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## **Dialogic learning as means of forming the communication skills of higher education students**

### **El aprendizaje dialógico como medio para formar las habilidades comunicativas de los estudiantes de educación superior**

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### **Abstract**

The research aims to establish a pattern of promoting the introduction of dialogic learning as a means of forming the communicative abilities of higher education students. This can be achieved by surveying students on the Internet to determine the ability of educational institutions to form communicative competence in higher education students. The study revealed that the method of modeling situations

in educational activities (98.3%), intellectual games (94.1%), communicative games (93.8%), the method of dialogic interaction (92.4%), the case method (89.8%), and the educational discussion (89.2%) contribute to the formation of communicative abilities in higher education students. It has been determined that teachers use exercises to translate international words into their native language in the process of dialogic communication (95.5%), communicative exercises aimed at using the learned lexical material in speech and close to the natural process of communication (95.3%), exercises to compare words with their definitions in their native or foreign languages (89.5%), etc. to form communicative competence in higher education students in the process of applying dialogic teaching. Based on the study, it was found that the successful implementation of dialogic teaching to ensure the formation of communicative abilities in higher education students based on a communicative approach contributes to the formation of certain skills in higher education students.

**Keywords:** Dialogic learning, higher education students, communication skills, educational institutions.

## Resumen

La investigación tiene como objetivo establecer un patrón de promoción de la introducción del aprendizaje dialógico como medio para formar las habilidades comunicativas de los estudiantes de educación superior. Esto se puede lograr encuestando a los estudiantes en Internet para determinar la capacidad de las instituciones educativas para formar competencias comunicativas en los estudiantes de educación superior. El estudio reveló que el método de modelación de situaciones en actividades educativas (98,3%), juegos intelectuales (94,1%), juegos comunicativos (93,8%), método de interacción dialógica (92,4%), método de casos (89,8%) y la discusión educativa (89,2%) contribuyen a la formación de habilidades comunicativas en los estudiantes de educación superior. Se ha determinado que los docentes utilizan ejercicios para traducir palabras internacionales a su lengua materna en el proceso de comunicación dialógica (95,5%), ejercicios comunicativos orientados a utilizar el material léxico aprendido en el habla y cercanos al proceso natural de comunicación (95,3%), ejercicios de comparación de palabras con sus definiciones en su lengua materna o extranjera (89,5%), etc. para formar la competencia comunicativa en estudiantes de educación superior en proceso de aplicación de la enseñanza dialógica. Con base en el estudio, se encontró que la implementación exitosa de la enseñanza dialógica para asegurar la formación de habilidades comunicativas en los estudiantes de educación superior a partir de un enfoque comunicativo contribuye a la formación de ciertas habilidades en los estudiantes de educación superior.

**Palabras clave:** Aprendizaje dialógico, estudiantes de educación superior, habilidades comunicativas, instituciones educativas.

## 1. Introduction

The modern concept of higher education determines the organization of the educational process based on the development of a set of basic competencies of a general cultural and professional nature that are required by higher education students in their respective fields of activity. The main tasks facing higher education students are to master all categories of speech activity and to acquire professional communication skills that are formed and developed through the use of dialogic learning in the educational process. These requirements for higher education applicants are caused by the need to develop a high level of professional and communicative competence in future specialists. It is certainly unlikely to occur without the use of dialogic learning in the educational process (SevaraBaxodirovna et al., 2021).

Among the general competencies of higher education students, the ability to communicate in foreign languages is noted as one of the most important. It is worth considering the current trends in modern society to ensure the intensification of interpersonal, interethnic, and international contacts. The problem of improving the level of foreign language proficiency of higher education students in differentiated specialties as an important means of professional communication for future professionals is considered particularly relevant for the education sector. In this regard, the main task of a modern higher education institution is to train not only competent specialists for the relevant field but also to develop language competencies in higher education students who can implement effective professional activities and ensure communication with foreign partners in their language (Ministry of Education and Science of Ukraine, 2010).

On an international scale, any professional activity involves partnerships, which are mainly carried out in the form of dialogic communication. This allows for action, problem-solving, persuasion, and implementation of solutions, as well as for shaping a favorable business environment, creating a positive team climate, and establishing effective relationships with clients and partners (Chorniy, 2010; Savchak et al., 2020).

In the process of oral communication - learning a foreign language promotes the process of forming professionally oriented communicative competence. It consists of developing the ability of higher education students to communicate professionally with clients and partners in a foreign language (Bakirova, 2022). Special attention should be paid to working on vocabulary. The leading role in this process belongs to dialogic learning, which contributes to the development of communicative competence, without which any communication process is impossible (Sadenova et al., 2017). Thus, modern principles of higher education provide the organization of the educational process in the discipline of "foreign language" based on the use of dialogic learning, which plays an important role in future professional activities (Bakirova, 2022).

