

Psychological Peculiarities of Use of Dialogical Forms of Control of Knowledge, Skills and Abilities of Students at the Lessons of the English language

Психологічні особливості використання діалогових форм контролю знань, умінь і навичок студентів на заняттях англійської мови

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ABSTRACT

The aim of our research is to show psychological peculiarities of use of dialogical forms of control of knowledge, skills and abilities of students at the lessons of the English language.

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

The results of the research. So, we single out the main norms and principles of organizing dialogic influence: emotional and personal openness of partners of communication; psychological orientation to actual conditions of each other; trustworthiness and openness of expression of the person's feelings and states. Therefore, in the process of a dialogue two personalities begin to form a common psychological space and time span, forming an emotional "being together", in which interaction in general, object, monologic sense no longer exists, and in its place a psychological unity of subjects appears. Such conditions of the existence of people contribute to the development of their creativity and the disclosure of the personality.

Conclusions. We proved that a Dialogue has a positive effect on the emergence and development of contacts between people. We believe that a dialogue is the highest level of the organization of communication, because it is characterized by a positive personal attitude of subjects to each other, their "open" address and behavior towards partners of communication. It is indisputable that a dialogical interaction between a teacher and a student in the process of schooling stimulates internal dialogues in the minds of partners of communication, which in turn has a positive effect on the mental and personal development of students.

Key words: *dialogical forms, knowledge, skills, abilities, communication, emotional openness, personal openness, trustworthiness.*

Introduction

The study of a Dialogue as an interaction of different semantic positions is connected with philosophical and cultural ideas. A new image of a dialogue appears in the researches of scientists (Dubovyk, Mytnyk, Mykhalchuk, Ivashkevych, & Hupavtseva, 2020; Ehri, Nunes, Willows, Schuster, Yaghoub-Zadeh, & Shanahan, 2001). On the basis of the concept of "logic of a dialogue" scientists (Ferdowski & Razmi, 2022; Drigas, & Karyotaki, 2017) put, in particular, the following sayings: "To think means talking to oneself. That is, to hear oneself internally (through reproductive imagination)" (Gathercole, Pickering, Ambridge, & Wearing, 2004; Hamedi, & Pishghadam, 2021: 585) and "Language finds its true being only in dialogue. The word dies in inner speech, giving rise to thought" (Jiang, Zhang, & May, 2019). In internal dialogue, according to scientists (Hornberger, & Link, 2012), is a circulation of texts, their polyphony, counterpoint and not just existence. This constant development rebuilds the entire dialogue as a whole, where a new dialogue, new active scripts of the internal dispute are formed (Ivashkevych Er., Perishko, Kotsur, & Chernyshova, 2020). Each person, to the extent that he/she thinks creatively, carries out his/her thinking in an internal, mental dialogue with himself/herself, and this dialogue can be a clash of radically different logics of thinking (Mykhalchuk, & Ivashkevych Er., 2021).

Scientists (Engle, 2002; Mai, 2022; Mykhalchuk, & Khupavsheva, 2020), taking into account the experience of philosophers of the 19th century, approaches the study of a dialogue in a somewhat new way, taking the action on oneself as a primary basis, which was ignored by the Philosophy of the 19th century. According to scientists (Hogan, Adlof, & Alonzo, 2014), two people are necessary for proof. Therefore, the thinker imagines his/her Double: he/she expresses contradictions to himself/herself, eliminates them himself/herself, and only then it is the thought

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considered to be proven (Максименко, Ткач, Литвинчук, & Онуфрієва, 2019). Therefore, where there is only a monologue, there are no opportunities for Logics in general and for Logics of creativity in particular (El-Zawawy, 2021). Therefore, in order to understand the Logics of real, living thinking (a Dialogical, Creative Logics), it is necessary to answer two questions:

1. What must be done in order to logically reproduce “You” in the “Other Me” of my own thinking (but what it is reproduced not as a Double, but as a Partner of Communication)?

2. How can one reproduce “Experience”, “Well-being” in the person’s imagination? (Falé, Costa, & Luegi, 2016).

Answering these two questions, we came to the idea of a Multiple Subject of Creative Thinking, to the need to logically show the structure and the form of movement of theoretical thought, the logics of the creator of this thought’s being closure on itself, the logics of communication with oneself, the logics of his/her readiness for creativity.

So, *the aim of our research* is to show psychological peculiarities of use of dialogical forms of control of knowledge, skills and abilities of students at the lessons of the English language.

