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PEDAGOGICAL CONDITIONS OF EFFECTIVE TRAINING OF THE NEW UKRAINIAN SCHOOL FUTURE TEACHERS FOR THE ORGANIZATION OF DIALOGIC LEARNING FOR PRIMARY SCHOOL STUDENTS

The article substantiates the urgency of the problem of organizing dialogic learning in primary school. The conditions of successful realization of the author's model of formation of readiness of future teachers for dialogic learning of pupils are covered, namely: 1) integrity, continuity of professional training of future primary school teachers for the organization of dialogic training of pupils; 2) gradual direction of the content of higher education to solving problems of formation and development of skills and abilities of pedagogical communication, elements of communicative and reflexive-activity components of professional readiness by introducing methods of dialogic learning in teaching pedagogical and professional disciplines; 3) establishing subject-subject interaction in the system "teacher (teacher) – student (student)" in the educational process, creating an atmosphere of creativity; 4) creation of an educational dialogue environment in a higher education institution for the training of future primary school teachers; 5) practice-oriented approach to the study of disciplines in the cycle of professional training of future professionals (aimed at solving problems of communicative competence of future teachers, ethics of pedagogical communication, humanization of dialogic interaction in professional activities).

Key words: professional training, dialogic training, subject-subject interaction, primary school teacher.

The purpose of the article: based

on the results of the pedagogical experiment to substantiate the feasibility of introducing certain pedagogical conditions that can ensure the effectiveness of professional training of future primary school teachers to organize dialogic learning of students.

Formulation of the problem in general. In the current conditions of reforming the education system of Ukraine, its integration into the European educational space, the problem of improving the quality of teacher training for the implementation of complex tasks of school practice, including updating the content and technological tools in working with students. A prominent place in the training of teachers of the New Ukrainian School belongs to the design of the educational environment on the basis of mutual understanding, democracy, humanism, partnership, tolerance. In fact, the organization of not monologue, but dialogic learning of students serves as an effective means of developing the communicative sphere of personality in the context of solving the outlined problem. Therefore, the problem of preparing future primary school teachers for the organization of dialogical training of students is relevant.

It is no coincidence that these issues are reflected in legislative and regulatory documents: the National Doctrine of Education Development of Ukraine in the XXI century. (2002), the National Strategy for the Development of Education in Ukraine for the period up to 2021 (2013); laws of Ukraine "On Higher Education"

(2014), "On Education" (2017), the Concept of Development of Pedagogical Education (2018), the Concept of "New school. Space of Educational Opportunities" (2016), State Standard of Primary Education (2018) and others.

Analysis of research and publications. The problem outlined by us is covered in various aspects in scientific works of such scientists: the formation of professional and pedagogical competence of the future specialist in the philosophical context (V. Andrushchenko, B. Gershunsky, I. Zyazyun, V. Kremen, V. Ognevyuk); higher continuous professional pedagogical education (G. Vasyanovych, R. Gurevych, O. Dubasenyuk, M. Yevtukh); improving the quality of training of primary school students (N. Bibik, V. Bondar, O. Budnyk, L. Koval, O. Savchenko, L. Khomych, L. Khoruzha); individual and personality-oriented approaches in teaching (Sh. Amonashvili, B. Ananyev, I. Bekh, M. Chobitko, I. Yakymanska, etc.); educational dialogue as a way of organizing the educational process (L. Burman, V. Vykhreshch, L. Vovk, V. Morozov, G. Trotsko, etc.); development of communicative competence of a teacher (M. Vashulenko, O. Semenog, V. Usaty, etc.).

Presentation of the main research material. When organizing the educational process in higher educational institution, the following didactic questions became relevant. "Why to teach?" (purpose and objectives of training in HEI), "What to teach?" (content of education in HEI), "How to teach?" (forms, meth-

ods, techniques, teaching aids), "Who to teach?" and "Who teaches?" (requirements for teachers and students as subjects of the educational process in the pedagogical institution). N. Makarova, taking into account modern reforms in education, has transformed these issues taking into account the demands of educational outcomes and ways to measure them: "Using the terminological framework of post-classical didactics, new questions can be formulated as follows: "What educational strategies?", "What educational outcomes?", "How to measure educational outcomes?", "What competencies are formed?", "What should be the learning process, to form competencies? ", " What is the scheme of the non-linear learning process? ", "Who teaches?", " Who is taught? " etc. (*Makarova, 2012, pp. 65–66*). In our opinion, the question is also important: "What pedagogical conditions contribute to such an optimal organization of the educational environment in a higher education institution, which would be an effective preparation of teachers for dialogic learning in primary school?"

