

ABSTRACTS

UDC 378.14:811.161.2

S.V. Sivash

SPECIFICITY OF ORGANIZING DIALOGIC INTERACTION OF UKRAINIAN LANGUAGE AND LITERATURE TEACHERS IN POSTGRADUATE TEACHING PROCESS

Dialogue teaching is the action in the pedagogical process that gives each partner the opportunity to express themselves in communication.

The analysis of works on the issue of communication shows that researchers are focusing on five main components that must be considered in the organization of dialogic interaction: structure, function, sources and rules of dialogue and the general principles of interpretation of context.

In the study on the specifics of the organization of dialogic interaction between teachers of Ukrainian language and literature in the postgraduate course, the appeal is made to the idea of G. Kovaleva (who supports the concept of M. Bakhtin) that dialogue as a form of communication is a process of mutual development partners.

In view of this, it is suggested to identify the main specific features in the organization of dialogic interaction between teachers of Ukrainian language and literature in postgraduate education, namely: partnerships, because dialogue is a means of individual knowledge and the knowledge itself is dialogical; formation of common psychological space, creating a single emotional "coexistence"; emotional and personal openness to dialogue partners; trust and sincerity to express feelings and states of interlocutors; and others.

Key words: dialogue, dialogical speech, dialogical communication, dialogic interaction, dialogue teaching, postgraduate teaching process, post-graduate education.