Methods of the research

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

Results and their discussion

According to the new program of Ukrainian education (Перелік освітніх програм НУШ, 2024), the amount of students’ knowledge at the beginning of the first year studying at the university should be at the level B2. It can be brief announcements about certain events, description of some phenomena and objects. After the 1st course students must still be able to

convey the contents of texts having been read or listened, have to express their attitude to something or someone, using at the same time more than 30-40 sentences or phrases (Murphy, Melandri, & Bucci, 2021). At the next year of studying the program provides the formation (at the end of the academic year) of the ability to convince the partner of communication in something. Accordingly, the volume of statements also increases. A student has already to speak the whole text during 20-30 minutes.

Students at the 3rd course should, according to the program, be able (without pre-training) logically and consistently, with the help of different training situations to make an expand some messages on the topic, to transmit them in a way of use the words in the content of reading or hearing the information in the form of a narrative, a description. Students also have to prepare message, independently picking up the material and using additional information (Ivashkevych Ed., & Onufrieva, 2021). The volume of each statement reaches 30-40 phrases, at the end of the 4th course the amount of them is more than 50 sentences. In order to enter the Master's Program, students should be able to discuss topics within the spheres of communication indicated by the program; they have to be able to use the functions provided by the content of the program: to express their beliefs, opinions, consents or disagreements in response to receive information; to give concise examples or explanations with the aim to make a plan or an idea; to tell the story, to characterize the plot of the book and to express their attitude to partners of communication. Speech volume is at least 40-50 phrases. At the end of the studying on the Master's Program this volume is increased to 60-70 phrases (the level of mastering the English language is C1). In accordance with the requirements of the program from year to year the level of complexity of tests has the aim at verification of abilities and skills of monologue speech, which in a great degree is complicated.

So, at first students can be offered to do tests, to use a complete verbal support in mastering the English language. In the fu-

ture it is replaced by an illustrative support, which will tell us about the sequence of descriptions. In addition to reach full verbal supports there are partial / incomplete verbal supports in the form of open table substitutions, structurally-speech schemes and logical-syntactic statements (Huang, Loerts, & Steinkrauss, 2022).

So, we'd like to *emphasize that all tasks for students must have a cultural orientation*. For example:

1. Your friend who lives in the UK is about to visit you next year. Imagine this moment when you talk to him on the phone. Ask him about yourself. Describe the weather in Ukraine. Use the substitution table.

1. *In... it's...*
2. *The sun... every day.*
3. *The sky is...*
4. *Sometimes it... rains snows.*
5. *A wind blows.*

2. Betty is interested how we celebrated the New Year. Write her a letter, but at first tell how Ukrainians celebrate this holiday. This will help you with this scheme:

1. *In Ukraine the 1-st of January, New Year's Day, is...*
2. *People do not go...*
3. *The holiday begins on the...*
4. *Relatives and friends come to...*
5. *After 12 o'clock some young people go out into...*

In these situations, you can also use a logical syntactic scheme that defines the logical sequence of expressions, but allows us the content to make vary, depending on the actual events and interests of students. According to the partial verbal supports you can also include a statement of words and keywords. The plan is sometimes presented in the form of nominative sentences, as well as in the form of questions (Greco, Canal, Bambini, & Moro, 2020).

3. You visit your friend who lives in the UK who fell ill a few days ago. Now, of course, it is much better. Speak with him/

her, inquire about his/her health, tell him/her how your friend spent their free time in the village. Do not forget to talk about the weather. The key words and phrases will help you to answer the questions:

1) *spent the weekend in the country / in a small town / in a big city;*

2) *went there by train / by bus / by car / on foot;*

3) *the weather was... . It... . The ice seemed... .*

4) *rode a horse / in one horse open sleigh;*

5) *skied down steep slopes.*

6) *skated on the pond / on the lake / on the river.*

You can also use mixed verbal-figurative supports. They may plan an apartment with room names, to make the university plan with a designation of offices, to present a schematic plan as a part of the letter. The teacher can use separate drawings, slides in the process of testing a dialogue speech. Subsequently, the teacher can propose tests without use of different types of supports.

It is generally acknowledged that the constant use of different materials in the educational process have educational and developing potential, forms that are interesting for students to study a foreign language (Івашкевич Ер., & Комарніцька, 2020), with which there are significant reasons of improving the effectiveness of studying the languages. Therefore, it is not coincidence that one of the problems, having been discussed according to the modern methods is the problem of providing students with knowledge in the field of regional studies and to reach the application of these knowledge to be fixed in the process of teaching foreign language communication. In the absence of the linguistic environment, which, without a doubt, it is the main source and, at the same time, it is incentive for learning, in particular, dialogical speech, may be printed in a foreign language text.

