Pedagogical Potential of Dialogue Mode Technology in Teaching Students

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Abstract. The article presents the analysis of the "dialogue" concept from philosophical and cultural points of view. The authors consider the pedagogical potential of the dialogue in the educational process, highlight the functions of the dialogue, and reveal the elements, components and forms of the dialogue methods. The dialogue methods such as training discussion are examined in detail. The article proves the didactic value of dialogue mode technology that it is an important way of teaching conducted on the implementation of teaching practice in class, which not only improves the efficiency of teaching but strengthens the academic spirit of mutual respect between teachers and students.

1. Introduction

The current sociocultural worldwide situation, due to global integration processes, mass migrations, the intensification of international relations, the expansion of the information space, indicates the need for intercultural dialogue and respect for diversity, which are fundamental elements of human relations in modern civilization. A special role in mastering intercultural dialogue belongs to education, which stands for promoting the people’s mental compatibility, respect, acceptance and understanding of different cultures. These are the conditions for mankind movement towards spiritual integration.

The purpose of modern education is not only specialist training, but also the development of personality. This person is capable of constructive dialogue, able to understand and accept other cultural positions and values, owns intercultural dialogue skills as a way of interaction in modern multicultural communities. Dialogue instruction is a new teaching form occurring in the context of new curriculum, which respects subjectivity and embodies creativity in the classroom.

The main objective of this article is to reveal the value and effectiveness of the dialogue mode technology in teaching students. The following aims were determined as the most crucial for this research project: to consider the functions of dialogue, and indicate the elements, components and forms of the dialogue mode technology; to develop the cases that would be interesting to students and meet their needs; to organize learning process and to engage students in the dialogue mode.

2. Background

Cultural pluralism is not only recognized as a reality, but it has also become the subject of serious discussion and research in Russia. M.M. Bakhtin [1], V.S. Bibler [2], Yu. M. Lotman [3] and other scholars considered the dialogue of cultures both as a condition for understanding their own culture, and as a necessary characteristic of modern person consciousness and thinking. The didactic value, functions and conditions of the dialogue in training were determined and justified by S.V. Belova [4], E.V. Bondarevskaya, V.V. Gorshkova, N.B. Krylova, G.N. Prozumentova, Yu. V. Senko, V.V. Serikov et al.

The research by B.S. Bratus, V.P. Zinchenko, D.A. Leontiev [5], V.A. Petrovsky, V.I. Slobodchikov argued that dialogue was a means of training enriching with personal meanings. The works by K.A. Abulkhanova-Slavskaya, A.G. Asmолов, A.A. Leontiev, B.F. Lomov, S.L. Rubinstein,
D.I. Fildshteyn and other scholars helped to understand the role of intercultural dialogue in human development. They considered communication as a leading factor in the personality development, as an activity on the assimilation of the human relationship norms. Intercultural dialogue is especially widespread in foreign language teaching. A significant contribution to the study of the integration of cultural components in the process of foreign language teaching was made by N.D. Galskova, E.M. Vereshchagin, V.G. Kostomarov, E.I. Passov, V.V. Safonova [6], V.P. Sysoev, S.G. Ter-Minasova [7], I.I. Khaleeva et al.

The study of the problems of dialogue began in the ancient times. Socrates believed that it was possible to promote person’s spiritual development through dialogues in which important spiritual and ethical principles were hidden. Socrates did not call himself a teacher, because truth, knowledge, and values are not transmitted as a thing, but are realized in the dialogue and displayed in the consciousness of the participants.

3. Materials and Methods

Analysis of the “dialogue” concept in a philosophical context showed that dialogue is always a productive interaction. The main point of the dialogue is correlation, coordination of different views, opinions, individuals’ mutual enrichment, and expansion of the boundaries of one’s own understanding. M. Buber and M. Bakhtin conceptually built a theory of dialogue and introduced it into humanitarian knowledge [1]. The theory of dialogue and the principle of dialogic culture interpret understanding not as the efforts and ability of an individual or his consciousness directed at an external object (text or another person), but as a field in which humanitarian and spiritual phenomena and objects find their real existence.

