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EDUCATIONAL DIALOGUE: SEVERAL ASPECTS OF ENHANCING PRESERVICE TEACHERS' REFLECTIVE AND PROACTIVE READINESS FOR TEACHING PRACTICE

KATERYNA FOMIN

Abstract. The article focuses on numerous theoretical elements aimed at developing reflective and proactive preparedness among university students from the Faculty of Pedagogy. This preparation is essential for effectively engaging in educational dialogue with students during practical experiences in schools. Based on the findings of theoretical and empirical research spanning several years, the author highlights the teacher's pivotal role as a facilitator in the school educational process. This facilitation is emphasized particularly during dialogue interactions, where the foundation is built upon principles of humanity, tolerance, and acknowledgment of the diverse perspectives of all participants. The applied aspect of professional training of prospective teachers in the organisation of dialogue-based learning is outlined. The necessity of implementing the proposed educational and methodological tools (Socratic dialogue, workshops, training technology, discussion, group work, projects, inquiry-based learning, etc.) in the professional training of future teachers to increase their readiness to organise a classroom dialogue is substantiated. The paper describes the outcomes of experimental research evaluating the efficacy of cultivating reflective and active preparedness in students for pedagogical interaction, specifically focusing on dialogic learning. The investigation spanned from 2017 to 2022 and involved 601 prospective teachers from Ukrainian universities. The researcher used the "Readiness to Organize Dialogic Learning at School" methodology to assess the levels of reflective and active readiness among prospective teachers in organizing educational dialogue. This assessment included evaluating skills such as self-knowledge, self-study of communication abilities, and the capacity to establish subject-subject interaction, among others. The research has unveiled the degree of reflective and active preparedness among prospective teachers for organizing educational dialogues within the framework of their professional training during the summative and formative experiment stages. The comprehensive analysis, both qualitative and quantitative, is presented to compare the obtained data. The following research methods were used: subject-target method, empirical methods (questionnaire, testing, pedagogical observation, comparison, pedagogical experiment) and methods of mathematical statistics.The author's materials from the dissertation "Preparation of primary school teachers for the organization of dialogic training" for PhD (K. Fomin, 2020) are partially used in the article.

Keywords*:* training of prospective teachers, educational dialogue, dialogic communication, reflective and proactive teachers' readiness.

Speak, so that I may see you.
Socrates

1. INTRODUCTION

The problem of organising an effective educational dialogue is relevant in pedagogical science and practice, mainly due to the challenges of the war in Ukraine, when many students have suffered mental and/or physical trauma and therefore need appropriate pedagogical support. They need communication to the greatest extent (Budnyk, Kushniruk, Tsybulko, et al., 2022), so it is important for teachers to master the technologies of dialogic teaching with students. An interactive approach to teaching stimulates the development of creativity and initiative in learning. Because "*active learning produces gains to both lower- and higher-order cognition at levels equal to, and more often, greater than the use of passive learning methods"* (Harris & Welch Bacon). While training students for their professional development, recognizing the significance of educational dialogue becomes crucial as it serves as a powerful tool for personal growth while fostering the development of social skills and emotional intelligence. "*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*" (Major, Brugha, Froehlig, et al., 2018, p. 15).

Moreover, it is essential to consider the unique aspects of diversity and strive for equal representation of different perspectives in educational dialogue to amplify its efficacy and contribute to the spiritual and moral development of individuals. "*The assertion of harmony seems to pose a significant obstacle in acknowledging the obstacles and disparities that fundamentally create gaps between polar opposites, preventing them from establishing an open relationship and hinder the dialogic development within themselves. This hampers the cultivation of a higher capacity to navigate the complexities arising from the existence of differences on the path to moral maturity."* (Witkowski, 2012, p. 181).

Challenges in leading educational dialogue are also prevalent in inclusive educational settings, demanding tolerance and understanding towards individuals with disabilities (Budnyk, Rembierz, Arbeláez-Encarnación, et al., 2022). Frequently, obstacles arise in the social and school integration of these students, particularly in environments marked by an attitude of intolerance or rejection of diversity (Śliwerski, 2008, p. 191).

We define educational dialogue as the dynamic interaction between educators and students during the learning, upbringing, or developmental processes. This interaction involves a dynamic exchange of information, wherein students take turns asking questions and participating in discussions to explore the provided answers.The teacher's role in this context is primarily indirect, serving as a guide or tutor. In this educational methodology, we emphasize the significance of nurturing meaningful dialogue communication that promotes humanity, tolerance, and recognition of diversity. This approach aims to enrich the spiritual development of the student's character.

We consider the preparation of prospective teachers for coordinating students' dialogic learning to be a comprehensive system with key components in various domains:

1) *the scientific aspect* is directed towards examining the patterns of professional and pedagogical development of future specialists, focusing on their mastery of ways, means, methods, and tools for modeling the school educational process;

2) *applied – i*nvolves the development of educational, methodological, organisational and content support for the learning/teaching process at school based on innovative educational technologies, primarily dialogue learning methods (Fomin, 2018).