The selection of colored material should be conditioned by different spheres and forms of a real foreign language commu-

nication of pupils, a real reserve of linguistic resources, the possibilities of using the obtained regional knowledge information, knowledge, having been learned by students at the lessons from the foundations of science, the diversity of cultures and the contemporary activities of the countries having been studied.

The factor of age peculiarities and interests of students is also important for the personal development of students. Much information can be familiar to students and their inclusion into the educational process, that can reduce its informativeness, and thus actualize a cognitive activity of students.

Texts of a regional nature may include information about the geographical location and natural features of the country having been studied, on the city's sights, progressive public figures, traditions and holidays, classics of literature, outstanding artists and composers; materials about folk art, about lifestyle and social structure, about the lives of schoolchildren and youth.

It is important to involve into the educational process materials that reflect the cultural and historical features of the country and our native land. A special place in the selection of tests is the information from the press. In the early stages of providing activities with new material, it is advisable to use short messages, titles of various articles, correspondence and signatures under illustrations. They are convenient to actualize the conciseness and relatively small number of unfamiliar words (Cui, Wang, & Zhong, 2021). They attract students with their urgency and allow the teacher to expand the subject of the texts from the textbook. The category of learning methods in the best way can bring pupils closer to the natural cultural environment. In such a way *tests have to include, first of all, authentic texts*. These texts should contain factual material that is interesting to students and satisfies their sphere of interests, focused mainly on such topics:

1. *Youth culture of adolescents in the West.*
2. *Everyday life of pupils abroad.*
3. *Education in the UK, USA and other countries.*

4. *Outstanding people in the countries of study.*
5. *Royal Family.*
6. *Nature Conservation in the UK, USA and other countries.*
7. *Questions of religion and religion in the United Kingdom and the United States.*
8. *Sports (favorite sports teams and youth idols abroad).*
9. *Cities of the countries to be studied.*
10. *National heroes of the countries being studied.*
11. *Scientific achievements.*
12. *Humor of the peoples of the United Kingdom and the United States.*

These are such texts that need to be taken away when developing the tasks for testing with the purpose of the formation of skills and abilities of monologue and dialogue speech of students.

The tests for the verification of dialogical speech are based on authentic texts of the English language. They include:

1. *Respondent (answers to questions) and reactive tasks, conditional conversation.*
2. *Objectives of reproductive nature (transfer of message, information).*
3. *Tasks of a discursive nature (commentary, discussion).*
4. *Compositional tasks (oral works based on the material, free story).*
5. *Initiative tasks (press conference, interviews).*

Answers to questions are considered to be the most popular tasks in the process of teaching method of a foreign language. Transmission as a conscious reproductive speech activity is the direct preparation for arbitrary expression of thoughts during dialogue communication. Depending on the method of organization, the transferring can take place both in the conditional and in real-motivated situations.

Translation as a process of translating tests can be differentiated depending on the nature of the source of a text, by the way it is presented, the methodological aim and organization of the activity in the whole class. At the university all types of

texts can be used in terms of their content structure – a description, a narrative and the discourse. The content of the text can be reproduced completely or abbreviated, as the abstract or a selective one.

The next kind of the test is a statement on the basis of a problem situation. The essence of this test is the awareness and the decision of the students of a certain extra-linguistic task, which is accompanied by the “extradition” of the predictive speech product. From the point of view of speech situation, the problem differs by depersonalized scripts (in relation to the speaker) and circumstances, by exteriorization of speech stimulus, the variability of the most successive operations. In addition to these theme-task and exposure, the structure of the problem situation also is included into the question of updating its content and proposing instructions for speech actions. The exposition is a verbal description of a certain coincidence of real (imaginary) circumstances that implicitly contain some contradiction or a problem.

The next kind of test is commenting. The essence of this type of test is that one, when the speaker after receiving certain information explains his/her attitude to the text and expresses in this regard his/her judgment comparatively, according to generalizing or appraisal nature. Objectives of commentary may be, for example, an invitation, a theatrical program, an advertisement, newspaper or magazine articles, international events, humorous drawings, etc.

The next kind of test (proposed in a speech form) is oral story. This is a main form of test of a composite nature. It is a monologue in the form of a presentation which can be both prepared and unprepared. There are the following types of stories:

- 1) ready-made plot in curtailed form;
- 2) according to proposed situation;
- 3) on some proposed topic;
- 4) by use of proverbs, winged expression;

5) by their own subject the students selected some topics in connection with the materials having been read.

