

## **Psychodiagnostic Research of a Dialogue in Culturally Oriented Surrounding in the Process of School Studying**

### **Психодіагностичне дослідження діалогу в культурологічно зорієнтованому середовищі в процесі шкільного навчання**

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### ABSTRACT

*The purpose of our research is to provide psychodiagnostic research of a dialogue in culturally oriented surrounding in the process of school studying.*

*Methods of the research.* The following theoretical methods of the research were used to solve the tasks formulated in the article: the categorical method, structural and functional methods, the methods of the analysis, systematization, modeling, generalization. The experimental method was the method of organizing empirical research.

*The results of the research.* We proved that the reasons of a low level of validity of opinions and judgments by pupils are: 1) unsuccessful organization of the discussion at the English language classes; 2) as a consequence of the first reason – pupils are not familiar with the discussion as a form of educational activity, they do not know how to behave at such a lesson, and most often choose a standard position of a "pupil" who listens carefully to the teacher, answers his/her questions concisely, clearly, regardless of schoolchild's point of view; 3) 68% of pupils do not understand why they need to justify their opinions (because they always express only those opinions that are in their textbooks or that were expressed by the teacher at the previous lesson); 4) 32% of schoolchildren are afraid to substantiate their statement "incorrectly", "not methodically" and to get a bad mark.

*Conclusions.* We distinguish, on the one hand, a dialogue, and on the other one – a simple conversation. A dialogue is understood as a mutual communication that has specific features: thematic focus or a problem solving, getting two-way information, the combination of thematic focus with two-way transmission of information that helps to solve a common problem in any way. Also we distinguish between linguistic and psychological understanding of a dialogue, emphasizing that in the process of psychological studying of a dialogue it is necessary to pay a great attention to both the informative exchange between partners and the features of their relationships, in particular their aspect of role interaction.

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**Key words:** *a dialogue, culturally oriented surrounding, a low level of validity of opinions, a discussion, educational activity.*

## Introduction

The analysis of psychological and pedagogical literature on the problem of communication (Batel, 2020; Максименко, Ткач, Литвинчук & Онуфрієва, 2019) showed that in recent years dialogue has become the subject of psychological and pedagogical analysis with the aim of using it to improve and humanize the system of education, to increase the effectiveness of school education. In this case, it is necessary to emphasize that there are three ways of understanding of a dialogue in psychological literature, which need to be described in this article, because it is the idea of a dialogue between the participants of the discussion at the lessons that will interest us to the greatest extent.

So, we'll analyze *a dialogue* as:

- 1) exchange of remarks or statements between the participants of communication;
- 2) the principle of mutual relations;
- 3) dialogical nature of the very content of thinking and the activity of a modern person.

If we tell about *the first understanding of a dialogue*, as the example we have to note, that school psychologists in Germany pay a great attention to the ability to communicate productively: teachers study the internal mechanisms of mutual influence between the teacher and the student, the means of influencing the emotional and mental development of the student (Blagovechtchenski, Gnedykh, Kurmakaeva, Mkrtychian, Kostromina & Shtyrov, 2019).

Scientists (Dijkgraaf, Hartsuiker & Duyck, 2017) believe that the ability for productive communication between the teacher and pupils and between schoolchildren themselves can be better developed under conditions when: a) the teacher encourages pupils to a dialogical interaction with each other and with the teacher, facilitate them to exchange spiritual values; b) at the lessons the teacher strives to put pupils into the position

of inventors, researchers who independently acquire knowledge, prove proposed them hypotheses; c) the teacher builds learning as a holistic creative process in a form that is close to a business game, with elements of competition, theatrical action.

According to *the second understanding of a dialogue*, productive communication in the educational process at school can be understood as communicative interaction (cooperation) in the subsystems "a teacher – a whole class", "a teacher – a pupil", "a schoolchild – a schoolchild", "a pupil – a group of schoolchildren", "a pupil – a whole class". It involves encouraging schoolchildren to share spiritual values and enriching on this basis significant motives for cognitive activity, to the development of children's creativity. Scientists (Ivashkevych Er., Perishko I., Kotsur S. & Chernyshova, 2020) believe that the degree of the development of the ability to productive communication is determined by the formation of the motivational (cognitive interests, focus on cooperation with the teacher and classmates) and instrumental (thinking operations, emotional-volitional sphere) aspects. Based on these points, it is possible to distinguish the psychological and pedagogical conditions for the formation of productive communication:

- a democratic nature of the relationships between the teacher and pupils (Cilibrasi, Stojanovik, Riddell & Saddy, 2019);
- the organization of training with the creation of problem situations at the lessons (Brédart, 1991). New knowledge is not presented by the teacher as ready-made one, but pupils have to master it in the process of active independent activity and communication between themselves and the teacher (Derwing, Munro, Thomson & Rossiter, 2009);
- the development of thinking operations of pupils, such qualities of thinking as independence, depth and flexibility (O'Donnell, MacGregor, Dabrowski, Oestreicher & Romero, 1994);
- the construction of education as a holistic creative process (Murphy, Melandri, Bucci, 2021).

If we take into account the third understanding of a dialogue – “Dialogical nature of the very content of thinking and the activity of a modern person”, we characterize the educational dialogue that is the most effective in the classroom in the process of secondary education. We believe that in the educational dialogue there are four dominant functions of communication: communicative, informative, regulatory and emotional, but at different lessons one function plays a major role and others – a secondary one. The topic of the educational dialogue should depend on its subject and clearly correspond to the educational program. At the same time, we believe that the goals of any dialogue are boundless, they have no end, as the processes of learning and cognition itself do (Valis, Slaninova, Prazak, Poulova, Kacetl & Klimova, 2019).

So, the teacher has to form his/her own individual language style, which will correspond to the composition of his/her personality, promote the person’s adequate expression and compensate the teacher’s negative traits (Ware, Damnee, Djabelkhir, Cristiancho, Wu & Benovici, 2017). Speaking about the individual style of speech, we have to note that there is no consensus on how permissible in the teacher’s speech there are presented certain violations of stylistic norms, even if it increases the effectiveness of pedagogical influences (Zuniga & Simard, 2019). At the same time, there is a great reason to believe that in order to achieve the greatest expressiveness of speech, to create casual dialogic relationships in the discussion, the teacher can use elements of colloquial speech, heterogeneous vocabulary, stylistic interruptions, etc. In addition, mastering the techniques of creating the individual style of pedagogical speech forms, a teacher’s social maturity, it contributes to a more adequate orientation in various situations that are arisen in the classroom during discussions (Crookes, 1989; Ivashkevych, Ed. & Onufriieva, 2021).

If we take into account, that the dialogue ideas of the mutual relations were pointed out by pedagogues and psychologists of a humanistic orientation (such as Carl Rogers (1983)),

we'll name the next, the fourth understanding of a dialogue. In this case the main is the influence of the teacher as a facilitator (according to C. Rogers (1983)), the School of Dialogue of Cultures of G. Ball (1995), which help to build the interaction of the teacher with pupils on the basis of equal relations, to carry out a joint search for worldview positions, and with them – to show ways to spirituality and humanism. We believe that approach of G. Ball (1995) to humane education includes the concepts of "facilitation" (Rogers, 1983) and "cooperation" (Івашкевич Ер. & Комарніцька, 2020), as well as the teacher's desire to enrich the internal child's world (Alahmadi & Foltz, 2020). This reason affirms the pupil's right to be the subject of the educational process, denies any violence against schoolchildren (de Bot, 1992; O'Brien, Segalowicz, Freed & Collentine, 2007).

So, **the purpose** of our research is to provide psychodiagnostic research of a dialogue in culturally oriented surrounding in the process of school studying.

**The tasks** of our research are:

1. To propose the author's understanding of a dialogue as a process of communication of different cultures.
2. To show non-equivalent words are cultural-marked lexical units that serve us to express concepts that are not in another culture and another language.
3. To describe the results of psychological and pedagogical experiment to know the level of reasonableness of opinions expressed by schoolchildren is one of the criteria for the effectiveness of the discussion.
4. To propose the reasons of a low level of validity of opinions and judgments by pupils.
5. To justify exercises to teach pupils to communicate effectively at the English lessons.

### **Methods of the research**

The following theoretical methods of the research were used to solve the tasks formulated in the article: the categorical

method, structural and functional methods, the methods of the analysis, systematization, modeling, generalization. The experimental method was the method of organizing empirical research.

### Results and their discussion

We think, that *the fourth understanding of a dialogue* can be understanding of it as *a process of communication of different cultures*. We'll explain our position. We think that any language does not exist out of culture. In such a way it is a socially inherited set of practical skills and ideas, characterizing our way of life. In such a hypostasis one can consider language as a dominant form of preservation of culture and its characteristics.