According to S. Jatsenko, the transition of the educator's primary role from being informative, focused on teaching, to being facilitative, emphasizing pedagogical support, is pivotal in improving professional training and refining the criteria that indicate readiness for dialogue-based learning. (Jatsenko, 2019, p. 85).

This article delineates the practical dimension, encompassing (1) the integration of newly developed educational and methodological tools into the training of prospective teachers, and consequently, (2) the outcomes of the author's experimental investigation into the efficacy of these tools in fostering their reflective and proactive preparedness for organizing educational dialogue in practical school settings.

1.1. Research methods

The subject-targeted approach was used to examine and summarize the scientific literature related to the research topic, providing support for the theoretical framework of educational dialogue and assessing the preparedness of students (future teachers) to incorporate it into the educational process.

Empirical methods – psychodiagnostic (questionnaires, pedagogical observation, comparison) were used to identify the reflective and proactive prospective teachers' readiness to organise an educational dialogue with students.

Methods of mathematical statistics – for quantitative and qualitative analysis of research outcomes.

1.2. Instruments and Procedures

The research presents the results of a study on students' readiness for educational dialogues, including an assessment of their professional competencies.The study was conducted at Vasyl Stefanyk Precarpathian National University and Ivan Franko National University of Lviv (Ukraine) with a participant pool of 304 individuals in the control group (CG) and 297 individuals in the experimental group (EG), totaling 601 students from the Faculty of Education. The research spanned the years 2017–2022 and was conducted through both online and offline formats.

2. RESULTS OF RESEARCH

To effectively incorporate dialogue-based teaching with students, a contemporary educator needs to possess a sufficient level of reflection. This is essential as reflection serves as both a mechanism for the development and execution of pedagogical activities and, simultaneously, pedagogical activities become the subject of reflection.Thus, during the pedagogical experiment conducted at the university where future teachers undergo training, incorporating various tasks for facilitating students' dialogic learning (Fomin, 2018), significant emphasis was placed on both the content and procedural aspects of fostering students' critical and independent thinking. This involved promoting their tendency to express and advocate for their viewpoints, cultivating the capacity and readiness to ask questions, participate in discussions, maintain a well-balanced self-esteem, analyze their abilities in handling specific professional situations, explore cause-and-effect relationships in phenomena and processes, and execute effective communication and interaction with others. Additionally, it aimed to facilitate the design, prediction, and planning of their professional activities (Fomin, Budnyk, Matsuk, et al., 2020). Indeed, the culture of pedagogical dialogue entails more than just the possession of a teacher's system of psychological and pedagogical knowledge and intelligence; it also involves the holistic development and expression of their personality. According to M. Rembierz, human intellectual culture encompasses not only individual-level aspects such as the acquisition and growth of cognitive skills but also extends to scientific activity. This includes the cultivation of logical culture and the deepening of methodological reflection, among other elements (Rembierz, 2017, p. 39).

To assess the condition and variations in the levels of students' psychological and pedagogical skills, including self-awareness, self-study of their communicative expressions, comprehension of the reasons and outcomes of implementing specific organizational forms of dialogue-based learning, understanding the significance of dialogic learning, adopting a subject-subject position, and being prepared to regard participants in the educational process as bearers of values, the author employed the methodology titled "Readiness to Organize Dialogic Learning at School."(Fomin, 2021).

The following levels of prospective school teachers' readiness to work in a given context are

identified: high, medium and low.

In the course of the experiment, students were tasked with evaluating, among other inquiries, their practical training level in addressing issues related to organizing dialogue-based learning at school. The summary of responses, presented in Chart 1, reveals that prior to the experiment, 87.0% of students in the control group (CG) and 84.7% in the experimental group (EG) expressed that they perceived their training level as ranging from low to moderate. The percentage of students with a high self-esteem level is relatively low, with 13.0% in the control group (CG) and 15.3% in the experimental group (EG). Following the formative experiment, the situation in the CG remained relatively unchanged: there was a slight increase (+3.4%) in the proportion of students with a high self-assessment level of their practical training in tasks related to organizing dialogue teaching, and a decrease of 3.0% in those who perceived this level as low (Figs. 1, 2). It's worth noting that, based on the test results, these shifts in distributions are determined to be random.