Thus, there is a problem of determining the conditions for the implementation of the educational environment in higher education, which will help prepare future teachers to organize dialogic learning with students. It is no coincidence that O. Brazhnych noted that pedagogical conditions are a set of objective possibilities of content, methods, organizational forms and material possibilities of the pedagogical process, which ensures the successful achievement of the goal (*Brazhnych, 2001*). According to O. Dubasenyuk, "pedagogical conditions are a set of socio-pedagogical and didactic factors that contribute to the effectiveness of the educational process through the use of effective forms, methods, techniques" (*Dubasenyuk, 2001, p. 327*).

Pedagogical conditions are defined as a set of specially designed general factors influencing the external and internal circumstances of the educational process and / or person-

al parameters of its participants, which ensure the integrity of education and upbringing (*Lytvyn, Matseyko; 2013*). Pedagogical conditions are considered to be specially created in the educational process to increase its effectiveness or the implementation of certain innovations (*the same reference, p. 44*).

As a result of approbation of the developed model of preparation of future specialist of primary education for the organization of dialogical training of pupils the proved pedagogical conditions capable to provide efficiency of its realization have been confirmed. We consider the introduction of the pedagogical conditions singled out in the dissertation as a specially designed process that serves as a basis for the implementation of the developed model of professional training of future primary school teachers to organize dialogic training of students.

The conditions for the successful implementation of the author's model of forming the readiness of the future primary school teacher for dialogic learning of students are:

- 1) integrity, systematic training of future primary school teachers to organize dialogical training of students;
- 2) gradual direction of the content of education in higher education in line with solving problems of formation and development of skills and abilities of pedagogical communication, elements of communicative and reflexive-activity components of professional readiness by introducing methods of dialogical learning in teaching pedagogical and professional disciplines;
- 3) establishing subject-subject interaction in the system "teacher – student" in the educational process, creating an atmosphere of creativity;
- 4) creation of an educational dialogue environment in a higher education institution for the training of future primary school teachers;
- 5) practice-oriented approach to the study of disciplines from the cycle of professional training of future professionals (aimed at solving problems of communicative competence of future teachers, ethics of pedagog-

ical communication, humanization of dialogic interaction in professional activities).

Let's characterize them in details, taking into account the results of the research and experimental work, which aimed at testing the author's model of forming future teachers' readiness for dialogic learning of primary school students.

The effectiveness of the formation of any elements of readiness for professional activity depends, first of all, on the integrity and systemic nature of the training process, in particular on the organization of dialogic training of students. The classic of pedagogical science Y. Babansky considers the learning process to be a holistic pedagogical system, not a "mechanical accumulation" of teaching and learning processes, but a qualitatively new holistic phenomenon that can ensure the implementation of relevant educational tasks (*Babansky, 1989, p. 19*). Concerning teacher training in our context, it is important to ensure this integrity, which is "determined by the common goal of teaching and learning, the unity of ideological and epistemological foundations of the constituent elements of learning" (*Babansky, 1989, p. 19*). In professional training, according to Y. Babansky, we distinguish the following main components: socially determined goals of pedagogical education, content of education, didactic conditions, forms and methods of teachers and students, analysis and self-analysis of learning outcomes (*the same source, p. 20*).

Thus, the integrity of the professional training of future teachers for dialogic learning in primary school is considered being a unity of the following components: the educational purpose and pedagogical means of achieving it; educational and scientific information to be assimilated; a student as a subject of the educational process and a teacher as its organizer (*Skulsky, 1992, pp. 16–17*). In fact, the core of professional training as a holistic educational process is the subsystem interaction (communication) "teacher – student (pupil)",

in particular, it is about the means of pedagogical communication, and so on. Establishing subject-subject interaction in the system "teacher – student" in the educational process, creating the atmosphere of creativity is considered by us as the next pedagogical condition, which is extremely important in dialogic learning.

In the implementation of personality-oriented learning, according to L. Mashkina, pedagogical communication as the subjects of the educational process creates conditions for the development of learning motivation, creating the atmosphere of cooperation and development (*Mashkina, 2013, p. 539*).

In the 90s of the last century, this idea was interpreted as a pedagogy of cooperation: "humanization of the pedagogical process, focus on the student's personality in terms of his/her comprehensive education and development, organization of learning on the principles of teacher-student collaboration" (R. Skulsky) (*Skulsky, 1992, pp. 41*). Its implementation provided a fundamentally new style of relations between a teacher and students, in particular the so-called "managerial function of the teacher", the purpose of which is to "provide inspiring pedagogical guidance to students' learning and mastering its methods" (*the same source pp. 42–43*).