A language is a form of preservation of any culture. It emphasizes on cultural values of any ethnic group and is a means of their reflection into the future. On the one hand, the language reflects the subconscious intuitions of people – their bearer, surrounding us world. It keeps information about the significant historical events in the life of the ethnic group. From this point of view the language is an instrument of culture that spiritually forms its bearer, imposes on the vision of the world having been embodied in the linguistic forms and defines the image of thoughts and feelings of the user (according to the language). Under the national image of the world we understand the special structure of the relations of elements common to all people, which, if not comprehended by the individual, will necessarily be rejected as something unacceptable. For example, in American culture whistling is an emotional form of the expression of consent, approval, as well as applause. For Polish and Ukrainian cultures, for example, the negative connotations of this act are characteristics of ossification of bad actors, speakers and players, whistling – that there are “telling lies, fooling nonsense”, “it is the belief that whistling leads to the lack of money”.

As for the problem of the correlation of the language and the culture, we'd express our opinion that a person is forced to live in a culture just as he/she lives in the biosphere. In such a way

the language serves one or another culture, reproduces first of all the images of the user of this culture and the language itself, the image of the ethnic language of the person.

We deny the "general correlation" between the cultural type and the structure of the language. We can determine how one or another cultural trait influenced the basic structure of the language. Nevertheless, if the specifics of the notion of "linguistic structure", referring to certain phonetic, morphological, lexical, syntactic, functional and communicative peculiarities of a particular language, then systemic-language correlations with the national world view, world perception and world understanding as general components of a complex phenomenon of the national mentality will be sufficiently relevant and specific.

Taking into account close relationships between the culture and the language, as well as defining the components of socio-cultural competence, it is important and necessary to take into account the unity of languages with the world and the culture of people speaking these languages. Thus, the effectiveness of communication depends on many factors: the conditions and the culture of communication, rules of etiquette, possession of non-verbal forms of the expression (facial expressions, gestures), the presence of deep background knowledge and much more.

Overcoming the language barrier is not enough to ensure the effectiveness of communication between representatives of different cultures. It is necessary to overcome the cultural barrier. We believe that problems in intercultural communication cause national-specific features of various components of cultures of respondents (peculiarities that make us possible the implementation of these components of ethno-differentiating function). The components of culture, and hence it follows that the components of socio-cultural competence, having been a national specific color, include the following: traditions, customs and ordinances; traditional and everyday culture; national pictures of the world; artistic culture, which reflects the cultural traditions of a particular ethnic group.



So, we'll state that in the process of teaching a foreign language the problem of the interrelation of the language and the culture appears to be particularly relevant and bipolar: the language is recognized through the culture, and due to the language, the transition to the world of another culture takes a place, and therefore we need a country-study approach. We also consider socio-cultural competence as the ability to implement intercultural communication based on the knowledge of lexical units with the national-cultural component of semantics and the skills of their adequate application in intercultural communicative situations, as well as the ability to use background knowledge to achieve mutual understanding in situations of mediated and direct intercultural communication. We also think the linguistic-ethnographic competence as the ability to perceive the language in its cultural-bearing function, with its national and cultural specificity. In such a way linguistic competence includes knowledge of linguistic units, including the national and cultural components of semantics, and the ability to use them in accordance with the social and speech situations. The basis of linguistic competence are the national and cultural components of the foreign language, which is reflected in units of different levels of language, as well as background knowledge of the typical educated representative of a certain lingua-cultural community. This knowledge denotes everything that is characteristic to some culture, everyday life, traditions throughout various historical epochs. They are usually referred to this psycholinguistic context.

*Non-equivalent words are cultural-marked lexical units* that serve us to express concepts that are not in another culture and another language. They do not have equivalents beyond the language to which they belong. Unclaimed vocabulary usually refers to the names of the realities of our life and the life of other people. In the linguistic theory the term "reality" denotes the object (or the phenomenon of culture) and the word that it calls. We consider realities as special referents – the elements of objec-

tive reality, reflected in our consciousness. They are objects of thought, which correspond to this language conformity. From this position, there are three main groups of realities: 1) *universals* – identical in their essential and secondary features in the crop to be compared (the sun, water, air); 2) *quasi-realities* – identical in their essential features, but different from the secondary point of view (*grant – стипендія, Teachers' Training College – педагогічний інститут*); 3) *actual realities* – those ones, that, by their essential and secondary features, are unique characteristics of only one of the cultures having been compared.