Tab. 1

Distributions of CG and EG students by average self-assessment of their practical training levels in solving tasks related to the organisation of dialogic learning

Stages of development	**Before the experiment, %**		**After the experiment, %**	
	CG	EG	CG	EG
Low	40.2	36.8	37.2	11.5
Medium	46.8	47.9	46.4	55.7
High	13.0	15.3	16.4	32.8

Source: The results of the author's research

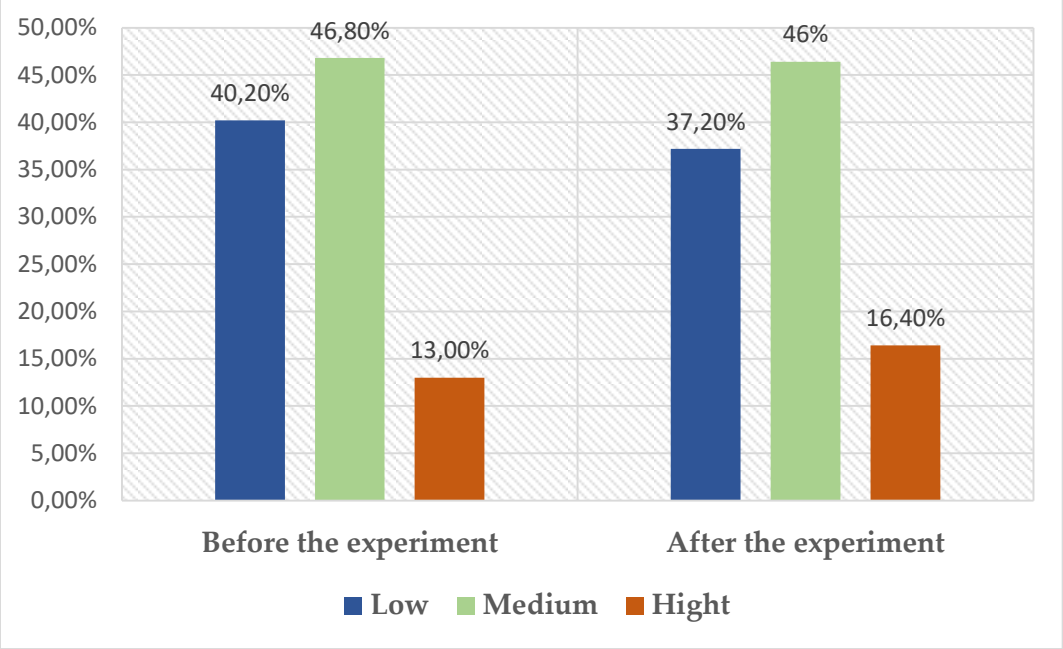

Fig1. Distribution of control group (CG) students based on their self-assessed practical readiness for organizing dialogic learning

Source: The results of the author's research

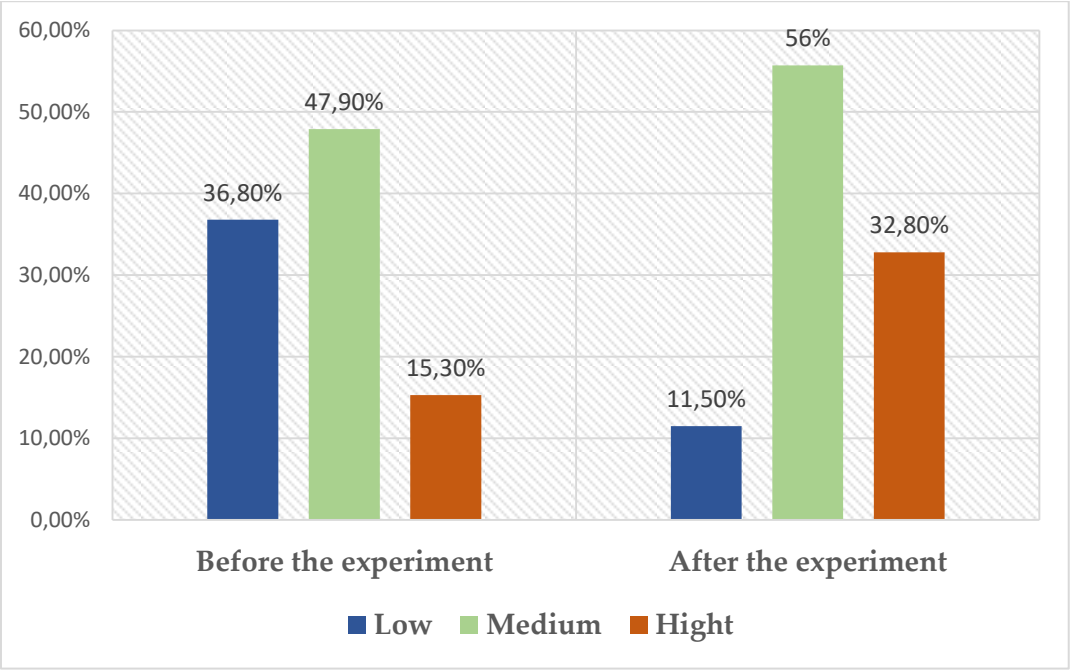

Fig. 2. Distribution of control group (CG) students based on their self-assessed practical readiness for organizing dialogic learning

Source: The results of the author's research

In the experimental group (EG), following the formative phase of the experiment, notable alterations in distributions were observed. There was a statistically significant decrease (by 25.2%) in the count of respondents with a low self-assessment level of their practical readiness for organizing students' dialogue learning. Simultaneously, there was an increase (by 17.5%) in the proportion of participants who appraised this level as high.

