THE ROLE OF COMMUNICATION AND DIALOGUE DURING STUDIES IN HIGHER EDUCATION INSTITUTIONS

INTRODUCTION

The need for transformational processes in education is due to the need to approximate European standards, the need to harmonize the educational services market and the labor market, the implementation of initiatives in the European Higher Education Area; the need for specialists who possess not only professional knowledge and skills, but are also able to convey information, ideas, problems, solutions, their own experience in the field of professional activity to others, are able to carry out effective interpersonal and professional interaction. This explains our attention to social and communicative competence as a psychological and pedagogical phenomenon (CISSNA, ANDERSON, 1998).

Indeed, today the issue of effective professional activity, in particular the professional activity of teachers of the HEI, has received special attention in connection with the globalization processes that contribute to the creation of conditions for international communication and the formation of labor markets. In recent decades, powerful international companies have carried out applied research into the ethnic characteristics of workers in various countries in order to create a generalized image of the “typical worker”. We are witnessing how the global market of educational services is gradually developing, and at the same time the question of the demand in the global economy for the professional qualities of Ukrainian teachers of HEIs and educational traditions in general is becoming more acute. It becomes clear that in the conditions of growing competition, the success of domestic universities and the teaching staff in the international division of labor largely depends on the ability to effectively integrate nationally and historically determined stable professional behavioral stereotypes and methods of activity of Ukrainian teachers into a single global system (QIAO, 2014).

The realities of our time allow us to clearly track the existing interdependence between the quality level of professional qualifications of the teaching corps of the HEI → the quality of training a specialist - a graduate of a higher school → the quality of a student’s preparation for entering adulthood and choosing a profession. All are equally interconnected in achieving the final result (HYDE, BINEHAM, 2000). The key factor in this chain is the professionalism of the teaching corps of higher education, which is determined by a number of requirements of the new era for the personality of the teacher.

METHODOLOGY

The methodology of the presented research consists of the main methods and principles of theoretical research of the literature in this area. The article also uses the following methods: general scientific (formal-logical, system-functional, historical-theoretical); theoretical analysis (analysis, synthesis, generalization, comparison, analogy, abstraction, modeling); specific scientific methods (technical analysis, clarification, interpretation).
RESULTS AND DISCUSSIONS
The problem of the development of social communication is attracting the attention of an increasing number of researchers, but even now it remains controversial. In our opinion, the concept of communication has two main aspects (GARSDIE, 1996):

- communication is the transfer of information in time and space - from the recipient to the communicant (teacher - student)
- communication between the main participants in the educational process (teacher - student; teacher - teacher, teacher - university employee).

Let us consider the communication relationship "teacher - student", while focusing not on the formal "teacher - textbook", but on informal communication - direct communication (cooperation) between the teacher and the student. This aspect has not yet been sufficiently studied in science.

It is known that the best option for professional communication is the relationship "teacher - student (graduate student, doctoral student, candidate, doctor of sciences)". It depends not only on the scientific capabilities of the leader of the scientific school, but also on his ability to communicate directly with our students (students). The closer there are communication links between all the participants in the scientific and educational process, the higher the level of its effectiveness. Of course, the communication relationship "teacher - student" is not limited only to scientific and educational activities, it is due to the nature of the personality of both the teacher and the student, the desire to interact and cooperate, since communication (in this case is considered as communication) is a complex system of interconnected connections between teacher and student (VAUGHAN, GARRISON, CLEVELAND-INNES, 2013).

The developed forms of interaction between a teacher and a student should be considered (VALENTINA, NELLY, 2015):

- cooperation of a teacher and a student in the process of scientific and educational activities;
- direct communication of the teacher with the student, not only in the classroom, but also outside the educational process;
- regular holding of individual, group and mass forms of scientific and educational activities, including scientific student conferences at international, regional levels;
- availability of a teacher's website, which creates favorable conditions for communication and information transfer;
- using the capabilities of the Internet, in particular e-mail, for messaging;
- the use of telephone communication for the transmission of short messages, etc.