The realities also include (examples are given in English): 1) *toponyms*: the names of the constituent parts of the country (regions, countries, etc.): (East Anglia, Highlands, Suffolk, Yorkshire); *city names*: (Brighton, Cambridge); *names of urban areas*: (Westminster, Kensington, Chelsea); *streets and area names*: (Fleet Street, Kings Road, Downing Street); 2) *anthroponyms*: (King Arthur, Isaac Newton, Charles Dickens, Joshua Reynolds, James Cook, John Lennon, Winston Churchill, Margaret Thatcher, etc.); 3) *ethnographic realities*: food, drinks (fish and chips, haggis, pudding); *rest types of sport, games*: (Boat Race, caber, soccer, snooker, Wembley, cricket, Wimbledon, Highland Games); *customs and traditions, holidays*: (Remembrance Day, Trooping the Color, St. Patrick's Day, the Queen's Silver Jubilee etc); 4) *socio-political realities*: (House of Parliament, the Blues and the Royals, OBE (Order of the British Empire), constitutional monarchy, the Queen, etc.); 5) *the realities of the educational system*: (girl guide, Patrol, summer schools, National Education Act, system of options, career guidance, PTA (Parent-Teacher Association), system of options, etc.); 6) *realities of culture, cultural figures*: (Charlotte Bronte, Robert Burns, David Copperfield, Charles Dickens); *cinema and theater*: (Globe Theater, the Royal Opera House, Barbican Center); *Fine Arts*: (National Gallery, Tate Gallery); *the Media* (the BBS, the Observer, the Times, the Financial Times, Top of the Pops etc).

Each language has its own phraseological units with their national and cultural semantics, which is formed under the influence of ethnolinguistic, historical, sociological, cultural and other features of a particular language community. We believe that the phraseological system of any language reflects the cultural and historical experience of people, makes it possible to understand the national Psychology, the national vision of the world, for example: *An Englishman's home is his castle (Мій дім – моя фортеця)*; *Praise is not pudding (Слів густо, а в животі пусто)*. It is obvious that in each of these consistent statements at the lexical level there is a reference to the realities of English culture and lifestyle – “English house”, “Pudding”, etc.

In order to test the hypothesis that *the level of reasonableness of opinions* expressed by schoolchildren is one of the criteria for *the effectiveness of the discussion*, a psychological and pedagogical experiment was organized. In the process of the ascertaining experiment, which involved 79 pupils of the 5th and the 7th forms of secondary schools 15 (Rivne) and 4 (Kamianets-Podilskyi). At this stage of the experiment we used the authors' methodology (Михальчук, Івашкевич, Ед. & Івашкевич, Ер., 2023).

It was established that the level of validity of the opinions expressed by pupils at the lessons of the English language during educational discussions is very low (see Table 1).

So, partners of communication do not always understand the content, the essence of the opinion expressed by the teenager (in 73% of cases). Very often the sentences of schoolchildren are grammatically and stylistically incorrectly constructed (in 68% of cases), pupils do not know how to prove logically their point of view (in 87% of cases). Therefore, the discussion held at the lessons of the English language most often does not go beyond one problem, one unresolved issue; it is more reminiscent of a conversation between a teacher and schoolchildren than a discussion in which all partners of communication occupy equal positions.

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Table 1

**The level of reasonableness of opinions expressed  
by schoolchildren as one of the criteria for the effectiveness  
of the discussion (in %)**

№	The level of reasonableness of opinions	37 pupils of the 5th form of secondary school 15 (Rivne)	42 pupils of the 7th form of secondary school 4 (Kamianets-Podilskyi)
1	High	18.7	11.2
2	Lower than a high level	13.4	15.6
3	Middle	21.2	13.4
4	Lower than a middle level	22.8	29.1
5	Low	23.9	30.7

The reasons of a low level of validity of opinions and judgments by pupils are:

1) unsuccessful organization of the discussion at the English language classes;

2) as a consequence of the first reason – pupils are not familiar with the discussion as a form of educational activity, they do not know how to behave at such a lesson, and most often choose a standard position of a “pupil” who listens carefully to the teacher, answers his/her questions concisely, clearly, regardless of schoolchild’s point of view;

3) 68% of pupils do not understand why they need to justify their opinions (because they always express only those opinions that are in their textbooks or that were expressed by the teacher at the previous lesson);

4) 32% of schoolchildren are afraid to substantiate their statement “incorrectly”, “not methodically” and to get a bad mark.