Furthermore, there has been a marginal rise (by 7.7%) in the count of students with intermediate levels, as indicated by Fomin (2020). Consequently, we can assert that the initiatives implemented during the formative experiment have led to an enhancement in students' self-assessment of their practical readiness for organizing dialogue-based teaching. This suggests the effectiveness of the developed model (Fomin, 2021).

Broadly speaking, an examination of the survey findings qualitatively reveals the subsequent overarching patterns:

1. In CGs, the changes are less evident; the overall dynamics of changes in the distributions by components varies within 17%. The most susbstantial overall dynamics was recorded in students' assessments of their capacity to engage in pedagogy of partnership (17.0%), actively listen (14.8%), and speak reasonably (14.2%), and the smallest changes were observed in the application of dialogic learning technologies including problem-search dialogues, heuristic conversations, case studies, situational role-playing games (7.4%), clearly distribute roles in group interaction (7.8%), and put themselves in the student's shoes (7.8%). Following the formative experiment in the CG, the percentage of students who perceived their practical readiness for dialogic teaching as inadequate remained notably elevated across almost all components, ranging from 19.6% to 57.6%. Notably, only 10.0% of participants regarded their level of training in listening skills as low within the practical training component. We contend that the fluctuations in the distribution of this indicator are likely random, as during the summative experiment stage, an even smaller proportion (7.6%) of students in this group assessed their listening skills as low.

2. In the experimental group, we observed notably greater fluctuations in the distributions, with the overall dynamics indicators ranging from 29.2% to 79.4%. A considerable reorganization occurred in the distribution of students across self-assessment levels for individual components: across almost all

components, 30 percent or more of the experimental group students exhibited a high level of proficiency, while those with a low level comprised up to 15 percent. According to the results of the formative experiment, the greatest changes were recorded in students' assessments of the level of formation of such components of practical training as: conducting a lesson in a dialogic form (79.4%), clearly distributing roles in group interaction (75.8%), determining the style of group interaction (74.0%), applying technologies of dialogic learning: problem-search dialogues, heuristic conversations, analysis of specific situations, situational role-playing games (66.0%). Based on the formative experiment findings, the most significant alterations were observed in students' evaluations of the development levels of practical training components such as: conducting a lesson in a dialogic format (79.4%), distinctly assigning roles in group interactions (75.8%), identifying the style of group interaction (74.0%), and applying dialogic learning technologies, including problem-search dialogues, heuristic conversations, analysis of specific situations, and situational role-playing games (66.0%).

The mentioned components encapsulate the core of structuring the dialogic teaching process, and the substantial, statistically significant, and both quantitatively and qualitatively impactful shifts in students' self-assessment of their training level indicate the effectiveness of the approaches we have introduced for preparing teachers to facilitate dialogic teaching among students. To assess the condition and alterations in students' psychological and pedagogical skills related to self-awareness and understanding the significance of dialogic learning, we tasked students with determining the most crucial qualities they believed a teacher should possess for organizing dialogic learning. Before the formative stage of the experiment, both in the control group (CG) and the experimental group (EG), students consistently prioritized qualities such as sociability, communicative competence, pedagogical skills, and active communication (ranks 1–4).

The reason for this can be attributed to their limited knowledge and a lack of a comprehensive grasp of the essence, specificity, and characteristics of educational dialogue. This became evident when analyzing the results of diagnosing the levels of cognitive readiness among prospective teachers for carrying out the mentioned tasks. Consequently, the students gave the highest ratings to the general pedagogical qualities.

Following the formative phase of the experiment in the CG, students once more identified these qualities as crucial for dialogic learning. However, there was a slight shift in priorities, as students now assigned a rank of 7 to communication activity, and emotional composure was placed third in terms of importance. Consequently, conventional methods of teacher training fall short in enabling students to cultivate a deep understanding of the essence and significance of dialogic learning, as well as their role as subjects within this process.

In the experimental group (EG), following the application of the model we developed during the formative phase of the experiment, notable shifts occurred towards a more profound comprehension of the nuances and characteristics of dialogue-based teaching among students. Consequently, there emerged a heightened self-awareness regarding the significance and necessity of possessing specific professional qualities as a teacher. This is reflected in the EG students' assessments, where qualities such as a dialogic communication style, attentiveness to the interlocutor, understanding of children's psychology in communication, tactfulness in relationships, and flexibility in communication were deemed the most important qualities for organizing dialogic learning.