The purpose of the dialogue is to understand, i.e. reach agreement on merits. And the description of the phenomenon of understanding is the most difficult. The dialogue unites people with different life horizons, which implies involving people with existing prejudices in the dialogue. As Gadamer believed that every hermeneutic situation was determined by the prejudices that we brought to it. They formed the horizon of the present, because they were something beyond which we were not able to see [8]. This is where the dialogue begins: everyone involved in it has its own understanding of a particular situation. The result of the dialogue, if it took place, is the union of the horizons involved in the dialogue, a common understanding of the situation.

Dialogue is an opportunity to see the same problem from two sides. Therefore, some dialogue researchers consider the result of the dialogue to be something that its participants did not have when entering the dialogue, i.e. the increase of new knowledge arising in the dialogue. Speech interaction causes a certain response—a more or less close mutual understanding of something else. M. Mamardashvili’s opinion was close to such understanding of communication. He believed that it was useless to try to understand another person, it was better to try to understand something third, in common [9].

Let us consider the technology of teaching students in a dialogue mode. Today, this technology is considered innovative, because it differs significantly from the traditional teaching technology, in which the material is presented to students instructively, unidirectionally, personality-alienated. When using dialogue mode teaching, there is a transition to a personality-oriented model of teaching, where students are actively involved in the process of material discussing and interact with the teacher.

The elements of dialogue mode technology are: goals setting and their maximum refinement; accurate orientation of the entire course of interaction towards given goals; dialogue orientation towards guaranteed achievement of results; current results assessment, training correction aimed at achieving goals; final evaluation of the results.

The components of dialogue mode technology are: communicator-teacher (the one who sets the problematic orientation of the dialogue, or translates a certain meaning); motive and purpose of meaning formation (that should generate the learner's desire to utter personal meaning in the dialogue); content (discussion material or cases); recipient-student (his or her motivational and meaning features); result (feedback revealing the features of meaning formation in this dialogue).
Forms of dialogue mode technology: problem-search dialogues, didactic games, training discussions, heuristic conversations, analysis of specific situations. One of the most effective forms of dialogue mode technology is training discussion.

Training discussion (from lat. Discussion research, consideration) is a comprehensive discussion of a controversial issue in public, in private conversation, in a dispute. In other words, the discussion is a collective debate of any issue, a problem or information, ideas, opinions, suggestions. The objectives of the discussion can be very diverse: training, diagnosis, transformation, changing attitudes, creativity stimulating, etc. During the discussion, students can either complement each other or confront one another. In the first case, the features of the dialogue appear, and in the second, the discussion is like a dispute. As a rule, both elements are present in the discussion; therefore, it is wrong to reduce the concept of discussion to a dispute only. Both a mutually exclusive dispute and a complementary dialogue play a big role, since the fact of comparing different opinions on one issue is of paramount importance.

The effectiveness of the discussion depends on such factors as the preparation (awareness and competence) of students on the proposed problem; semantic uniformity (all terms, definitions, concepts, etc. should be equally understood by all students), correct behavior of the participants, the teacher’s ability to conduct a discussion.

In order to organize a discussion and exchange of information, so that the discussion does not turn into a mini-lecture or a monologue of a teacher, a lesson must be carefully prepared. To do this, the teacher must:

- prepare questions in advance;
- prevent going beyond the scope of the discussed problem;
- prevent the discussion from turning into a dialogue between the two most active students or the teacher and the student;
- ensure the wide involvement of as many students as possible in the conversation, and better – all of them;
- not ignore a single incorrect judgment;
- do not rush to answer questions yourself;
- make sure that the object of criticism is the opinion, and not the person who expressed it;
- compare different points of view

4. Results

We tested the effects of teaching reform and teaching process proposed in this paper. We mainly tested the students of the Pedagogy course. The test lasted for 12 weeks. After 12 weeks of dialogue mode teaching, we organized the students’ survey. Fifty seven (57) survey questionnaires were developed and issued. In the statistical analysis, we found out that all 57 questionnaires were efficient. The questionnaire comprises five questions as follows:

1. Do you think classes with dialogue mode teaching are helpful in understanding of learning material?
2. Do you have a stronger sense of teamwork during group discussions and problem solving?
3. Will this teaching model improve learning motivation?
4. Do you think the selected cases in the classroom are urgent and relevant?
5. Do you think preliminary preparation for the class is helpful to learn with dialogue mode teaching?