The research aims to establish a pattern of promoting the introduction of dialogic learning as a means of forming the communicative abilities of higher education students. To do this, it is required to survey students on the Internet to establish the ability of educational institutions to form communicative competence in higher education students.

Research objectives of the article:

- to survey students to identify certain signs of the formation of communicative competence in higher education students when applying dialogic teaching.
- to determine the dynamics of the formation of communicative competence in higher education students when applying dialogic teaching.
- to distinguish between methods and techniques of dialogic teaching in the process of forming communicative abilities in higher education students.
- to determine the advantages of dialogic teaching in the process of forming communicative abilities in higher education students.
- to analyze the trends in the use of dialogic teaching for the formation of communicative competence in higher education students in 2022-2023.

## 2. Literature review

The relevance of research in the field of education, science, and culture in the current realities of educational development is beyond doubt. This is because these trends accentuate intercultural and interethnic communication. Modern scholars pay considerable attention to the study of dialogic learning as a means of forming communicative abilities in higher education students (Coman et al., 2020; Babu & Sridevi, 2018).

Dialogic learning is noted as a method of teaching that counteracts monologic discourse, which is the most common method in standard foreign language textbooks or in lectures where teachers play an authoritarian role in the transfer of knowledge (Matusov, 2009). The role of a pedagogue who uses dialogic learning is not to control the audience, but rather to facilitate and engage students in learning activities (Sewell, 2011; Teo, 2013; Teo, 2019).

Dialogic learning is noted as not just organizing any conversation where teachers and students or students and students exchange their statements. Dialogue should include more intentional communication that encourages interaction among higher education students and questions their opinions. To apply dialogic learning in the classroom, the instructor should create an appropriate environment and tasks that will promote the use of this approach (Kamolwan, 2021).

Dialogic learning is a pedagogical approach that enables teachers and students to collaborate and build on each other's ideas to improve learning outcomes (Hennessy et al., 2011). Dialogic learning focuses on the establishment of dialogic processes in which both teachers and students act as questioners in a dialogic exchange during the learning process (Haneda & Wells, 2008; Lyle, 2008). In traditional didactic teaching, teachers strive to disseminate information, while higher education students act as passive recipients of knowledge with limited participation in the dialogue during the lecture (Chow et al., 2021; Alexander, 2008; Hennessy, 2017; Lee, 2016; Skidmore, 2006).

Dialogic teaching is noted as a strategy that has the potential to improve the communication skills of higher education students through a high level of interaction between the teacher and students and meaningful communication in the classroom. Dialogic teaching is aimed at encouraging higher education students to use "complex statements" in the process of communication that reflect their thinking with argumentation, thereby contributing to the stimulation of higher education students to engage in productive work (Alexander, 2008).

Higher education students need to learn how to create interpretations, as dialogic learning has the potential to increase their cognitive thinking (Resnick et al., 2015). Alexander R. stated that dialogic learning has five key principles. The first is reciprocity, where teachers and higher education students listen to each other and exchange differentiated ideas and points of view. The next principle is collectivity, where learning tasks are solved by the teacher and the student or by the whole class. The next is the principle of accumulation, where teachers and higher education students form personal ideas and each other's ideas. The fourth principle is support, where higher education students express their ideas freely and without fear of being judged for wrong answers. The last principle is purposefulness, where teachers guide the classroom conversation through relevant learning objectives (Alexander, 2006).

Dialogic teaching is a pedagogical process that seeks to shift classroom conversation from rote learning to productive interaction between teachers and their students. A significant number of scientific studies have emphasized the potential of dialogic teaching to improve students' speaking skills. Dialogic

speaking is the basis of dialogic teaching, which is based on the social constructivist approach (Alexander, 2006; Hardman, 2008; Lyle, 2008; Mercer & Dawes, 2008; Wells & Ball, 2008).

Dialogic learning involves the extended and supported use of conversation by higher education students, which includes open-ended questions, reflection, the extended exchange of ideas, authentic feedback, and the perception/development of others' ideas, etc. (Alexander, 2008; O'Connor & Michaels, 2007). Depending on the specific learning objectives, teachers should be able to flexibly use different types of conversation, including recitation, presentation, or discussion (Halloush et al., 2021; Reznitskaya et al., 2009; Soter et al., 2008).