The qualitative analysis of the research results also confirms that the educational dialogue serves as an effective means of moving the professional training of teachers to a significantly higher level - personal and semantic. According to M. Kondrashov, the implementation of a dialogue approach in professional training and its quality management is based on a clear interpretation of the “I – Other” relationship, which has the following components: “I – Other – Relationship”. According to the author’s perspective, within this vibrant triad, human relationships take a central role, giving rise to a novel aspect – the realm of meanings within a dialogic event (Kondrashov, 2019, p. 359). This is notably shaped by the teacher’s influence, authority, and prestige, as they establish an atmosphere that fosters

open, honest, and relaxed dialogues for educational purposes. (Witkowski, 2009). The teacher's prestige is a determining factor in both their professionalism and personal attributes, which collectively contribute to the quality of pedagogical interaction.

The carried out experimental study, focusing on integrating the teacher training model for organizing dialogue-based learning into the university educational process (Fomin, 2021), has demonstrated its effectiveness in shaping students' self-awareness and fostering a comprehensive understanding of the teacher's persona capable of implementing this instructional approach. This statement is supported by a summary of the survey results, in which future teachers were asked to identify the category of the educator most respected by present-day students. Prior to the formative phase of the experiment, a notable percentage of Control Group (CG) students (39.5%) and Experimental Group (EG) students (44.3%) held the belief that the most respected (authoritative) teacher is the one possessing effective methodology and teaching techniques while maintaining discipline in the classroom. Additionally, 36.9% of CG students and 35.1% of EG students thought that highly respected teachers plan lessons as small performances, and have an unconventional approach to solving problems.

Only 23.6% of Control Group (CG) students and 20.6% of Experimental Group (EG) students recognized that the teacher who holds the greatest authority among students is one who approaches problems in a non-standard way, fostering students' independence and critical thinking. Following the formative stage of the experiment, noteworthy changes were absent in the CG: the percentage of students with a low level decreased by 7.9%, yet this group remained sizable at 31.6%. There was a slight uptick in students with medium and high levels (by 4.7% and 3.2%, respectively) of self-awareness regarding the qualities a teacher should possess to garner respect from students (Fig. 3). In the EG, post-experiment, there was a substantial decrease of 17.6% in the number of students with a low level of self-awareness (dynamics – 26.7%), accompanied by an increase in those with medium and high levels by 11.9% and 14.8%, respectively (Fig. 4).

Tab. 2

Distribution of students in the Control Group (CG) and Experimental Group (EG) based on levels of self-awareness and a comprehensive perception of the teacher's persona as an authoritative figure among students

Levels of development	**Before the experiment, %**		**After the experiment, %**	
	CG	EG	CG	EG
Low	39.5	44.3	31.6	17.6
Average	36.9	35.1	41.6	47.0
High	23.6	20.6	26.8	35.4

Source: The results of the author's research

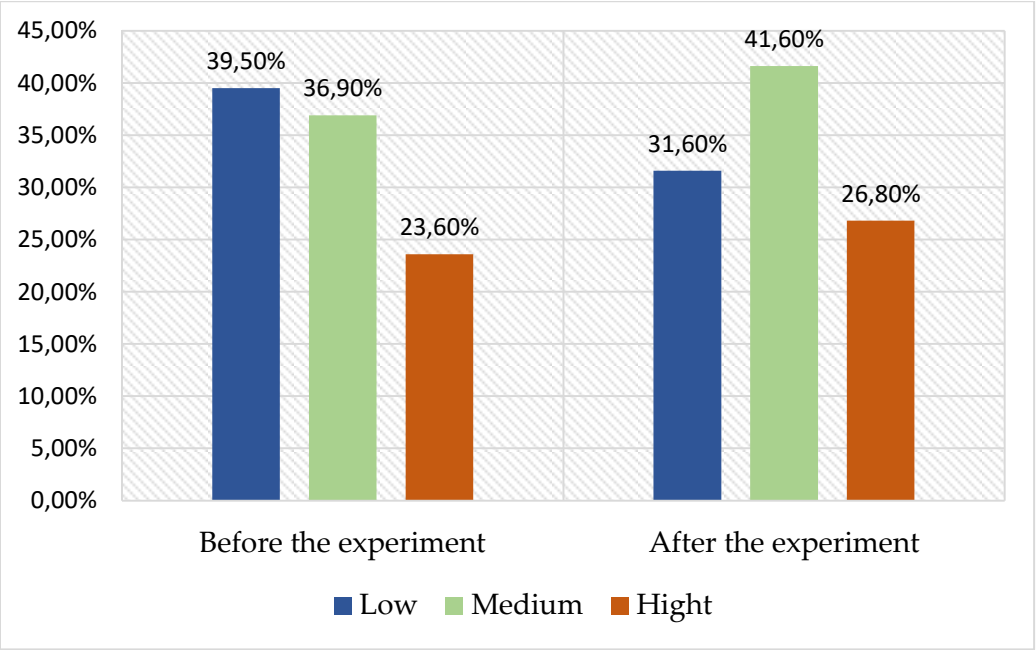

Fig. 3. Distribution of CG students by levels of self-awareness and perception of teacher's authority among students