The next kind of test is the activity on both with the informational and the linguistic basis of the text. This type of the activity is used for the development of dialogue skills, which involve four main phases, and each of them includes a set of exercises and tasks with the aim of consistent seizure of information from the text and its use for the development of skills and abilities for making up oral dialogical expressions. In the process of using the exercises to identify the development of skills and abilities in the process of speech communication, students are expected to:

1) mobilize his / her life experience related to the topic, or the facts, which are necessary for its disclosure;

2) group the information in such a way as to create logical units (prosaic stanzas) that could reveal the micro-thesis of the statement;

3) integrate information from different sources into the statement on the given topic;

4) express their personal attitude, assessment of events, facts and phenomena.

The first stage (pretext) is implemented before reading the text. Exercises at this stage have the aim for predicting content and semantic information of the text, as well as the removal of possible difficulties, having been fixed by the phonetic, lexical and grammatical nature.

The second stage (textual) is the reading of the entire text silently. The reading process can take its place in the classroom or at home by proposing the teacher's instructions.

The third stage (post-text) involves the process of performing tasks by the teacher to control the understanding of the content of the text having been read, as well as exercises have the aim at assimilating the linguistic means that provide the skills for operating by students these tools by their own statements at the level of the phrase or unpublished unity in the connection with the content of the text.

The fourth stage is the stage of performing speech exercises, the purpose of which is to develop students' abilities to make

fluent oral monologues on the basis of semantic information of the text. Exercises with problematic tasks are carried out, which are based not only on information of the text but also on own experience of students.

Below we'll describe the activity with the text on the third and the fourth stages of studying the foreign language at the university.

Fragment 1.

Stage 1. Post-text exercises are used to check the basic text information.

Aim: To check the understanding of the main content of the text.

Method 1: Use cross-selection texts.

Teacher: *So, you have read the essay "Life at the University". Now we'll check your comprehension. Here is the matching test. You are to match the beginning of a sentence with its ending (5 minutes for the test) (this task is proposed for students of the 1st course).*

1. *Universities in Great Britain choose their students...*
2. *For all British citizens a place at university...*
3. *The grants cover...*
4. *If the parents do not earn much money...*
5. *Most 18 and 19 year – olds in Britain...*
6. *Anyway, the three university terms...*
7. *The first year university students...*
8. *During the first week all the clubs and societies...*
9. *The freshers are learning how difficult it is...*
10. *In Oxford and Cambridge the study system is based...*
 - a) *tuition fees and some of the living expenses.*
 - b) *their children will receive a full grant.*
 - c) *are fairly independent people.*
 - d) *after interviews, and competition for places at university is fierce.*
 - e) *brings with it a grant from Local Educational authority.*
 - f) *are called freshers.*

g) to change from a school community to one of many thousands.

h) entirely around such tutorials which take place once a week.

i) are only ten weeks each.

j) hold a "freshers' fair" during which they try to persuade the new students to join their society.

Key (1d; 2e; 3a; 4b; 5c; 6i; 7f; 8j; 9g; 10h)

The test is checked immediately after it was proposed to students (after time the teacher gave for its doing). Thus, the students are immediately asserted. The test is performed in the absence of more than one mistake. Based on the test results, the teacher concludes if the students understand the correct statements of the basic facts.

Method 2. Selection of information, reading the sentences aloud and translating them into the Ukrainian language.

Teacher: I see you understand the essay. Now try to find as quickly as possible the sentences containing information about freshers. Read them aloud and translate into Ukrainian.

Student 1: (reads) First year university students are called "freshers", (translates).

Student 2: (reads) Often freshers live in a "Hall of Residence", or near the college campus. (translates).

Student 3: (reads)... etc.

Stage 2. Post-text exercises that prepare students for monologues.

Aim: to prepare students for monologues is based on the text having been also read.

Method 1. Preparation of the plan for modelling statements according to the text.

Teacher: You have just read all the information about freshers. Let's compose the outline for our reports on this subject. So, give you proposals as to the first point of the outline.

Student 1: How are the first year university students called when they first arrive at college?

Student 3: How do they feel for the first week or so?

Student 4: What is the “freshers’ fair” help for during the first week?

Student 5: What do the freshers do on the day that lectures start?

Student 6: ... etc.

The whole plan consists of 9-10 questions. All questions are written by students in notebooks.

Method 2. Selection of information about British Universities and the completion of the scheme.

Teacher: Dear girls and boys, let’s try to find the information about British Universities and complete the chart on the poster.