Dialogic teaching can be used in foreign language learning, where the focus is on developing language skills. Through dialogic learning, higher education students have the opportunity to learn and improve their foreign language skills through joint dialogues and group activities (Barekat & Mohammadi, 2014; Doukmak, 2014; Gupta, Lee, 2015; Shea, 2018). One of the likely reasons for the lack of analytical attention to dialogic learning in foreign language learning and applied linguistics is the recent trend toward so-called "trans" approaches, such as translanguaging practices (Cenoz, Gorter, 2020; Daniel et al., 2019; Garcia & Wei, 2014; Wei, 2018). Dialogic learning is important because it generates a diversity of voices and points of view. This is crucial in language classrooms because they provide opportunities for learners to ask questions. Moreover, good dialogue allows students to learn from each other and educators to learn from their students (Kamolwan, 2021).

Similar to other approaches, such as instructional and academic conversations, dialogic learning encourages teachers to actively encourage students to engage in a dialogue that is guided by the responses of the students to the teacher's questions. However, compared to instructional and academic conversations, dialogic learning is more systematic due to its PEER sequence and CROWD question structure. In the PEER sequence, repetition ensures that higher education students understand and can practice the answers that the teacher has evaluated and expanded, which in turn is important to help teachers achieve the learning objectives (Chow et al., 2021).

Thus, in the professional sphere, dialogic communication is understood as the ability to effectively participate in communication, as well as to set its main goals and objectives. It is important to have a proper position on fundamental issues in the process of communication; to be able to feel the personality, mood, and character of the partner in the course of communication. It is also necessary to conduct interviews, negotiations, discussions, etc., and to have a high level of professional and communicative competence. This allows you to find the best solutions when discussing problems; apply communication strategies and tactics; listen and ask questions; apply etiquette to achieve the communication goal; follow language rules (Savchak et al., 2020).

Thus, the problem of dialogic teaching as a means of developing the communicative abilities of higher education students and the study of obstacles to the formation of communicative competence in higher education students is insignificantly reflected in scientific publications in the form of theoretical research and practical research. However, the issue of promoting the implementation of dialogic learning as a means of forming the communicative abilities of higher education students in educational institutions remains relevant and open for further research.

### **3. Materials and Methods**

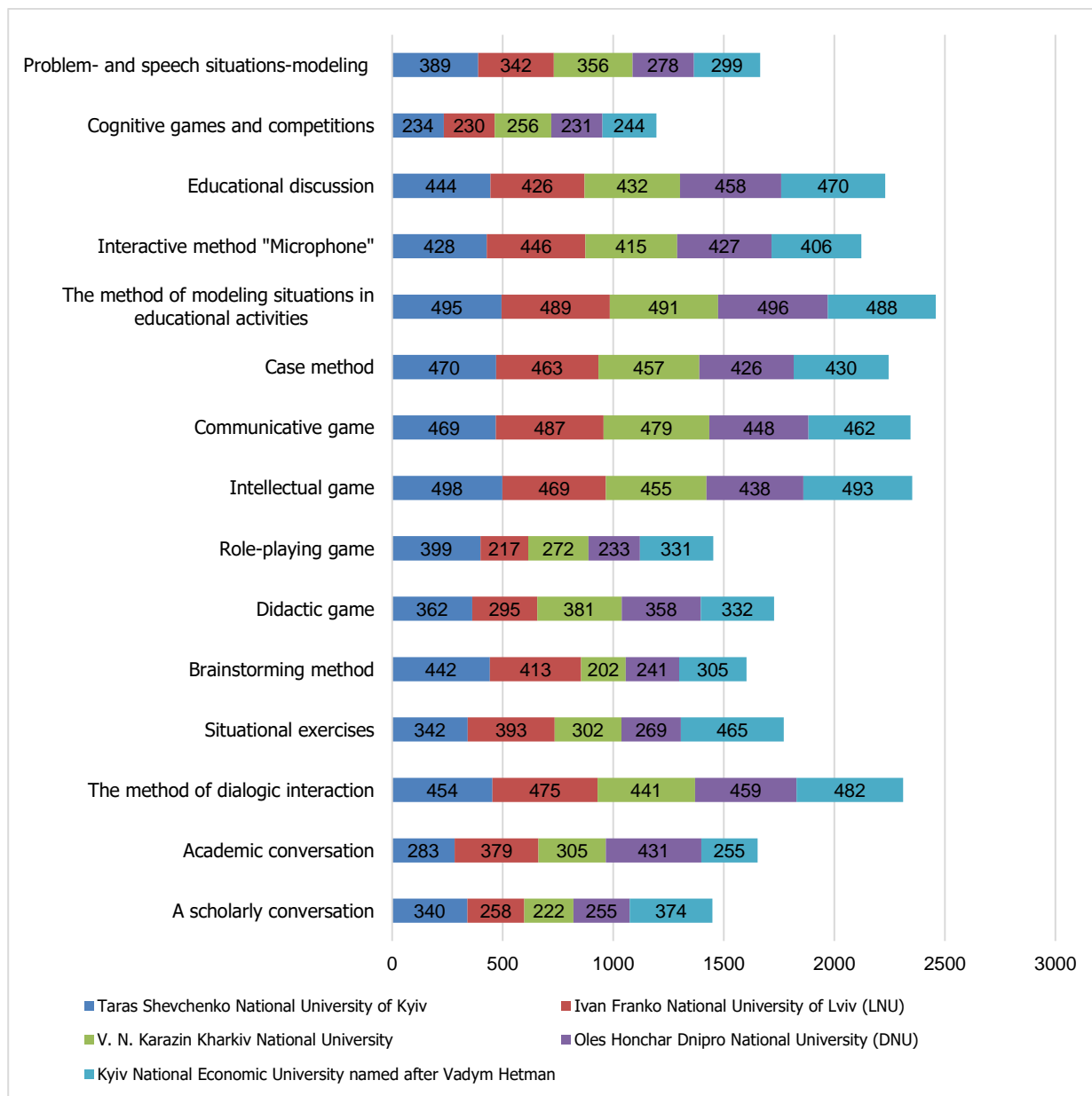
The realization of the purpose of this study involves the use of such research methods as:

- systematic and logical analysis to determine the result of the formation of communicative competence in higher education students when applying dialogic learning;
- the method of information synthesis to determine the benefits of dialogic learning in the process of forming communicative abilities in higher education students based on a communicative approach;
- generalization of the latest scientific publications related to the analysis of methods, tools, and techniques used to study trends in the use of dialogic learning for the formation of communicative competence in higher education students in 2022-2023;
- a comparison method for distinguishing between methods and techniques of dialogic teaching in the process of forming communicative abilities in higher education students.

Determination of certain signs of the formation of communicative competence in higher education students when using dialogic teaching was carried out using descriptive statistics. Its data were provided as a result of a survey using MS Forms Pro. The survey was conducted to determine the perceptions of higher education students about the ability of educational institutions to form communicative competence in higher education students when applying dialogic teaching. An online survey was conducted from October 27, 2022, to February 10, 2023, collecting information from 2,500 students at Taras Shevchenko National University of Kyiv, Ivan Franko National University of Lviv (LNU), V. N. Karazin Kharkiv National University, Oles Honchar Dnipro National University (DNU), and Kyiv National Economic University named after Vadym Hetman. These participants answered questions about their learning experiences, motivation, expectations, and overall satisfaction with the use of dialogic learning for communicative competence. This online survey addressed the following research questions: 1. What methods, and techniques of dialogic teaching best contribute to the formation of communicative abilities of higher education students? 2. What exercises are used by teachers in dialogic teaching to develop communicative competence in higher education students? 3. What are the advantages of dialogic teaching in the process of forming communicative abilities of higher education students based on the communicative approach?