Today, pedagogical partnership is promoted in education as access to resources, as a synergy, i.e. ensuring the creation of new opportunities and trust – a common goal, objectives and values. The rhetoric of the partnership is focused on achieving the best result for all participants of the educational process. Science has proven that partnership is possible only through interaction based on dialogue / polylogue. It is based on the following principles: trust – equality – voluntariness – responsibility. Without dialogue there will be no interaction, because any common activity requires the ability to negotiate, to take parts in the dialogue. It is the presence and quality of dialogue that indicates the degree of implementation of the subject-subject ap-

proach in the educational process (*Pidlasyi, 2010*). It is no coincidence that in the Scandinavian countries "Pedagogy of Partnership" is generally called "Dialogic Pedagogy" (*Chervyakova, 2019, pp. 290–291*).

In the course of our research it turned out that the effectiveness of dialogic interaction in the educational process is largely due to the focus on the personality of the interlocutor – the willingness to hear, see and understand and treat him/her with respect. At the same time in dialogic learning it is important to get rid of the teacher's leadership, i.e. it is necessary to take into account the right of everyone to have their own opinion, protection of their position on solving educational problems, and creating conditions for subject-subject communication on a parity basis (*Budnyk, Fomin, Novoselska, Voitovych, 2020*). After all, depending on the extent to which the principles of subject-subject or subject-object interaction are implemented, pedagogical communication is defined as function-role or personality-oriented.

The communicative nature of personality was researched by I. Bekh. The scientist emphasized that "an adequate way of teachers' behavior within interpersonal communication of the dialogic type should be convincing communication", which is based on the respect and sympathy of the pupil to the educator (*I. Bekh, 2015, p. 249*). Actually, the academician determined the general laws of the effectiveness of persuasive communication in the educational process: 1. The law of taking into account the conceptual system of the partner (communication in a language clear to the interlocutor). 2. The law of mimicry of arguments (it is enough to get no more than three or four arguments for a flawless dialogue and defense of their points of view). 3. The law of graduality (regarding the presentation of reasons). 4. The law of feedback (constant monitoring of the reactions of interaction partners, their experiences and persuasiveness in dialogue). 5. Ethical and psychological law (expression of respect and ab-

sence of humiliation, manipulation). 6. The law of adequacy (selection of specific information, persuasive reasons, etc.) (*the same source, pp. 249–250*).

An equally important pedagogical condition for the effective training of future teachers for dialogical training in institutions of higher education is the creation of an educational dialogue environment that would motivate and promote constructive interaction to solve learning tasks (*Fomin, 2019*). After all, the communicative activity of a teacher should be based on the use of those means, methods that will help create an atmosphere of "true pedagogical cooperation with students based on mutual trust and respect" (*Skulsky, 1992, p. 43*).

As Chervyakova N. notes, "the basis for creating an innovative educational environment of a modern primary school on the basis of pedagogy of partnership is the principles that should be structured in two blocks. The first block contains the principles based on the idea of humanistic and respectful relations between all participants of the educational process and, above all, teachers and students. These principles are based on the recognition of child's dignity and rights, respect for the individual, kindness and positive attitude, trustful relations, mutual support, tolerance. The second block of principles of formation of innovative educational environment on the basis of pedagogy of cooperation concerns the procedural-relative aspect, namely: dialogue – polylogue – interaction; distributed leadership; dominance of horizontal connections; implementation of social partnership (equality of partners, mandatory implementation of agreements). But this school will become possible only if all participants of the educational process are ready for dialogue" (*Chervyakova, 2019, p. 294*). Another pedagogical condition is the gradual direction of the content of education to solving problems of formation and development of students' skills of communicative interaction, communication culture, organization of dialogic learn-