Pedagogical communication between a teacher and students provides for the following goals (STEWARD, ZEDIKER, 2000):

1. informational - the interchange of educational and scientific information;
2. value-orientation - the transfer of socially significant and professionally important norms and values;
3. incentive - student support, motivation for his activities;
4. social - coordination of joint actions, feedback between the subjects of pedagogical interaction.

Pedagogical communication, as a special socio-psychological phenomenon, is characterized by the following functions (BASHUN, PROSHINA, 2016):

- socio-perceptual - perception and recognition of each other by the teacher and the student;
• communicative-behavioral - transfer of information and exchange of social roles, organization of joint activities;
• emotional - the evaluative attitude of the teacher to the student as a person, expressive reactions of each of the parties to communication;
• social self-presentation.

Thus, in the arsenal of a modern teacher (subject or curator) there are multichannel methods of communication with students. If necessary, he can successfully use the entire system of communication channels, means and methods to communicate with his students, or give preference to one of them (KIRSCHNER, PAAS, KIRSCHNER, 2009).

Many years of experience in teaching professionally oriented and special disciplines, analysis of printed sources, as well as Internet resources, gives grounds for the following main conclusions (LEHMANN, S’OLLNER, 2014):

• with distance learning, mediated electronic communication between the teacher and the student prevails;
• in the process of stationary (classroom) teaching of traditional, in our opinion, the most effective means of communication between a teacher and a student is direct communication in the classroom or outside it. During direct communication between the teacher and the student, as a rule, mutual understanding is achieved, when in real time and space (in the educational laboratory, computer class), the student has the opportunity to be convinced of the prospects for the development of certain areas of library and information activities. So, direct communication between the teacher and the student provides an opportunity to instantly discuss the actual problems of the future development of bibliology, library science and bibliographic science, practice and education, vital for both the teacher and the student. The teaching experience made it possible to identify three main forms of communication between the teacher and students: individual, group, mass and showed that different levels of communication between the teacher and students require enrichment of channels, methods and means of communication (ALAAGIB, MUSA, SAEED, 2019).

The first, individual, communication link between the teacher and the student provides for interpersonal communication during training sessions, preparation of thesis or master’s work. The ability to cooperate through different communication channels is important. The second, group, communication level involves the participation of the teacher in the establishment of intragroup and intergroup communications between students. In this case, all possible channels, methods and means of communication are used, aimed at creating trusting, creative relationships mainly in two communication links “teacher - student group”, “student - student” of the academic group.

An important place in ensuring group communication is given to the choice by the teacher of the student leader (representative of the headman or student government), who will become a reliable mediator of communication between the teacher and the student group (faculty). Of particular importance is the addition of a student to the university environment of a university, a student group; acquiring the skills of joint cooperation in the academic group, interpersonal communication of students with each other, as well as with the teacher - mentor of the group. This level of communication is one of the main, ensures the formation of a communication culture to work not alone, but in a team (COUTU, 2000).

In this case, a teacher - a subject or a curator in communication with students - may, in our opinion, have certain problems. First of all, the communication limitations of adding a student to an academic group; restrictions that impede the development of group communication, group unity; the lack of formation of the means of group communication activities of the teacher and the student; inability to accurately and clearly express your thoughts; difficulties in formulating and arguing their position in the scientific or educational process. The third, mass, level of communication associated with the establishment of external communication relations with the help of a teacher. Among them: the choice of the base of the student’s practice; reviewer of his thesis or master’s work; places of future
employment, etc. This will facilitate the establishment of close cooperation between employees of the main subsystems: practical, scientific and educational, their mutual potential growth. The process of professional and pedagogical communication involves the following stages (HUNG, KINSHUK, CHEN, 2017):

1. modeling by the teacher of the upcoming communication with a student or a group (prognostic stage)
2. organization of direct communication at the time of scientific interaction ("communication attack");
3. communication management during the pedagogical process;
4. analysis of the situation of previous communication and its modeling for further activities.

