

# DIALOGIZATION OF PROFESSIONAL COMMUNICATION BETWEEN STUDENTS AND LECTURERS

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## ABSTRACT

*Relevance of the problem under study is caused by need of dialogization of professional communication between students and lecturers. This article is directed to prove the efficiency of collaborative activities of subjects of educational process in groups of “free communication” and at classes on psychology. The leading approaches to research of this problem are personality-activity approach, technology of sign and contextual training, theory of learning activity, theory of communication, concept of educational cooperation. The main result of the research is that communication has the greatest relevance for organization of productive and personally developing contacts. And that communication by its rules of organization can be referred to “dialogical” as it is adequate to subject-subject character of human nature. The article provides defining such terms as “subject” and “dialogic communication” presents distinctive features of dialogic communication, highlights active training methods. Particular attention is paid to the necessity of organization of collaborative activities of subjects of educational process in groups of “free communication” and at classes on psychology. Materials of the article can be useful to the experts working in higher educational institutions, to students and all who are connected with the field of education.*

**Key words:** *dialogic communication, educational cooperation, subject of educational process, active training methods, student, psychology.*

## INTRODUCTION

Reforming of national educational system, involving students in the implementation of their own educational, social and cultural interests necessitate changes in relation to activities of main subjects of educational process. These main subjects are students and lecturers. They both (students and lecturers) become active participants of educational process. Their relationship gains the subject – subject character, which is built on trust, mutual respect, and equality, as well as realizes in the form of a dialogue.

Communication is a broad and complex concept. The unity of its interpretation which has not been achieved yet. Scientists ambiguously interpret this process and understand it as an activity (A. N. Leontyev A. A. Leontyev); as relations (B. F. Lomov); as a multifunctional phenomenon, including communication, activity, mutual understanding and interaction (I. A. Zimnyaya). We share the view of I. A. Zimnyaya, who treats communication as “a complex, multidimensional process of establishing and developing contacts between people, generated by requirements of joint activity and including information interchange, development of common strategy of interaction, perception and understanding of the other person”.

Thus, in the process of communication as a form of educational interaction of lecturers and students there is information exchange, as well as planning and organization of their common activity. In our opinion, it reveals subject character of relations of participants of educational process. Interaction in such relationships takes the form of a dialogue and cooperation, which is especially important in training process. We argue that the study of this problem will reveal the effectiveness of collaborative activity of subjects of educational process in groups of “free communication” and at classes on psychology.

## METHODS AND MATERIALS

Theoretical and methodological basis of the research were the most important propositions of the personal-activity approach (K.A. Abulkhanova-Slavskaya, L.S. Vygotskiy, V.A. Slastenin), technologies of sign and contextual training (A.A. Verbitskiy).

The personal-activity approach allowed of creating conditions for the formation of students' activity due to partnerships with other participants of educational process, work in cooperation, taking into account their age and individual peculiarities. The technology of sign and contextual training provided formation of students' professional thinking, skills of social interaction and communication, collaborative decision making, collective thinking activity.

As for psychological and pedagogical aspects of the problem under study we were guided by the theory of educational activity (V. I. Zagvyazinskiy, I. Ya. Lerner), the theory of communication (G. M. Andreev, A. A. Leontyev, and others), the concept of educational collaboration (V. K. Dyachenko, L. A. Kandybovich, I. A. Zimnyaya and others).

The methods and approaches used in our research are focused on stimulation and self-affirmation of an individual as the original subject of educational process. They allowed us to understand necessity and efficiency of educational cooperation and professional dialogic communication between lecturers and students.

## DISCUSSION

Defining the subject as “a person who is dynamic, ready to learn, conscious, who can take initiative and independence, make a decision and implement it, evaluate consequences of own behavior, self-modify and self-improve, determine the perspective of own multidimensional life activity”, we believe that subject-subject relations of lecturers and students in the process of their collaborative activity are based on equality of partners in communication, acceptance of the other person into own inner world as a value, and they exclude authoritarianism, pressure from any part as well.

The psychological condition for realization of “intersubjective communication” in educational process of institute of higher education is dialogization of professional communication between students and lecturers.

Dialogic communication by M. I. Dyachenko and L.A. Kandybovich is defined as “a form of communication based on a priori inner acceptance of each other as values in themselves and assuming focusing on individual uniqueness of each of the subjects”. According to the scientists, on the emotional background of such communication, there is an aspiration for self-education and self-improvement which is especially important in educational process.

Features of dialogic communication in the context of its developing capabilities were revealed in the studies of L.A. Petrovskaya, Yu.N. Yemelyanov.

They are the following:

1. equality of positions of a student and a lecturer, which supports mutual influence on each other and forming the ability to stand in the position of the other;
2. the absence of marks, acceptance of a student himself, respect and trust;
3. formation of a student and a lecturer similar attitudes regarding the same situation;
4. special emotional coloring of communication, sincerity and naturalness of emotions, mutual penetration into the world of feelings and experiences of each other;
5. ability of participants of communication to see, understand and actively use a wide range of means of communication, including nonverbal ones.