Source: The results of the author's research

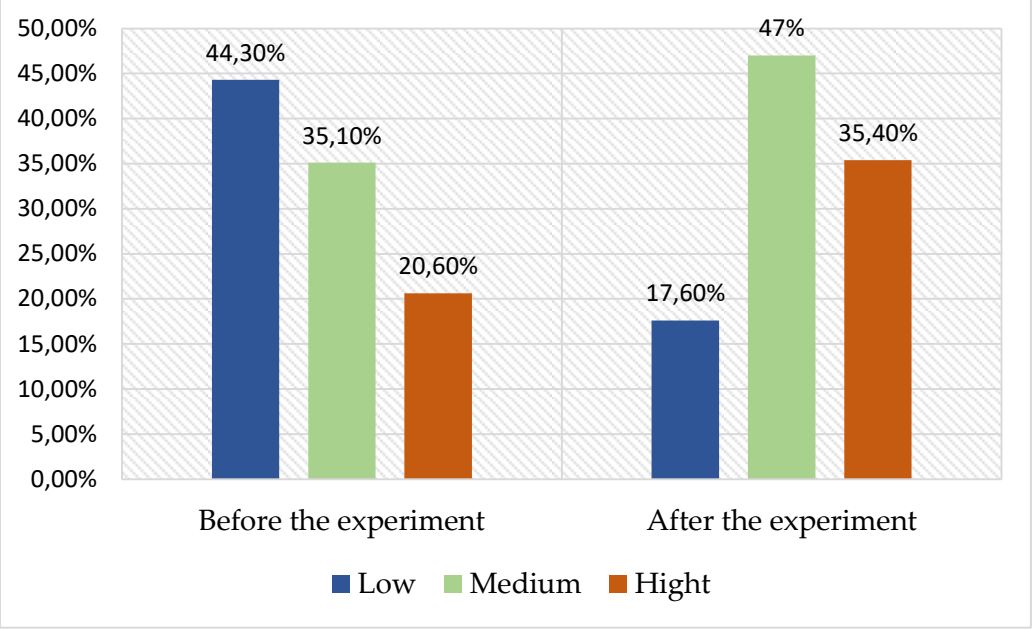

Fig. 4. Distribution of EG students by levels of self-awareness and perception of teacher's authority among students

Source: The results of the author's research

To assess the development of self-awareness skills, self-examination of communicative expressions, and understanding the reasons and consequences of implementing specific organizational forms of dialogic learning (Budnyk, Fomin, Novoselska, & Voitovych, 2020), researchers were tasked with evaluating the extent to which teachers achieve results in organizing dialogic learning. The analysis of these evaluations revealed that before the formative experiment, both Control Group (CG) and Experimental Group (EG) students perceived that the most significant influences on these outcomes were the teacher's willingness to grow professionally, students' enduring interest in their studies, their positive approach to learning, and contentment with their academic accomplishments. These factors

were not directly associated with the organization of subject-subject interaction between teachers and students in the educational process. This indicates that, under existing approaches to professional training, students do not reflect upon the pedagogical activity associated with the practice of dialogic learning.

Implementing the model we created has the capacity to change this situation. After the formative experiment, participants in the Experimental Group (EG) emphasized in their feedback that elements such as promoting students' creative and cognitive involvement, nurturing a collaborative environment in the classroom, and fostering a requirement for communication among students exert the most substantial influence on the results of implementing dialogic learning. In the Control Groups (CGs), the assessments remained nearly constant, indicating that the experimental intervention facilitated a more distinct self-awareness among future teachers regarding the extent to which various factors influence the outcomes of dialogic learning, rooted in a profound understanding of its essence, features, and specifics. After consolidating the data acquired during the study, we have created distributions based on the levels of reflective and active readiness among future specialists to facilitate dialogic learning for students (Tab. 3, Fig. 5).