For communication to be constructive (and not destructive) at every stage, the teacher must master the psychological and pedagogical culture of communication, namely (REYES CHAVEZ, PRADO RODRIGUEZ, 2020):

- know the psychology of student age and the characteristics of a specific student audience;
- objectively assess the behavioral reactions, communicative activity of individual students, adequately respond emotionally to them;
- be able to quickly organize the audience and draw its attention to the content of the lesson (techniques of self-presentation and dynamic impact), to involve all students in active work;
- choose in such a way their behavior, which would be better suited to the characteristics and mental state of students;
- master the techniques of stimulating intellectual initiative and cognitive activity of students, organizing dialogical interaction;
- timely adjust the communicative plan in accordance with the real conditions of pedagogical interaction;
- analyze the process of communication, the ratio of goals, means and results of communicative interaction.

An important condition for the business relationship of the teacher with the students is a favorable personal relationship between the members of the student group. Therefore, you should establish good contacts with the group, create and maintain a good mood, adjust business and interpersonal relationships, learn to act quickly and confidently. It is important to remember that every verbal contact is an integral act of consciousness, feeling and motor reaction (gestalt). Psychologically justified and full-fledged interpersonal pedagogical communication is based on the principle of subject-subject interaction (YETIK, OZDAMAR, BOZKURT, 2020):

1. the perception of the interlocutor as an individual with his own needs and interests;
2. identifying interest in a partner, empathy (empathy) with his successes or failures;
3. recognition of the partner’s right to disagree, his opinion, the right to choose behavior and responsibility for his choice.

In pedagogical communication, the success of communication also depends on the observance of the unity of such maxims (basic rules):

1. completeness of information: statements should contain no more and no less information than required;
2. the quality of information: do not say what you do not have sufficient grounds for (the trust factor is an important condition for successful communication)
(3) maximum relevance: do not deviate from the topic of the message (for example, the attention of the audience is scattered if you are unable to connect it with the declared topic)

(4) maxim of manners: one should speak clearly, be organized and laconic, avoid incomprehensible statements;

(5) the maxim of tact: show generosity (not tying the interlocutor to your interests), modesty (rejection of boast in your address), consent (non-opposition).

Of course, these settings are not absolute, but it is important to observe them. Such rules of pedagogical communication do not require interpretation or evidence in the need to comply with them:

• if you need to protect your point of view, beliefs, you should use weighty argumentation, persuasion method;

• avoid forceful verbal pressure if there is a need to convince of something;

• you cannot make constant resistance and limit the interlocutor's freedom of choice, impose your thoughts on your partner - this will only significantly reduce their attractiveness;

• to perceive your views more convincingly if the interlocutor becomes an active participant in their discussion; provide opportunities to express your arguments for and against;

• the more interesting the idea, the original point of view, the more chances for its discussion: trivial ideas have no objections;

• if the situation is problematic, you should observe tolerance, avoid touchiness, vulnerability, expressing your opinion on its solution;

• if you want to give advice, it is important to avoid phrases “You should”, “I advise you”; it is more expedient to express your own thoughts, not to formulate hasty conclusions, categorical assessments, dismissive remarks;

• not to show self-confidence, categorical, tactless, arrogance.

These rules do not exhaust all issues related to the organization of pedagogical communication. The main thing is a positive personal attitude towards communication partners based on respect for their personality, tact and correctness. The main difficulties in communicating between teachers and students:

(1) inability to communicate with the audience;

(2) lack of understanding of the internal psychological position of the student;

(3) the complexity of communication management during lectures, seminars and other classes;

(4) inability to rebuild relationships with students in accordance with pedagogical tasks that are changing;

(5) the difficulties of language communication and the transfer of one's own emotional attitude to the educational material;

(6) inability to manage their own mental state in stressful situations of communication.