ing in primary school in the context of teaching pedagogical and professional disciplines of specialty 013 Primary education. The gradual training of future teachers for the organization of dialogic training involve, first of all, supplementing the content of pedagogical disciplines ("Theory and methods of education", "Pedagogical skills", "Pedagogical innovation", "Fundamentals of inclusive education", etc.) with dialogic methods. For example, undergraduate studied methods of teaching professional disciplines of primary education, where they got acquainted in detail with specific topics and relevant forms of dialogic organization of learning with primary school students. The effectiveness of preparing students for dialogic learning, according to the results of our study, is mostly achieved through the introduction of not only individual training modules, but also special courses. For example, a special course "Communicative Pedagogy" was taught in the master's program at the pedagogical faculty, which aimed at helping future teachers to orient in the conceptual and theoretical positions of education, to form readiness to establish effective psychological and pedagogical interaction with participants in the educational process. Its task: to acquaint undergraduates with the essence of communication and its importance in teachers' professional activities; to generalize ideas about levels of communication, its features; to form a positive attitude and desire to creative mastery of new educational technologies in order to improve the culture of psychological and pedagogical communication; to teach undergraduates to choose the optimal forms and methods of pedagogical communication in accordance with the individual capabilities of primary school students, their level of training, conditions; to direct graduates to pedagogical creativity, independence, research activity (Budnyk, Fomin, 2019). In the study we proposed the gradual development of dialogic skills and abilities of students, which was carried out through the development of appropriate forms

and methods of work in the educational process. Increasingly, different types of problem lessons and their analysis, modeling of fragments of lessons and educational activities using educational dialogue, business games, trainings, interactive forms of interaction in the educational process, media technology, etc. were used. (Budnyk, 2019). Dialogic learning technologies are extremely effective in the study of "Foreign language", "Practical course of English", "Methods of teaching English in primary school" and others. After all, specific language (foreign language) constructions in the context of educational dialogue significantly improve the quality of scientific information and have a developmental and interactive effect, in particular when it comes to different types of issues, their sequence for the development of students' critical thinking (King, 2002; Wheeler, Ryan, 1973).

According to the results of our research, in the process of pedagogical practice at school, students experienced difficulties in organizing dialogic learning with emancipated students, children from disadvantaged families and their parents, as well as children with special educational needs. This is the evidence that in the content of higher education, insufficient attention is still paid to practice-oriented technologies in professional training, as well as interactive dialogic forms of work. Therefore, the next pedagogical condition is a practice-oriented approach to the study of disciplines of the professional training cycle (aimed at solving problems of communicative competence of future teachers, ethics of pedagogical communication, humanization of dialogic interaction in professional activities).

For example, in the process of studying "Communicative Pedagogy" undergraduates acquired not only theoretical foundations of teachers communicative culture; tasks and features of communicative culture of the primary school teacher; the essence and diversity of moral relations of the teacher in professional activities, etc.; but also mastered practical

skills and abilities to choose the best ways of psychological and pedagogical communication; peculiarities of oral speech and nonverbal forms of communication; to use theoretical knowledge of psychology and pedagogy to organize morally positive and comfortable conditions for group work etc. (Budnyk, Fomin, 2019).

According to I. Palshkova, a practice-oriented approach to teacher training includes the use of various business, organizational and activity games, discussions, content and tasks which would require defining one's own view on the researched problem, ability to present and argue it, freedom of action, expression of different options for its solution (Palshkova, 2009). Actually in the process of research it was found out that for the development of pedagogical skills of dialogic learning, pedagogical communication skills pedagogical practice in primary school was extremely important, as students were not only subjects (participants) of the dialogic process in the process of study of specific disciplines, but also independently organized dialogues with primary school students in the classroom. It is extremely useful to discuss with future teachers current pedagogical issues (common topics) while studying different disciplines through the organization of dialogue. We are talking about pedagogical disciplines, specific professional teaching methods, special courses, disciplines taught in a foreign language (Higham, Brindley, Van dePol; 2013).

Conclusions. According to the results of our study, in the current conditions of digitalization of society, it is advisable to integrate Internet technologies into the traditional educational process (Lushchynska, 2018), that means the increasing of the level of future teachers' communicative culture. Among today's most common information and communication technologies are: sites, blogs and social networks (Krokhmalna, 2018, p. 122). We are talking about teachers' private blogs, where you can share pedagogical experience, and about the official websites of the Ministry

of Education and Science of Ukraine or individual educational institutions, and social networks that serve as an effective means of pedagogical communication between teachers and students. The most active communicators are considered to be social networks and mobile servers (WhatsApp, Viber as the most common messengers among Ukrainians). In practice, these technologies are unlimited in time and space, so they create opportunities for teachers and students (pupils) for constant exchange of information, reminders, discussions, involvement of the parent community and more. But it is worth remembering that these resources should be used as an auxiliary pedagogical tool for organizing dialogic learning in the educational environment.

We hope that the implementation of certain pedagogical conditions in practice will help increase the effectiveness of future teachers training to work in a modern primary school.

We see the prospects for further research in the study of the possibilities of information and communication technologies, the acquisition of digital literacy skills for the organization of educational dialogue in the New Ukrainian School.

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