Tab. 3

Prospective teachers' distributions based on the levels of reflective and proactive readiness for dialogic learning of students

Levels of development	**Before the experiment, %**		**After the experiment, %**		**Dynamics, %**	
	CG	EG	CG	EG	CG	EG
Low	28.3	29.2	24.3	11.7	- 4.0	-17.4
Average	57.4	56.3	59.5	60.8	2.1	4.4
High	14.2	14.5	16.1	27.5	1.9	13.0

Source: The results of the author's research

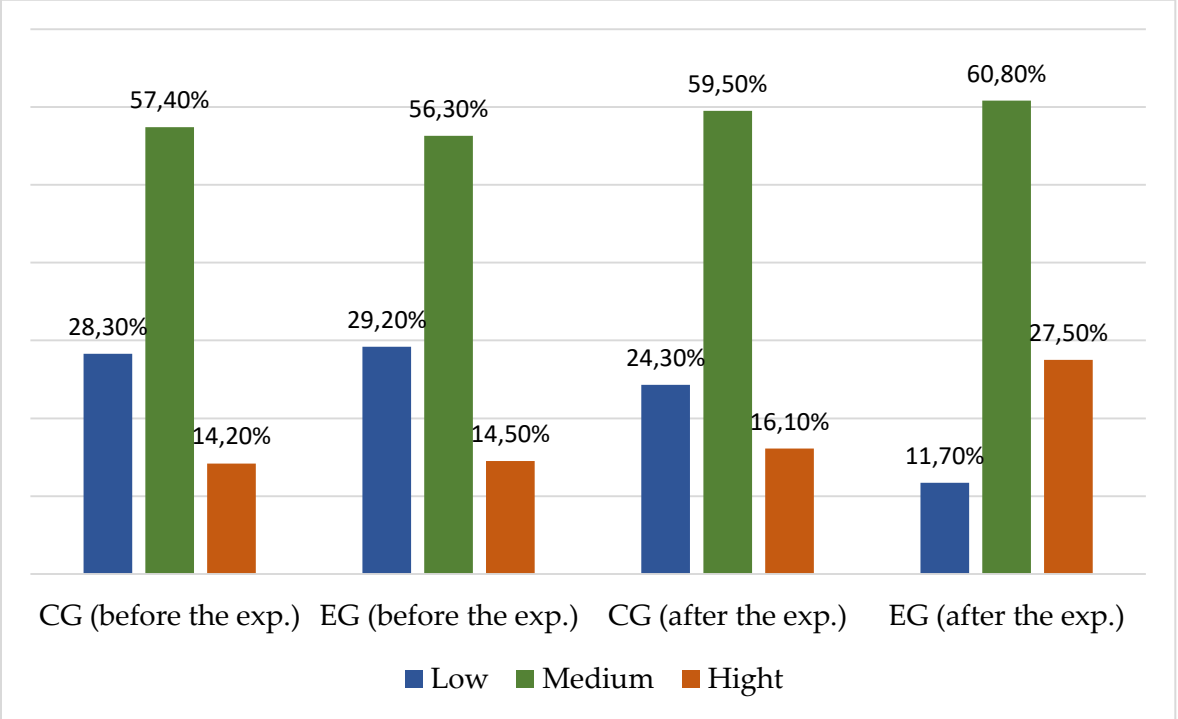

Fig. 5. Prospective teachers' distributions based on the levels of reflective and proactive readiness for dialogic learning of students

Source: The results of the author's research

The examination of the data presented in Figure 5 reveals that our developed model's implementation enhances future teachers' awareness regarding the significance of dialogue-based learning. It also fosters their ability to adopt subject-subject relations, prepares them for self-development, and deepens their perception of educational process participants as bearers of values. Additionally, it cultivates psychological and pedagogical skills related to self-awareness, self-study of their communicative expressions, and understanding the reasons and consequences associated with the adoption of specific organizational forms of dialogic learning. Indeed, in the EG, the amount of students with a low level decreased by 17.4%, the percentage of students with an average level increased by 4.4%, and there was an increase (+13.0%) in the proportion of students with a high level of this component of readiness for organising students' dialogic learning. At the same time, these changes are much less evident in the CG (low level: 4.0%, medium: +2.1%, high: +1.9%). The statistical analysis of the reliability of the identified changes showed that they were random in the CG, while in the EG they were statistically significant (Tab. 4).

Tab. 4

Empirical criterion values χ^2 calculated on the basis of data from the distributions of future teachers by levels of indicators formation and their reflective and proactive readiness to organise dialogic learning

Indicators	**CG and EG before the experiment**	**CG and EG after the experiment**	**CG before and after the experiment**	**EG before and after the experiment**
Self-assessment of the level of practical training in solving problems related to the organisation of dialogic learning	0.523	28.858	0.777	28.745
Self-awareness, a holistic vision of the personality of the teacher who is most respected by students today	0.769	8.044	2.057	24.529
Striving for self-development	0.451	7.878	0.334	3.295
Reflective and action-oriented readiness in general	0.037	10.778	0.697	16.581

Source: The results of the author's research

Critical values of the criterion are used for all levels of gradation of the attribute:

$$\chi^2_{\text{к}} = \begin{cases} 5{,}991, \text{p} \le 0{,}05 \\ 9{,}210, \text{p} \le 0{,}01 \end{cases}$$

Differences in distributions are considered statistically significant if the ratio is true:

$$\chi^2_e > \chi^2_{\text{к}}$$

It is important to note that we recorded a slightly lower dynamics of changes in the number of EG students with a high level of this phenomenon (+13.0%), compared to other components of teacher's readiness to organise dialogic learning (Fomin, 2021). Therefore, employing mathematical statistical

methods substantiates the assertion that there is a discernible enhancement in the preparedness of future teachers to actively engage in educational dialogues and demonstrate adaptability in the process.