To ensure full-fledged dialogical interaction between the subjects of the pedagogical process, it is important to overcome the barriers of professional and pedagogical communication. Let's name the most typical "barriers" that a beginner teacher may have:

• “barrier” of inconsistency of attitudes and motives: the teacher comes with creative ideas for an interesting lesson, captured by him, and the group is indifferent, the students are inattentive, which annoys, makes the teacher nervous;
• “barrier” of fear of the group: the beginner teacher knows the material well, is well prepared for the lesson, but the very thought of direct contact with the students “scares away” him, suppresses his creative initiative and the like;

• “barrier” of lack of contact: the teacher enters the classroom and, instead of quickly and efficiently organizing interaction with students, begins to act autonomously (for example, writes the topic of the lecture on the blackboard);

• “barrier” of narrowing the functions of communication: the teacher considers only informational functions of communication, neglecting social-perceptual, affective-communicative, organizational, etc.;

• “barrier” of negative attitudes towards the academic group, which can sometimes be formed a priori on the basis of the opinions of other teachers working with these students or is a consequence of past negative experience of pedagogical communication with a group or student;

• “barrier” of fear of pedagogical mistakes (does not know the answer to the “tricky” question of students or to the remark that the grade was incorrectly set, etc.);

• “barrier” to imitation: a young teacher tries to imitate the manner of communication, the style of activity of an authoritative teacher, despite his individual characteristics.

Communication barriers may arise that are inherent in any communicative interaction. The most typical ones are (STEWART, ZEDIKER, 2000):

• Semantic - the same phenomenon (word, phrase, event) has a different meaning for different people.

• Moral - differences between people in social norms and restrictions; the eternal “conflict between fathers and children” in their rejection of manners of behavior and communication, focus of interests, fashion, etc. (the teacher communicates with the students: “During our student years we were different,” that is, it is better, which does not always correspond to reality).

• Intellectual - differences in the level of intelligence, depth of prediction and understanding of the situation and problems - often arises in communication with a teacher who is characterized by a clearly expressed focus on scientific activity, if he fails to adapt the language of science to the intellectual and cognitive capabilities of students.

• Rigid - lack of flexibility of interpersonal attitudes, restructuring of perception, system of motives, emotional responses in a changing situation. Inertia, backwardness from the realities of life, habitual communication schemes are characteristic of those experienced teachers who do not work on self-education, professional self-improvement, critical rethinking of their scientific and pedagogical achievements.

• Emotional - differences in the emotional states of teachers and students, especially during tests and exams, lack of empathy, as well as the inaccessibility of the mind to arguments of logic in a situation of emotional excitement and affective reactions.

• Aesthetic - associated with compliance with the requirements for form (attractiveness of appearance, neatness of clothing, sophistication of movements, etc.), as well as pedagogical tact and etiquette of relationships.

Psychological “barriers” of communication arise imperceptibly and at first may not be realized by the teacher, but students perceive them immediately. But if the “barrier” is fixed, then the teacher himself begins to feel discomfort, anxiety, and nervousness. This state becomes stable, prevents fruitful contact with students and, finally, affects the teacher - it forms the so-called “wrong” pedagogical character.

The study of the problem of professional communication shows that it is possible to master the basics of professional and pedagogical communication through professional self-education, in particular (ALAAQIB, MUSA, SAEED, 2019):
• thorough study and awareness of the nature, structure and patterns of professional and pedagogical communication;
• mastering the technology of pedagogical communication, practicing the skills and abilities of professional pedagogical communication and developing communication skills while studying in higher education.

An important factor contributing to the development of the communicative culture of the future teacher is the elements of pedagogical activity during the passage of various types of pedagogical practice, as well as the student’s social work, which enriches his experience of organizational and communicative activities.