#### **4. Results**

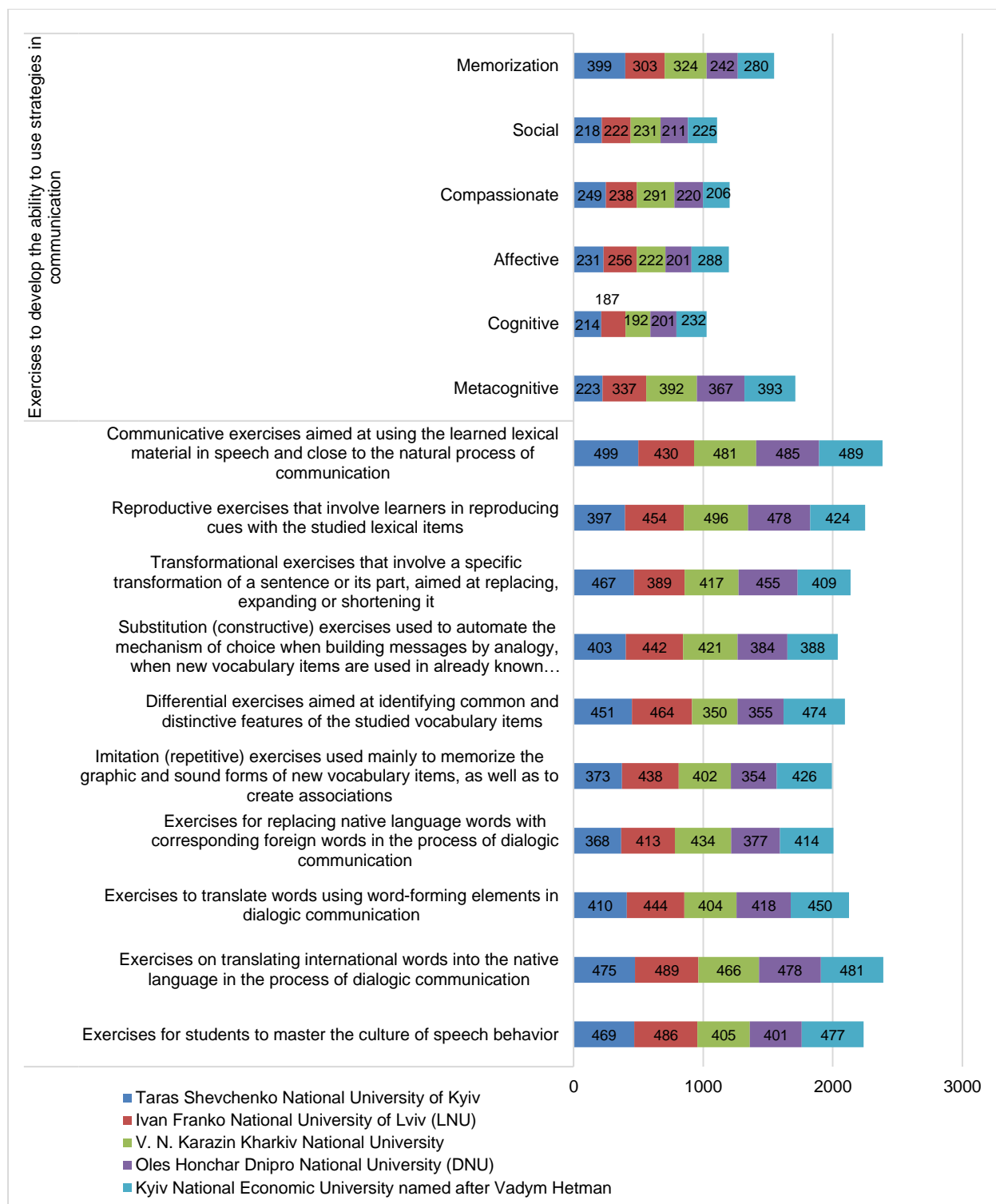
To analyze the use of dialogic teaching as a means of forming the communicative abilities of higher education students in 2022-2023, a survey was conducted among students of Taras Shevchenko National University of Kyiv, Ivan Franko National University of Lviv (LNU), V. N. Karazin Kharkiv National University, Oles Honchar Dnipro National University (DNU), Kyiv National Economic University named after Vadym Hetman, who answered the following questions: "What methods, techniques of dialogic teaching best contribute to the formation of higher education students' communication skills?" students indicated that they most often use: the method of modeling situations in educational activities (98.3%), intellectual games (94.1%), communication games (93.8%), the method of dialogic interaction (92.4%), the case method (89.8%) and educational discussion (89.2%) (Figure 1).



**Figure 1.** What methods, and techniques of dialogic teaching best contribute to the formation of communication skills in higher education students?

Source: Compiled by the authors.

Based on the survey, it was found that teachers use certain exercises to form communicative competence in higher education students in the process of applying dialogic teaching. These include exercises on translating international words into the native language in the process of dialogic communication (95.5%), communicative exercises aimed at using the learned lexical material in speech and close to the natural process of communication (95.3%), exercises on comparing words with their definitions in the native or foreign languages (89.5%) (Figure 2).