3. CONCLUSION

The arrangement of dialogue training for prospective teachers within the scope of their professional readiness for school responsibilities is characterized as a comprehensive system. This system encompasses pedagogical goal-setting, defining tasks, determining content, selecting methods and techniques, using various means, and adopting forms to organize the collaborative efforts of students and teachers in dialogic learning. Additionally, it involves the assessment of the outcomes of educational and cognitive activities, among other components. While examining students' readiness for reflective and active engagement in educational dialogue as a strategy for interaction within the educational process, we underscore the significance of fostering spiritual and intellectual culture, as well as shaping value and meaning orientations. Concurrently, we use the term "culture of pedagogical dialogue," which integrates the abilities and skills required for effective communication with students to reach educational objectives. Referring back to the Socratic quote that serves as the epigraph to this article – *Speak, so that I may see you* – it is worth reflecting on its metaphorical nature. In fact, we are addressing an individual's verbal and non-verbal communication, encompassing speech and body language such as gestures, facial expressions, gaze, and voice. All communication signals significantly influence mutual understanding, perception, self-expression, and information comprehension. Consequently, the efficacy of educational dialogue is directly contingent on the teacher's pedagogical skills, both in verbal and non-verbal communication, and their capacity for reflective consideration of professional readiness for the teaching profession.

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Kateryna Fomin, Doctor of Philosophy (Ph. D), Associate Professor of the Department of Primary Education , Vasyl Stefanyk Precarpathian National University, Ivano-Frankivsk, Ukraine;
ORCID ID: 0000-0001-6005-7357
Address: Kateryna Fomin, Vasyl Stefanyk Precarpathian National University, 57, Shevchenko Str., Ivano-Frankivsk, 76018, Ukraine.
E-mail: kateryna.fomin@pnu.edu.ua
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Фомін Катерина. Навчальний діалог: деякі аспекти формування рефлексивно-діяльнісної готовності майбутніх учителів до роботи в школі. *Журнал Прикарпатського університету імені Василя Стефаника*, **11** (1) (2024), 59-71.

У статті висвітлено деякі теоретичні аспекти щодо формування рефлексивно-діяльнісної готовності студентів педагогічного факультету університету до організації ефективного навчального діалогу з учнями у шкільній практиці. На основі узагальнення результатів багаторічного теоретичного та емпіричного дослідження авторка висвітлила роль вчителя як фасилітатора в освітньому процесі школи під час діалогічної взаємодії на засадах гуманності, толерантності та визнання різноманітності усіх учасників. Окреслено прикладний аспект професійної підготовки майбутніх учителів до організації діалогічного навчання учнів. Обґрунтовано необхідність упровадження запропонованого навчально-методичного інструментарію (сократівський діалог, воркшоп, технологія тренінгу, дискусія, робота в групах, проєкти, навчання на основі запитів тощо) у професійну підготовку майбутніх учителів для підвищення рівня їх готовності до організації навчального діалогу в класі. Представлено результати дослідно-експериментальної роботи щодо ефективності формування рефлексивно-діяльнісної готовності студентів до педагогічної взаємодії (діалогічного навчання). Дослідженням, яке проводилося у 2017-2022 рр., було охоплено 601 студента-педагога українських університетів. Для діагностики рівнів сформованості рефлексивно-діяльнісної готовності майбутніх учителів до організації навчального діалогу, зокрема умінь самопізнання,

самодослідження власних комунікативних здібностей, здатності налагоджувати суб'єкт-суб'єктну взаємодію і т.п., було використано авторську методику "Готовність до організації діалогічного навчання в школі". У результаті дослідження виявлено рівень рефлексивно-діяльнісної готовності студентів-майбутніх педагогів до організації навчального діалогу у контексті їх професійної підготовки на етапах констатувального та формувального експерименту. Подано якісний і кількісний аналіз отриманих даних у порівняльному аспекті. Використано такі методи дослідження: суб'єктно-цільовий метод, емпіричні методи (анкетування, тестування, педагогічне спостереження, порівняння, педагогічний експеримент) та методи математичної статистики.

У статті частково використано матеріали дисертації "Підготовка вчителів початкової школи до організації діалогового навчання" на здобуття наукового ступеня кандидата педагогічних наук (К. Фомін, 2020).

Ключові слова: підготовка майбутніх учителів, навчальний діалог, діалогічне спілкування, рефлексивно-діяльнісна готовність педагога.