, and to clarify the essence of the concept of "dialogue communication".

**Presentation of the Main Material.** The study of dialogue communication as an object of linguistic research is an important task that contributes not only to the deepening of theoretical knowledge, but also to the expansion of practical methods of effective communication in various spheres of public life. As for the essence of the concept of "dialogue communication", it should be noted that the analysis of domestic and foreign scientific sources indicates the terminological uncertainty of this concept. Scientists (T. Glazunova, M. Hrudok-Kosciuszko, E. Palykhata, M. Pentyliuk, V. Skalkin, M. Sosiak, N. Tuchina, N. Yaremchuk and others) use different terms to characterize it: "dialogical speech", "dialogue", "dialogic communication", "speech communication", "communication", "dialogical process of communication", etc. We agree with the opinion of well-known scientists [2; 4] that the communicative component is a priority in business communication. The importance of dialogue communication depends on the professional activity of the person.

Dialogue communication involves a two-way process in which a message is transmitted from the sender to the receiver, subject to feedback. In this process, a dialogue is created between the receiver and the sender, which allows the sender to adjust subsequent messages according to the response

received. Feedback allows the sender to understand whether the message was received correctly and make corrections if necessary. Dialogue communication ensures a prominent level of satisfaction among the participants in the communication, minimizes distortion and increases the accuracy of messages [5].

Hence, we define dialogue communication as the process of exchanging information in a dialogue mode that is adapted by the speaker depending on the situation, goals, needs, and conditions of communication.

Communicative, psychological, and linguistic features of dialogue speech are presented by V. Skalkin, noting that a clear methodological system is needed for the development of students' dialogical speech. It should include the principles of teaching, the selection of topics and language material, their organization considering the interests and capabilities of students, a set of exercises and forms of work, as well as a certain structure of foreign language lessons. For the effective development of the ability to perceive dialogical speech by ear, V. Skalkin recommends that teachers take into account the following methodological provisions: constantly remember the importance of the auditing component in the dialogue and apply it in practice; regularly check the students' understanding of the content of the dialogues (e.g. two students are engaged in a dialogue and the third conveys the main content of their conversation); communicate more with students in the target language, actively use sound recordings, etc.

Teaching written communication in English with the use of a "dialogue-journal" (II year of a language pedagogical university) was studied by T. Glazunova. The scientist believes that the basis for the development of written speech is motivation. In the process of teaching foreign language written speech, it is necessary to form the needs that underline internal motives (cognitive, creative, communicative), since they have a decisive influence, in contrast to external motives (self-assertion, duty, prestige, etc.). The situational orientation of the educational process is also key, since the situation acts as a universal form, a "channel" for communication [1].

The teaching of clichéd dialogical speech based on the situational-thematic minimum based on the 1st year of a language university was studied by T. Duchenko. The author considers cliché to be one of the key characteristics of dialogic speech, analyzing the problems of classification, selection, and organization of clichéd units in typical communicative situations. She examines the indicators of cliché levels of both dialogical and monologue texts, the typology of clichéd units, their relevance to situations, dialogue, and clichés, as well as programmatic themes. The author has developed the principles of creating a situational-thematic atlas for the first year of a language university, as well as a system for teaching clichéd dialogical speech for first-year students of a language university.

L. Kalinina recommends the use of sound recordings in the teaching of dialogical oral speech in classroom work in the senior courses of a language university (III year, English). She emphasizes that dialogic speech has its own specific psychological characteristics, in particular, the importance of simultaneous perception of the interlocutor's statements and one's own remarks, which is the result of the synchronous interaction of two oppositely directed mental systems. The ability to focus on the actually-realized speech situation, which is created by the behavior of the partner, necessitates the formation of students' listening and speaking skills in conditions of rapid change of remarks and their partial incompleteness. The scientist believes that the formation of dialogical listening skills requires an integrated approach, taking into account two main ways: active participation in a conversation, where the student is directly involved in the dialogue, and listening "from the side", which requires careful monitoring of the exchange of cues between other participants. Both approaches are difficult for students, as they require both a quick response to the partner's statements and an adequate understanding of the context. The use of sound recordings in educational conditions makes it possible to create an artificial speech environment that is as close to natural as possible. This environment allows you to repeatedly reproduce and demonstrate audio texts read by different voices: male, female, children, as well as representatives of different social groups, such as students, teachers, actors. This approach not only introduces students to a variety of speech types, but also helps them adapt to different intonation and sociocultural aspects of language communication.

The author also emphasizes the superiority of background rights with sound recordings over conventional oral exercises, as they allow all students in the group to practice dialogic speech at the same time during pauses when the recording is paused. This increases the time during which each student could speak, which is an important aspect for the development of speaking skills. The presence of an "interlocutor" in the form of an announcer, from whom students receive exemplary statements, provides an additional advantage, since the announcer's language often evokes natural reactive cues in students, thereby activating diverse types of dialogue and language units being studied.