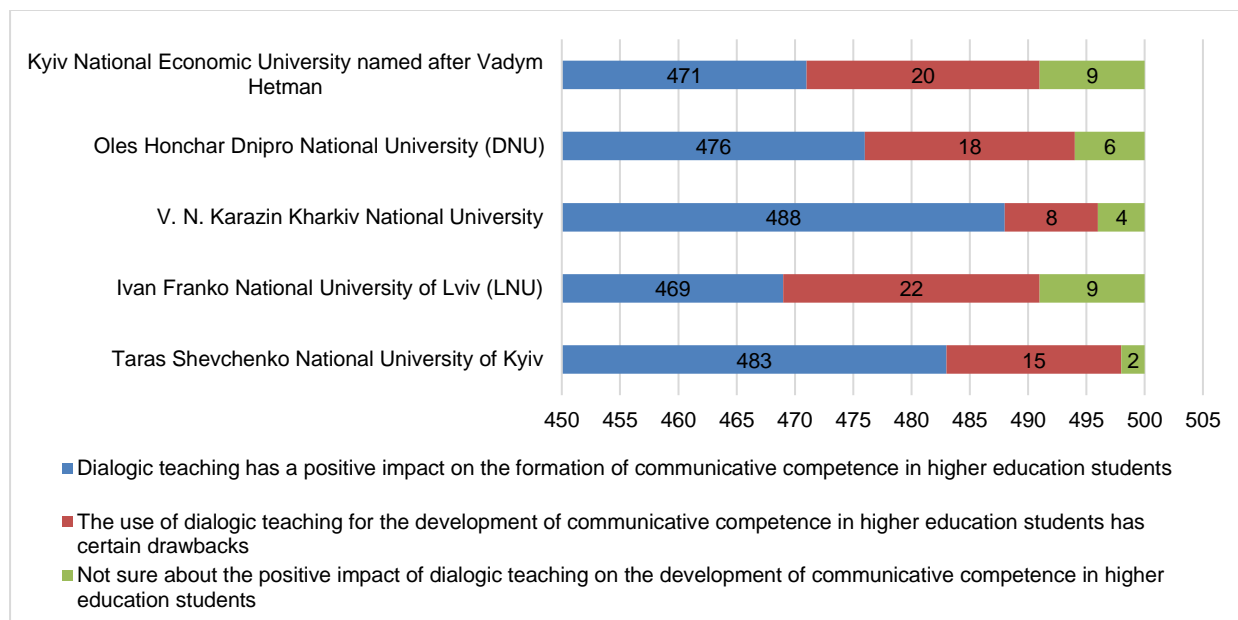


**Figure 2.** What exercises are used by teachers in dialogic teaching to develop communicative competence in higher education students?

Source: Compiled by the authors.



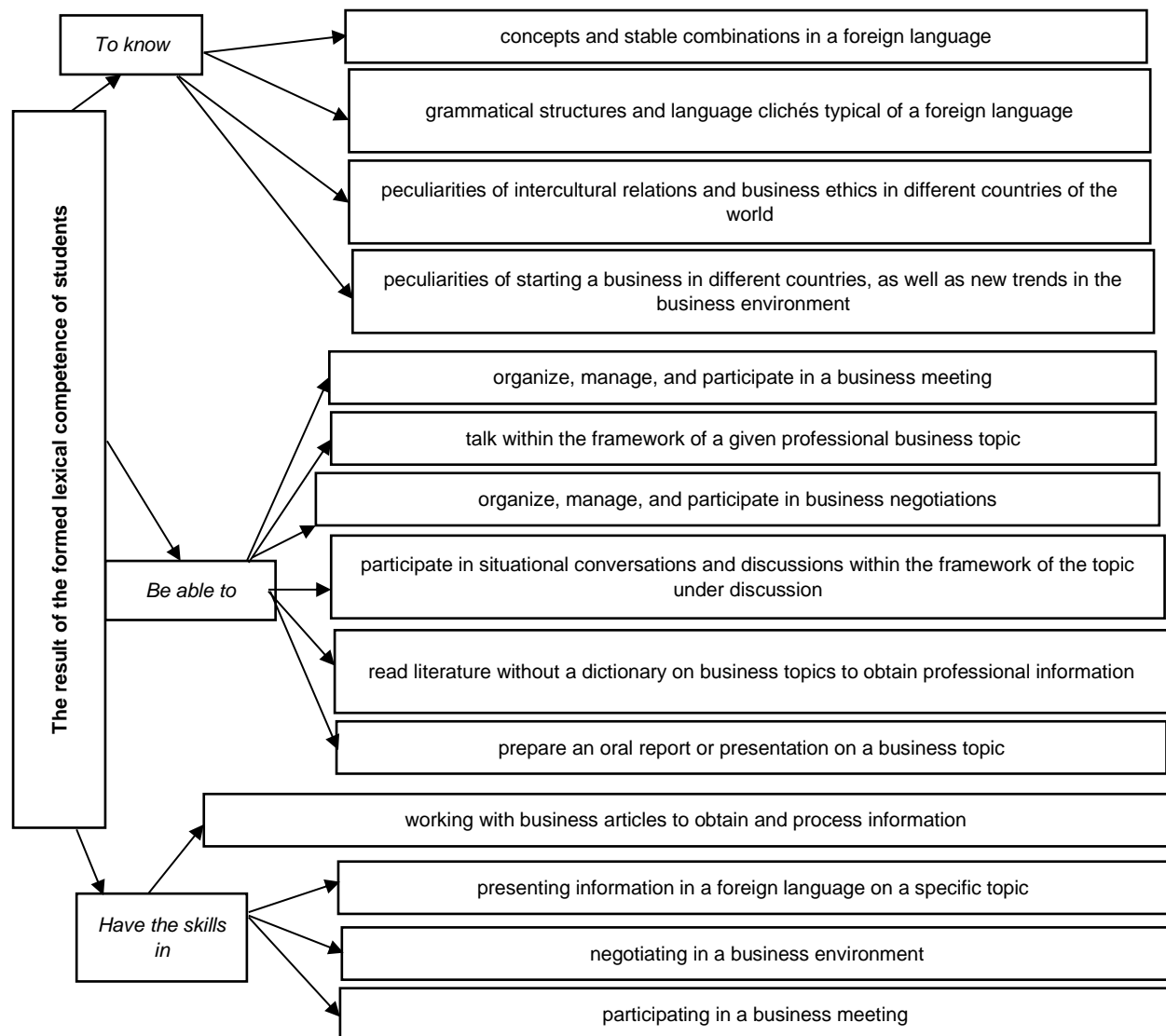
To assess the effectiveness of using dialogic teaching to develop communicative competence in higher education students in 2022-2023, a significant number of students noted that dialogic teaching has a positive impact on the development of communicative competence in higher education students (95.5%). A smaller number (3.3%) were not sure about the positive impact of dialogic teaching on the development of communicative competence in higher education students. The remaining respondents noted that dialogic teaching for the development of communicative competence in higher education students has certain disadvantages (1.2%) (Figure 3).