CONCLUSIONS
The presented materials give grounds to assert that communicative competence is considered by researchers both in connection with the activities of people and communication, and in connection with human behavior, his psychological qualities. According to most scientists, communicative competence is based on knowledge and practical skills that ensure the success of communication, the implementation of the goals set, the optimal construction of communication in psychological terms, that is, possession of verbal and non-verbal communication means, a certain level of development of social sensitivity, social perception, memory and thinking (understanding), representations and imagination, which are fully manifested in reflexivity, empathy, etc. It is based on knowledge and sensory experience, the ability to navigate situations of professional communication, understanding of motives, behavioral strategies of both own and communication partners, mastery of technologies and psychotechnicians of communication.

So, communicative competence is the ability of a person to effectively exchange information, feelings and emotions, by means of verbal, non-verbal communication, to present and defend his own views in a civilized manner on the basis of a respectful attitude to the values of other people, to maintain the necessary contacts with them.

Conclusions from this study and prospects for further research in this direction. Prospects for fruitful scientific, educational and personal communication between a teacher and a student, in our opinion, are to increase the level of communication culture of all participants in the scientific and educational process: from a venerable teacher-scientist to a beginner student.

The conducted research confirms: the higher the level of cognitive knowledge of the teacher and the student, the higher the communication potential of the two main subjects of the scientific and educational process at the university.

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The role of communication and dialogue during studies in higher education institutions

O papel da comunicação e do diálogo durante os estudos em instituições de ensino superior

El papel de la comunicación y el diálogo durante los estudios en las instituciones de educación superior

Resumo

O novo paradigma de desenvolvimento da educação atualiza o problema da formação de professores altamente qualificados que dominam com maestria a competência comunicativa, que se baseia nas habilidades comunicativas. Diante da crescente concorrência no mercado de ensino superior, o gerenciamento eficaz das comunicações está se tornando cada vez mais importante. Entre as várias formas de atrair consumidores de serviços educacionais para estudar em instituições de ensino superior, a comunicação está a tornar-se cada vez mais relevante - um dos componentes mais importantes das atividades das instituições de ensino superior, proporciona o processo de transferência das informações necessárias sobre a gama de serviços educacionais aos consumidores. Os principais participantes no mercado de serviços educacionais são: o Estado representado por autoridades executivas em diferentes níveis, instituições de ensino superior, organizações e empresas, famílias e cidadãos individuais.

Palavras-chave: Pedagogia. Paradigma da educação. Comunicações. Instituições de ensino superior. Competência comunicativa.

Abstract

The new paradigm of education development actualizes the problem of the formation of highly qualified teaching staff who masterfully mastered communicative competence, which is based on communicative skills. In the face of growing competition in the higher education market, effective communications management is becoming increasingly important. Among the various ways to attract consumers of educational services to study at higher educational institutions, communications are becoming more and more relevant - one of the most important components of the activities of higher educational institutions, provides the process of transferring the necessary information about the range of educational services to consumers. The main participants in the educational services market are: the state represented by executive authorities at different levels, higher education institutions, organizations and enterprises, households, and individual citizens.

Keywords: Pedagogy. Paradigm of education. Communications. Higher education institutions. Communicative competence.

Resumen

El nuevo paradigma de desarrollo educativo actualiza el problema de la formación de un profesorado altamente calificado que domine con maestría la competencia comunicativa, que se basa en las habilidades comunicativas. Ante la creciente competencia en el mercado de la educación superior, la gestión eficaz de las comunicaciones es cada vez más importante. Entre las diversas formas de atraer a los consumidores de servicios educativos para que estudien en instituciones de educación superior, las comunicaciones se están volviendo cada vez más relevantes: uno de los componentes más importantes de las actividades de las instituciones de educación superior, proporciona el proceso de transferencia de la información necesaria sobre la gama. de servicios educativos a los consumidores. Los principales participantes en el mercado de servicios educativos son: el estado representado por autoridades ejecutivas en diferentes niveles, instituciones de educación superior, organizaciones y empresas, hogares y ciudadanos individuales.

Palabras-clave: Pedagogía. Paradigma de la educación. Comunicaciones. Instituciones de educación superior. Competencia comunicativa.