For these 5 questions, we set three answer choices labelled A-C, which correspond to “very favorable”, “relatively favorable” and “unfavorable respectively”. As seen from Table 1, considering the number of students who responded positively, it should be noted that dialogue mode teaching class is helpful in enhancing the understanding of educational material (refer with: Table 1).
Table 1. Survey Results.

<table>
<thead>
<tr>
<th>The essence of questions</th>
<th>Very Favorable</th>
<th>Relatively Favorable</th>
<th>Unfavorable Respectively</th>
</tr>
</thead>
<tbody>
<tr>
<td>Understanding of learning material</td>
<td>71.3</td>
<td>25.5</td>
<td>3.2</td>
</tr>
<tr>
<td>Sense of teamwork</td>
<td>50.1</td>
<td>45.7</td>
<td>4.2</td>
</tr>
<tr>
<td>Improvement of learning motivation</td>
<td>39.7</td>
<td>52.9</td>
<td>7.4</td>
</tr>
<tr>
<td>Case selection</td>
<td>78.9</td>
<td>19</td>
<td>2.1</td>
</tr>
<tr>
<td>Preliminary preparation</td>
<td>52.3</td>
<td>41.3</td>
<td>6.4</td>
</tr>
</tbody>
</table>

As the results show, dialogue mode teaching can be accepted by students. Moreover, this teaching method can reflect students’ learning, practice level and teamwork ability as well. Besides, case teaching is based on the needs of students combined with the students’ characteristics, which can improve students’ self-learning ability, problem solving ability, and that is more significantly, improve teaching results.

In the course of our study, we identified the following dialogue functions.

1) Cognitive function. The implementation of this function provides the solution to such didactic problems as motivation for studying, students’ cognitive activity stimulation, and creation of a search activity atmosphere.

2) Personality-developing function. This function has its goal to develop student’s personal qualities, the formation of the emotional sphere. The dialogue demonstrates the image of professional thinking by the teacher, a vision of reality from the point of view of culture. Through personal positions, humanization of knowledge takes place. In this case, the recognition of your own thoughts, experiences, evaluations, which were not so clearly understood before, often occurs. As a result, the expansion of the framework of your personality, the understanding and exaltation of your spiritual, moral world is achieved.

3) Communicative and behavioral function. Realizing this function, dialogue is an effective means of developing communicative skills. In the course of communication, patterns, models and norms of behavior are learned. In addition, dialogic relationships are those relationships that are based on whole perception, which are read in verbal and non-verbal behavioral signals, manifest in the interests, inclinations, desires, aspirations, experiences of the individual. The dialogue participant wishes for not only to understand the meaning of the partner’s speech, but also the meaning of his gestures, facial expressions and intonation.

The implementation of the identified intercultural dialogue functions ensures the development of cognitive, value-conceptual and behavioral spheres of the student’s personality. In addition, the dialogue is interesting for its interpretative capabilities, participants’ free activity. Thanks to a dialogue involving all of its participants in the learning process, one can move from a passive acceptance of the situation to a critical reflection of what was previously taken for granted.

The methods of demanding students' own free judgments are of particular value here, including creating the author’s interpretation of what has been studied, hermeneutical mental work – searching for multiple meanings, revealing its inclusion in personal analogies, and connections with the value-motivational sphere of the person.

5. Conclusion

The interest in communication issues is due to the appeal of society to the humanitarian paradigm, as well as the emergence of a significant number of works devoted to the study of the structural and semantic features of dialogical speech. Currently, the problem of communication and dialogue in intercultural communication continues to be one of the central areas of humanitarian research, inducing new theories rooted in linguistics, pedagogy, anthropology, sociology, psychology, philosophy, cultural studies, semiotics, and hermeneutics. Therefore, pedagogy as a humanities
science reflects the relevance of dialogue as an innovative form of new material presentation. The main didactic value of the dialogue methods is that it allows to manage the cognitive activity of the student in the educational process of forming new concepts. It also allows to form future professionals with a new type of thinking, active, creative, able to think independently, confident in accepting decisions, striving for self-education.

Thus, dialogue is an opportunity not only to hear and understand each other, but also to discover something new, expand one's horizons, and gain a new understanding of oneself. Dialogue is the involvement of a new common meaning in the process of joint creation, which transforms both the participants in the process and their life world.

References