**Figure 3.** Analysis of trends in the use of dialogic teaching for the formation of communicative competence in higher education students in 2022-2023.

Source: Compiled by the authors.

Figure 4. shows the result of the formation of communicative competence in higher education students when applying dialogic learning.



**Figure 4.** The result of the formation of communicative competence in higher education students in the application of dialogic learning  
*Source: Compiled by the authors.*

The successful implementation of dialogic teaching based on the communicative approach contributes to the formation of communicative abilities in higher education students. This includes the development of skills to use speech clichés, elliptical sentences, and phrases (89%), to independently recognize direct and indirect strategies of the interlocutor's speech (83.3%), to aim at achieving high learning outcomes (81.5%), to repeat part of what the interlocutor said to confirm understanding (73.3%) and to realize their own mistakes in communication and use differentiated strategies to avoid and prevent them (71.6%) (Figure 5).

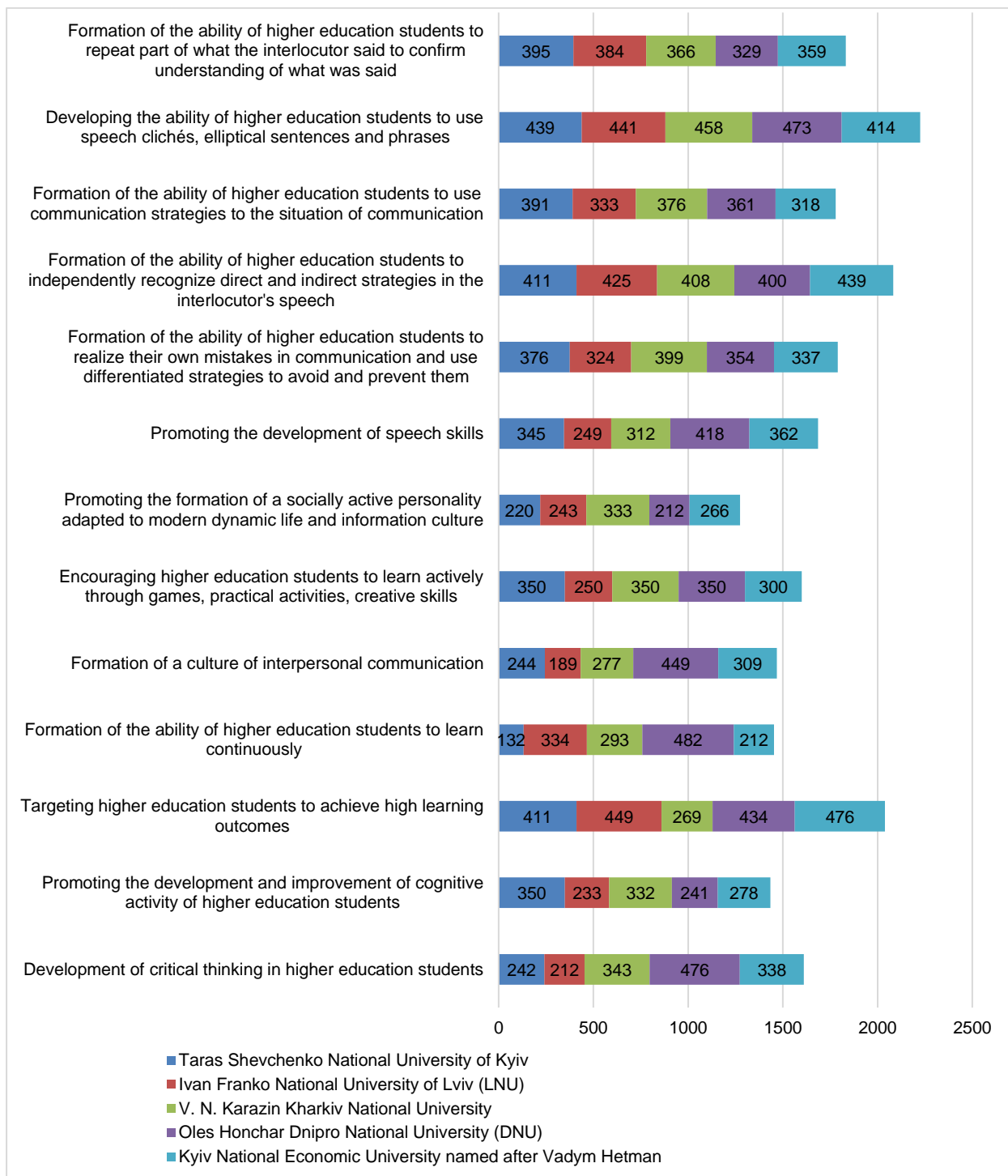


Figure 5. The advantages of dialogic learning in the process of forming communication skills in higher education students based on the communicative approach

Source: Compiled by the authors.

## 5. Discussion

The results of the study of the formation of communicative abilities in higher education students based on the use of dialogic learning led to the following conclusions. Nowadays, the educational process requires a combination of differentiated approaches to make learning fruitful and efficient.

Firstly, research reveals many advantages of dialogic learning that contribute to the development of critical thinking and the improvement of cognitive activity of higher education students. Dialogic learning also aims for higher education students to achieve high learning outcomes and form a culture of interpersonal communication. Such training contributes to the creation of a socially active personality adapted to modern dynamic life and information culture. It is useful in the development of speech skills, as well as the formation of the ability of higher education students to realize their own mistakes in communication and use differentiated strategies to avoid and prevent them. The advantages of dialogic teaching are also in the formation of student's ability to independently recognize direct and indirect strategies in the interlocutor's speech; use communication strategies to the communication situation; use speech clichés, elliptical sentences, and phrases; repeat part of what the interlocutor said to confirm understanding of what was said (Babu & Sridevi, 2018).

Secondly, the survey proves that the quality of the educational process when using dialogic teaching will ensure the development of students' communicative competence. However, this will be possible only if teachers use exercises to translate international words into their native language in the process of dialogic communication; communicative exercises aimed at using the lexical material studied in the language and close to the natural process of communication; exercises to compare words with their definitions in the native or foreign languages, etc. (Coman et al., 2020).