## RESULTS

The result of this educational communicative dialogue is formation of subject positions of participants in the dialogue, as well as development their experience in dialogic communication, when partners of collaborative activity tend to understand exactly the meaning that refers to communicative partner, to take into account and meet information needs of the last, to help the partner in formulation of a message. The use of communicative dialogue in educational process is possible only at unconditional acceptance of the student's personality, in the atmosphere of goodwill and trust.

However, knowledge of principles of dialogic communication and adherence to them do not guarantee success in the organization of cooperation. According to T.A. Florenskaya, it depends on creative "I" of a lecturer, on his readiness for "construction" in the sphere of relations with students, colleagues, and "moral creativity".

Such creativity, as E. N. Shiyanov noted involves construction of a system of expedient relationships of lecturers and students, where there would be a meaningful dialogue of personalities, assertion of each student's "self-concept", and all kinds of encouragement the aspiration for self-knowledge and self-development. Pedagogically appropriate relationships are relations of collaboration, causing readiness for active participation, responsible and full self-expression of participants of educational process.

In addition, in our opinion, development of collaborative relationships is related to voluntary acceptance by students the stimulating role of a lecturer, that is shown in desire to follow him, to communicate with him, to imitate him. It should be noted that in this case the spiritual character of a lecturer plays decisive role, as well as his professional competence, creative attitude to his business, and ability to collaborate with colleagues.

Realization of this condition in our study was achieved through the use of technology of sign and contextual training. According to the definition by A.A. Verbitskiy, "sign and contextual training is a kind of training where subject and social content of future professional activity of a specialist is modelled by means of all system of didactic means, forms and methods, and mastering of abstract knowledge as sign systems is overlaid on the outline of this activity".

In contextual training the following principles are embodied: consecutive modeling in forms of educational activity of students of complete contents and conditions of professional activity of experts; theory and practice connection; collaborative activity; activity of a person; principle of problematical character; unities of training and education.

Realization of these principles leads to a change in traditional forms of organization of training at institute of higher education. So, in technology of sign and contextual training a problem-lecture, a lecture-visualization, a lecture together, a lecture with pre-planned mistakes, a lecture- press conference are used along with an academic lecture. As A.A. Verbitskiy notes,

“the described types of lectures mean refusal of traditional informing students regarding the “fundamentals of sciences” and realization of the dialogical relations between lecturers and listeners”.

At the same time a traditional seminar is transformed in accordance with the principles of contextual training. Since this form of training in the contextual technology is interpreted as interaction and communication of participants of educational process, the most appropriate for adaptation are a seminar-discussion, seminar on the principle of a “round table”.

In addition, the paramount importance in the technology is given to a business game where a student performs quasiprofessional activity, which involves the features of both educational and professional activities. At the same time in the conditions of collaboration each student acquires skills of social interaction, collectivist orientation, valuable orientations and attitudes appropriate for a specialist.

It should be noted that students come to university with some ideas of active methods of training, a certain experience of collaborative activity, though, it is not always of positive nature. Therefore, we tended to help students to adapt to interactive training, to actualize a positive experience and to neutralize the negative experience of collaborative activity. This work was carried out in extracurricular activities in groups of “free communication” (Ye. N. Shiyanov), at classes on psychology.

The purpose of the groups of “free communication”, which involved students of 2-3 courses of the specialty “Psychology” was to develop communicative skills, social attitudes and experience of dialogic communication. The organization of communication in those groups were based on creation of favorable emotional atmosphere, on formation of a system of group values, on assistance to process of group integration, on activation of the process of self-knowledge and self-education, on stimulation of mutual assistance. The content of communication in those groups was associated with the study of individual and psychological features of personality, styles and ways of communication, and with interaction correction. For a free discussion a variety of topics was offered. They were related to a future profession, higher education system, student government, modern training technologies, relationships of subjects of educational process, etc. Moreover, psychological and pedagogical subjects were supplemented with questions from the field of literature, art, economics and politics. In the work of the groups of “free communication” exercises of psychological training were widely used. They were aimed at self-knowledge (for example, “Self-criticism”, “Projective drawing”, “Inventory”, “The best and the worst”), at development of mechanisms of interaction between partners in communication (for example, “Live observation”, “Mirror”, “To enter a circle”, “If he was...”). In the process of students’ emancipation the method of a role-playing game was applied. It promoted development of students’ reflection, abilities to empathy and identification. Topics of role-playing games came up with during discussing problems, however carrying out the majority of them was predicted in advance, based on the discussed topics. The very form of communication intended an exchange of opinions on the problems interesting for the students. Therefore one of the leading methods was also a discussion during which students learned to listen to partners, to convince, to argue, to carry their points.

