

Part I: ACTUAL ISSUES IN MODERN PEDAGOGY

EDUCATIONAL DIALOGUE IN THE PROCESS OF FOREIGN LANGUAGE TRAINING OF FUTURE MINERS

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Abstract: *On the basis of scientific analysis the article authors develop a scheme that allows planning and organizing the process of learning foreign languages with the use of dialogic didactic means during foreign language training of future miners. The article gives a definition of 'educational dialogue', observes its structure, and defines its stages: modeling (a future educational dialogue model designing and ways of its implementation at a lesson); motivational (identifying problem, task for solving which encourage further active learn-search activity of educational dialogue participants); searching (finding out/discovering an effective or new method of problem solving; searching answers to the question); disputing (presenting and discussing results, different positions, viewpoints); concluding (analyzing results, summarizing, substantiating the best chosen way of solving tasks, versions, and opinions). The authors give recommendations for dialogic interaction organizing in the process of forming a foreign professionally oriented speech competence of mining students.*

Keywords: *educational dialogue, educational dialogue structure, educational dialogue stages, dialogic interaction, foreign professionally oriented speech competence, topic support*

INTRODUCTION

We consider an educational dialogue as effective didactic means of mastering/accumulating, forming and developing subjective speech knowledge, skills that is personal speech resource (competence), through activating and implementing intellectual and creative potential of participants of dialogical interaction ('teacher – student/students' or 'student – student/students formats'), aimed at solving problematic learning communicative situations at foreign language lessons while forming a foreign professionally oriented speech competence of students. To organize the process of foreign languages learning with the help of educational dialogue means, it is required to determine dialogic stages.

The analysis of different positions on outlining dialogue stages (Z. Bakum, G. Ball, N. Galskova, M. Kaminskaya, O. Kondratiuk [1-6]) allows developing own scheme of a dialogical interaction in learning situations at foreign language lessons: modeling; motivating; searching; disputing; concluding stages.

MATERIALS AND METHODS

Consider dialogical interaction structure at foreign language lessons in terms of educational dialogue focused on solving the task connected with creating a support on such professional issue as "Surface and underground mining, machines and equipment".

Modeling Stage: In addition to determining a place of a dialogue in the lesson course, the stage should pay attention to following important organizational aspects: creating basic didactic situation involving dialogical interaction; setting goals and formulating conclusions which students should reach during/at the end of a dialogue; raising a question/task, which will start an educational dialogue; thinking over expected answers and ways of solutions; preparing questions-tips and sub-tasks if students face difficulties; hypothetical revealing zones of improvisation; determining alternative ways of holding a dialogue on the chosen

problems; planning methods, forms of interaction of dialogue participants, their possible roles and conditions of their acceptance by students.

Motivational Stage of Educational Dialogue: To increase student motivation for developing topic supports, the teacher organizes a team quiz for discussing an issue ‘Surface Mining Techniques, Machines and Equipment’.

Such game discussion of questions helps students emphasizing the aspects that should be stressed as essential information; finding out the problems and gaps which require additional training; identifying complex material easier to interpret by using supports. Being faced with a number of problems and found out problems while discussing professional issue, students are aware of the necessity to apply auxiliary means which simplify and improve interpreting, understanding and mastering professional context of didactic material. Supports are those auxiliary means. Shaped motivation and needs in such supports favor more reasonable weighed and considered student approach to developing topic supports.

Searching Stage of Educational Dialogue: It involves team-solving a creative task connected with designing support which simplifies interpretation of majoring material. Teamwork is of dialogical interaction having different formats: ‘student – student/students’ – within the team; ‘teacher – student’ – while consulting with teacher.

Students share ideas structuring both problem and the situation components. They carry out searching process keeping in mind that final correct answer may not be; instead, there is a variety of alternative viewpoints and approaches. A teacher is assigned a part of independent expert or adviser. This stage is not final; in some specified sense it is the first stage for independent mental and cognitive activity.

Disputing Stage of Educational Dialogue: The stage involves presentation and discussion of various topic supports by each team.

After each presentation, a teacher asks questions encouraging students to a discussion; the questions provoke dialogue (catch questions, questions having no answers, questions with insufficient information) initializing similar actions from students.

It is very important for the stage to fix different hypotheses; make records indicating different positions, clarifying some aspects, expanding another aspect of the same version, identifying links between opinions etc. Such records on the board allow tracking a general course of collective discussion simplifying a process of reflection and self-reflection of presented results at the next (final) stage of the educational dialogue; moreover, fixed hypotheses authorship will provide immediate addressing as well as saving the importance of each opinion.

Concluding Stage of Educational Dialogue: The stage involves analyzing results of various approaches general discussion. Students should decide selecting the best support of proposed by other teams or motivate/satisfy of own variation efficiency giving reasons for preference. To confirm or disprove their assumptions about the preferred supports, students are proposed tasks to verify efficiency. After performing the tasks students should comment their choice deciding whether it is sufficiently functional; besides, they should put the arguments for and against.

RESULTS

We state our opinion about sound educational dialogue. It should be noted that it is not always possible to implement all separated stages of dialogic interaction (modeling, motivating, searching, disputing, and concluding); sometimes teacher has to be limited to some of them, or even be satisfied with activities with educational dialogue components. As practice shows, teachers should not abuse and overload a didactic process with dialogic forms of learning and apply the educational dialogue at each stage of a lesson. To her/his own discretion, teacher plans a process of a lesson selecting stages at which educational dialogue is expedient to form speech knowledge and skills in terms of future miner foreign language training; moreover, personal capabilities of learners, goal and task are involved.

DISCUSSION AND CONCLUSIONS

So, the implementation of educational dialogue at the foreign language lessons covers some stages (modeling – designing a future educational dialogue model and ways of its realizing at a lesson; motivational – identifying problem for solving which encourages further learn-search activity of educational dialogue participants; searching – discovering effective or new methods of problem solving, answers to the question; disputing, presenting and discussing results, different positions, viewpoints; concluding, refluxing, self-refluxing activity; analyzing results, summarizing, substantiating the best chosen way of solving tasks, versions, and opinions) involving stimulation of mental and creative activity of subjects in the process of dialogic interaction through their internal potential activating to develop student foreign professionally oriented speech skills as means of realizing speech activity in their future professional environment.

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