Thus, in the process of developing communicative skills in higher education students through the use of dialogic teaching, teachers and students will face differentiated problems following changes in educational requirements for higher education students. An in-depth study will lead to increased attention to improving the competence approach to the formation of communicative abilities in higher education students through the use of dialogic learning.

## 6. Conclusions

As a result of the analysis of the system of forming communicative abilities in higher education students based on the use of dialogic teaching, it was found that many problems require the use of special methodology and research methods. The results of the study have shown that dialogic teaching in the educational process ensures the formation of higher education students' ideas about active teaching methods, the development of communication skills, and the acquisition of experience in educational cooperation. This allows them to take an active position in the learning process and take responsibility for their results.

It has been established that the formation of communicative competence in higher education students depends on their ability to motivate, reflect, lexical activity, conscious use of speech clichés, elliptical sentences, phrases, and lexemes, possession of a sufficient vocabulary, and proper use of professional terminology in the process of communication. It has been ascertained that the main elements of the communicative competence of higher education students are speech and communication skills that ensure communication, and the use of vocabulary in differentiated types of communication activities.

The introduction of dialogic learning can provide higher education students with the opportunity to expand their communication skills and overcome communication anxiety. Dialogic learning allows many higher education students to engage in dialogic interaction during the learning process. This, in turn, contributes to the accumulation of knowledge and also promotes the receipt of differentiated information from each other.

The practical significance of the study lies in the fact that the conclusions and recommendations developed by the author and proposed in the article can be used in curricula to develop students' communicative abilities through the use of dialogic teaching. Promising areas for further scientific developments in this area are the study of foreign best practices in the formation of communicative skills in higher education students through the use of dialogic teaching. Further research can be aimed at improving the curriculum to increase the use of dialogic teaching by teachers as a means of developing communicative skills in higher education students. This will stimulate the educational sphere and improve teaching activities in the process of forming communicative competence in higher education students through the implementation of dialogic learning.

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