The use of sound recordings also contributes to the assimilation of new communicative structures and expressions typical of the English language, developing automatism in the use of material necessary for effective speech activity. This allows students to focus not only on the form of speech, but also on its content and functional side, as they are able to develop the skills of responding quickly, maintaining a conversation, and using dialogical strategies in different communicative situations.

The problem of the organization of step-by-step management of teaching foreign language dialogue in the second year of a non-special faculty of the Pedagogical Institute (based on the material of the English language) was studied by N. Tuchyna. The author considers dialogue learning primarily as a speech activity, distinguishes certain types of dialogues that are closely related to specific situations. The difficulties encountered by methodologists created by the very nature of dialogic activity include: the inaccessibility of the deep stages of speech generation for external observation and direct action, the presence of heuristic operations in the processes of speech generation and perception that do not allow to build a strict algorithm of speech action in a dialogue, the spontaneity of dialogic learning, the time limit for thinking about and drawing up a preliminary program of the corresponding remark, implicitness, which characterizes the statements in the dialogue. In the work, the author systematizes a set of means for managing a foreign language dialogue, classifies them by function, that is, on the basis of what means of control it can provide: the level of generation of a dialogical statement, which is influenced by external action (means of controlling semantic programming, semantic deployment of the idea, grammatical structuring, external sound implementation of speech action); the degree of management provided (means of integrated and partial management); the volume of the controlled speech act (means of control of the general control program, means of control of replication within the framework of dialogical unities); direct control (carried out by means of direct and indirect influence).

M. Sosiak identified the ways of mastering the skills and abilities of speech activity in English for students with different typological characteristics. She emphasizes that success in teaching dialogue speech depends on the level of development of certain individual psychological characteristics of students, such as their value orientations, speech skills and abilities, the amount of auditory memory, the ability to predict and the degree of detection of extraversion.

The formation and development of skills and abilities of dialogue speech at the initial stage of teaching English in secondary school was studied by T. Siryk. The scientist studied the process of formation and development of dialogue speech skills at the initial stage of teaching English in high school. She proposed twenty-six minimally typical structures for teaching conversational speech, which include a set of transformations and a scheme of speech action of students in the process of mastering dialogue speech. In addition, T. Siryk has developed special exercises aimed at developing dialogue speech skills, considering the specifics of the first and second periods of the initial stage of training. The author also presented typical speech intentions that stimulate students to

actively speak and contribute to the effective development of their speech abilities.

Thus, in linguodidactics, a significant amount of research is devoted to the problems of dialogue communication, and most of them are focused on the study of methods of teaching a second language by schoolchildren and students.

In the dissertation research of A. Lyashkevych [3], an approach to teaching dialogic speech is proposed, which includes mastering diverse types of dialogues (everyday, educational, artistic, business) for the development of communicative skills and abilities. For the first time, the author proposed to integrate the work on dialogues into the primary school curriculum and to continue the development of dialogic speech in the fifth grade, considering the principle of continuity and perspective. A. Lyashkevich also developed a system of exercises aimed at the formation of communicative skills and abilities of secondary school students.

In the dissertation research of E. Palykhata, a methodology for teaching dialogic speech at the initial stage of school education (grades 1–4) is proposed. The author attaches particular importance to the use of literary texts that contain rich lexical material and reflect various communication situations. This, she says, helps students who do not yet have sufficient linguistic experience to immerse themselves in the contexts necessary for the development of dialogic communication.

M. Hrudok-Kościszko [2] has developed a methodology for the formation of Ukrainian-language dialogue competence for secondary school students, which includes the creation of a dialogue space with a communicative and speech orientation of the educational process, the active use of interactive methods, the stimulation of speech activity through situational learning and information and methodological support at all stages. In addition, the author created a bank of tasks for the development of personal dialogue qualities of students, identified and scientifically substantiated criteria and indicators for assessing the formation of dialogue competence. She also improved

the content, forms, and methods of teaching, which contributes to the effective formation of dialogue competence in high school students [2].

**Conclusions.** A general review of scientific literature and dissertations shows that the main attention in linguodidactics is aimed at studying the problems of dialogue communication in the context of teaching foreign languages. At the same time, a significant role was given to the age characteristics of those who were taught, the need to consider the socio-psychological features of interpersonal communication, etc. This emphasizes the importance of dialogic speech for the overall communicative training of students and indicates the prospects adaptation of such methods for teaching the native language, which provides holistic linguistic training. Dialogue communication is interpreted as the process of exchanging information in a dialogue mode, which is adapted by the speaker depending on the situation, goals, needs, and conditions of communication.

**Research perspectives.** Prospects for further research are seen in the development of dialogue communication techniques in the structure of discursive activity of modern specialists.

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