So, the subject “A foreign language” occupies a special place in the educational process. The pupil not only acquaints himself/herself with the culture of the language having been studied, but also with the common values of mankind, in other words, promotes the education of schoolchildren in the context of “communicative tasks”, which is a part of a certain relevant situation.

When creating and forming communicative tasks is the most important point, it is the fact of constructing these tasks using interesting, captivating, educating, teaching material of a reality. Therefore, in our opinion, the Headway Pre-Intermediate textbook is the most effective one, which contains a sufficient number of exercises that involve individual, group, micro-group and even role-playing forms of the activity, which provide great opportunities for the formation of speech and language skills of pupils, which help schoolchildren to communicate.

To teach pupils to communicate effectively we proposed schoolchildren the special tasks, for example, at the lesson at the 7<sup>th</sup> form the topic was "Family relationships".

*Stage 1. Getting start. Organization of the class. Teaching the subject and explaining the purpose of the lesson to the pupils.*

*Teacher:* Good morning, dear friends! I am very glad to see you! I hope that everybody is in order. Look at the pictures and try to guess the topic of our lesson. Yes, exactly it is "Family relationships". I suppose this topic will be interesting for you, because a family is very important in the life of any person, isn't it? So, today we'll learn more about relationships between children and parents, have a discussion, learn some new vocabulary, do some more exercises to remember them better, read a text. At the end of the lesson you are to make dialogues sharing your ideas according to the text.

*Stage 2. Exercises. Activity with the proverb.*

*Teacher:* Read the proverb and comment upon it!

Don't trouble trouble until trouble troubles you.

*Teacher:* What are your ideas? Do you agree with this proverb?

*Stage 3. Phonetic drills.*

*Teacher:* You remember that pronunciation is very important, isn't it? Let us practice the tongue-twister!

If many men know what many men knew

The life will be better. I think so. Don't you?

*Stage 4. Discussion.*

*Teacher:* Do you get on well with your family members? Why/why not? Do you respect your parents? Why/ why not? Can you rely on your parents? Why/ why not? Can your parents rely on you? Why/ why not?

*Teacher:* Now I have got a surprise for you. This is a presentation. What are your predictions? Share your ideas! Don't forget to use the conversational formula: *I strongly believe that, I am sure, I can't agree with ..., I can't but agree ..., It wasn't mentioned that ..., On the contrary!*

*Step 5. The activity with the thematic text for listening and reading "Teen Terror".*

*a) preparation for listening and reading the text:*

*Teacher:* Now we are going to read a very interesting text. Its title is "Teen Terror". What will it be about? What are your predictions?

*Teacher:* There are some unknown words in the text. Let's "get acquainted" with them to understand the text better: (*adolescent – підліток, assault – насилувати, blame – звинувачувати, interfere – втручатися, obey – слухатися, коритися, prevent – запобігати*).

*Teacher:* Make up word combinations and sentences with new words! Be original!

*b) listening to the text and doing the task:*

*Teacher:* Now it is high time to listen to the text "Teen Terror". What do you think of its title? What do you predict and wait for? Besides, you have the chance to read the text of exercise 2, pages 75-77! So, listen to it and fulfill the following assignment!

1. A father was ...
2. George tried to ...
3. Mr. Trimble held his daughter by ...
4. The girl told the Police that her dad ...
5. Now Susie ...

*Teacher:* Listen to the text again and do the following:

*Listen to the text and agree or disagree with the sentences below! Correct the false statements!*

1. George is a responsible businessman.
2. He has got two sons.
3. The man had no problem with his elder daughter.
4. Susie likes dating with homeless people.
5. Susie's American boyfriend is much younger than she is.
6. George was taken to prison.
7. His wife always made sure that her children ate three times a day.
8. George started working at the age of seventeen.

*c) post-text exercises:*

*Teacher:* What are your impressions? Who is to blame in such a situation? Why? Do many teenagers face such problems?