In the process of work in the groups of “free communication” students’ desire to be a member of the group has increased, aspiration to empathize with others appeared, as well as to assist them and to accept help from others, to exchange information and looks, and to cooperate. With this form of work we tried to enrich the students with positive experience of dialogic communication, to form communicative skills necessary at using interactive training methods.

The work in the groups of “free communication” stimulated the activity of students in educational activity, especially in the study of subjects of psycho-pedagogical cycle. Curriculum provided for a study such academic disciplines as “Psychology”, “Pedagogy”.

For example, in the course of “Psychology” when teaching the theme “Thinking” we focused students’ attention on the kinds of thinking, its main operations and procedures, models of mechanisms of intellectual processes, on construction, analysis and assessment of mental plans of activity. Moreover, this information was structured mainly in the form of problems and problem situations. The students are offered the task of four types:

1. reproductive problems, which were solved by the given verbal program with all elementary steps with indication of conditions of their application;
2. algorithmic problems, which were solved according to the algorithm specified in the form of a formula, when it was necessary to transform this algorithm into a comprehensive program;
3. transformed tasks, solving which the students used well-known formula in new situations where heuristic steps play a leading role;
4. creative-search tasks, solving which the students learned to analyze a situation, to formulate a task independently, and find a way to solve it.

In the problem-solving process students did not only get acquainted with their types, with a set of intellectual procedures that lead to construction of intellectual concepts of different levels of complexity and generality, but also mastered the knowledge about structure of activities for solution of the tasks. For purposeful development of the problem-solving technology and formation of appropriate skills, the students were offered an instruction containing basic stages of work on a task. For example, the instruction on developing of logic of learning activity on problem solution, represented consecutive expansion of the following stages:

1. Analysis of structure of a task (selection of elements, identification of structural connections, actualization and organization of knowledge);
2. Awareness of problematic character of a task, formulation of a problem;
3. Search for a solution plan (proposing a hypothesis, its proof, drawing up a detailed plan of a solution);
4. Realization of the solution (implementation of the plan’s steps, a proof that the result meets requirements of the task);
5. Retrospective analysis of a task (discussion of the made solution in terms of its rationality, discussion of search of solution method, finding out how successful the techniques were, and main difficulties in the solution).

This instruction was applied in the further study of other disciplines, when the teachers used problem teaching technology. Since a group is recognized as the most productive form of organization of teaching (H.I. Liymets), we suggested students to work on the solution of the tasks in pairs, triads, small groups (5-7 people). Moreover, during the experiment it was revealed that in the process of collaborative problem solving the students do not only significantly deepen knowledge about essence of the studied phenomena, do not only improve own communicative skills (as everyone has an opportunity to get acquainted with various versions of solutions, listen and weigh a lot of their assessments, additions, changes), but also learn to evaluate their own personal contribution to the general result, and also how this contribution is accepted by members of the group. Noteworthy is the fact that almost all students noticed an insufficient level of development of ability at themselves and fellow students to reckon with opinion of others, which was taken into account in subsequent work.

The study of the themes “Personality”, “Activity”, “Communication” made it possible for

students and teachers to apply to the study of “social abilities” (K.A. Abulkhanova-Slavskaya), that determine productivity of educational collaboration, to consider rights and duties of participants of educational process, rules and regulations controlling collaborative activity. Most often at classes on psychology situations-assessments, situations-illustrations, situations-problems were used (Ye.V. Zarukina). The situations-assessments described situations, way out of which had already been found, however, required a critical analysis of earlier decisions. These situations contained mainly the mistakes made in the process of communication and collaborative activity between students and lecturers. The situations-illustrations represented reference patterns, describing efficient search of constructive problem solving of future professional activity, business and interpersonal communication. Application of the method of analysis of specific situations promoted first-year students’ cognitive activity activation, development their ability to analyze professional situations, formation of positive motivation on professional development. Besides, in the process of solving specific problems, we preferred to use video situations, as they have greater informative value, than a description of situations, due to synchronization of speech and extralinguistic behavior of participants, as well as corroboration of audiovisual sample with paralinguistic means.

To develop abilities and skills of educational collaboration we used training exercises. For example, exercises on ability to design various types of collaborative actions, on ability to be engaged in collaborative activity; exercises on developing ways to overcome difficulties arising in the course of collaborative activity; exercises on developing methods of students’ motivation to collaborate. Besides being created during the exercise, the ability of the student’s choice of a position of an observer, a participant, an organizer, forms his dynamic ability to move from one position to another in the process of collaboration. Moreover, positions of the participants of pedagogical training are considered as equal, they are just more preferable for the formation of a certain group of skills.

## CONCLUSION

Thus, students’ knowledge and skills allowing taking an active position in educational process were formed at classes on psychology and in groups of “free communication”. Experience of dialogical communication and interactive training were accumulated as well.

The results of the research can find application when organizing the process of study at universities and reading psychology at teacher training colleges, and in improving psychological culture of the general public.

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