*Stage 6. Dialogical speech.*

*Teacher:* Now work in pairs. One of you is a reporter, the other is a psychologist. Make up dialogues using the questions of exercise 4, page 77 and the following information!

- Actually, I really feel pity for George.
- This fact is terrible.
- It was a big mistake to jail such a good father.
- If I were Suzy, I wouldn't do a thing like that.
- Suzy is a selfish teenager.
- If I were in George's shoes, I would limit her pocket money.
- Well, he just wanted his daughter to be happy.
- George wanted Suzy to have a good future,
- Suzy wanted to show her power.

*Stage 7. Commenting on the homework.*

*Teacher:* At home you are to write a brief article to a teen magazine about conflicts between parents and adolescents. Exercise 6, page 78 will be helpful to you.

*Stage 8. Conclusions of the lesson.*

*Conclusions:* this exercise forms, develops moral qualities; develops the culture of communication, etiquette, respect for the family, expands the philological outlook of pupils, develops the ability to plan a linguistic act independently, the ability to express opinions in a foreign language logically and consistently,

improves pupils' pronunciation, practicing pupils in oral speech, in particular, in listening and reading.

### Conclusions

So, we distinguish, on the one hand, a dialogue, and on the other one – a simple conversation. A dialogue is understood by us as a mutual communication that has specific features: thematic focus or a problem solving, getting two-way information, the combination of thematic focus with two-way transmission of information that helps to solve a common problem in any way. Also we distinguish between linguistic and psychological understanding of a dialogue, emphasizing that in the process of psychological studying of a dialogue it is necessary to pay a great attention to both the informative exchange between partners and the features of their relationships, in particular their aspect of role interaction.

In such a way we formulate a number of requirements in accordance with which the psychological study of a dialogue should be built: the main attention should be paid to the process of subject-subject interaction; the greatest interest is the study of the speech form of a dialogue (it is in the characteristics of a single text that arises in the process of a dialogue, it should be considered as the process of subject-subject interaction); such research should focus on identifying interpersonal relationships of partners of communication that are developed in the process of a dialogue. We also define a dialogue not just as the process of interaction of subjects through the speech, but the interaction of different semantic positions that they develop. This argument implies the difference between external dialogue (different opinions are expressed by two subjects) and internal one (different points of view belong to one person).

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**Михальчук Наталія, Коваль Ірина. Психодіагностичне дослідження діалогу в культурологічно зорієнтованому середовищі в процесі шкільного навчання.**

**Мета дослідження** – здійснити психодіагностичне дослідження діалогу в культурологічно зорієнтованому середовищі в процесі шкільного навчання.

**Методи дослідження.** Для розв'язання поставлених у роботі завдань використовувалися такі теоретичні методи дослідження: категоріальний, структурно-функціональний, аналіз, систематизація, моделювання, узагальнення. Експериментальним методом є метод організації емпіричного дослідження.

**Результати дослідження.** Доведено, що причинами низького рівня обґрунтованості думок та суджень учнями є: 1) невдала організація дискусії на уроках англійської мови в закладах середньої освіти; 2) як наслідок першої причини – учні не знайомі з дискусією як формою навчальної роботи, вони не знають, як себе поводити на такому уроці, і найчастіше обирають стандартну позицію «учня», який уважно слухає вчителя, відповідає на його запитання стисло, чітко, без урахування своєї точки зору; 3) 68% учнів не розуміють, чому потрібно обґрунтовувати свої думки (адже вони завжди висловлюють тільки ті думки, які є в їх підручниках, чи які на попередньому уроці висловив вчитель); 4) 32% школярів бояться обґрунтувати свій вислів «невірно», «неправильно» та отримати погану оцінку.

**Висновки.** Потрібно розрізняти, з одного боку, діалог, а з іншого, – просту розмову. Діалог розуміється як взаємна комунікація, що має специфічні риси: тематичну цілеспрямованість чи проблемність, двосторонність інформації, сполученість тематичної цілеспрямованості з двосторонньою передачею інформації, що допомагає рішенню загального завдання. Доведено, що існують лінгвістичне та психологічне розуміння діалогу, тому в процесі психологічного вивчення діалогу необхідно звернути увагу як на інформативний обмін між партнерами, так і на особливості їх взаємовідношень, зокрема на їх рольовий аспект.

**Ключові слова:** діалог, культурологічно зорієнтоване середовище, низький рівень обґрунтованості думок, дискусія, навчальна діяльність.

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