The scheme is presented on a poster or on a board. Students reproduce such a scheme in their notebooks and gradually fill it with the information from the text. But before writing information in their notebooks, students express it verbally. They are selected and wrote the information in notebooks, which is corresponded the most closely to the questions having been put in the scheme (Table 1).

Fragment 2. Tasks to control the skills and abilities of developing a dialogue speech of students.

Stage 1. Monologues of students on the topic “British Universities”, “Freshers”.

Aim: To teach students to provide monologue and dialogue speech at the text level.

Method 1. The role game “British students attend Ukrainian school”.

Teacher: Dear friends, meet the students from Oxford and Cambridge Universities. They will tell you how to become a student of their universities. After that you may ask them questions if you want to know more.

Students take the role of British students, speaking about British universities. For a verbal opinion you can use a schema that was filled with information from the text in the previous lesson. Then, other students ask questions to «British students».

Pupil 1: How is the idea of Tony Blair give education for the poor being realized?

Pupil 2: What about fees at universities?

Pupil 3: Do the students get any grants if they aren't able to cover tuition fees? Can a foreign student get a grant from the British Government?

Table 1

British Universities

<ol style="list-style-type: none">1. How many universities are there in Great Britain?2. How can one get a place at the university?3. What does a place at University bring?4. What does the grant depend on?5. What's the age of young people when they pick a college?6. How do students choose at the University?7. How many terms are there at the university? How long does each term last?8. How often do the students have a tutorial?9. What are the tutorials organized for?10. What do the students do at the traditional seminars?11. What is the study system of Oxford and Cambridge based on?12. What about attending lectures for "Oxbridge" by students?13. When do students take their finals?14. What degree do the most of the students get after three or four years of studying?	<p>There are 46 universities in Great Britain.</p> <p>After 3 or 4 years.</p>
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Method 2. Role Play "My Experience at Oxford University's First Course".

Teacher: Dear boys and girls, meet our school leavers who have come on holidays after a year spent at Oxford University as first year students. They will tell you about their experience as "freshers". Ask them questions if you want to know more.

Students carry out the roles of graduates of their schools, who entered Oxford University and studied there for a year. For

the verbal support they use the plan having been drawn up in the previous lesson to the “Freshers” subsystem. After completing the statement, other students may ask such questions:

1. Why can a fresher’s life be exciting but terrifying for the first week?

2. You have just told that groups of freshers are often seen walking around with a worried look on their faces. Why are they worried about?

3. Is attending lectures for freshers optional too?

Stage 2. Commenting on the information received from the text having been read.

Aim: To teach students to express their thoughts about the information received.

Method 1. Students express their thoughts according to the evaluation or comparative character.

Teacher: I hope the information you have got about British universities is not only interesting but rather useful for you. Next year you’ll leave school and try to become university students. Do you think a good school background is an important requirement for success in college?

Student 1: No, doubt, one should have good study habits; for unless a student knows how to study, he will not benefit from his courses as fully as he should. To get place at university is not a simple thing not only in Great Britain but in this country as well. We are quite aware of the fact that competitions for places at universities are fierce. So, to have a good knowledge is very important.

Student 2: I think finances are important also. It’s a good idea that for all British citizens a place at university brings with a grant from their Local Educational authority. We know that the amount of this grant depends on the parents’ income: if the parents do not earn much money, their children will receive a full grant which will cover all their expenses.

Student 3: Unfortunately, it’s not the same in our country. Tuition and other expenses are very high nearly in all the colleges

of Ukraine. Many young people whose parents don't earn much money have to choose places where fees are not high or look for a job. But to find a job without any profession is very difficult. So many young people become unemployed just after leaving school.

Student 4: I'd like to add a comment which is relevant to what P3 has just said. Some days ago, I read the essay about Tony Blair's reforms. The British Government spend 4.33 billion dollars on a welfare-to-work training program for young unemployed. The program assumes that the best thing for the poor and disadvantaged is education, so that they can pull themselves up their bootstraps. I wish our government would introduce something like that. Everybody hopes that the situation will change for the better.

As for a dialogue, our program stipulates that at the end of the second class the statements of each partner have to be contained not less than 2-3 replicas, correctly used with Grammar. Students ask questions of different types, answer them according to some peculiar linguistic material; react to replicas of the teacher and classmates; express consent, etc.

So, we single out the main norms and principles of organizing dialogic influence: emotional and personal openness of partners of communication; psychological orientation to actual conditions of each other; trustworthiness and openness of expression of the person's feelings and states. Therefore, in the process of a dialogue two personalities begin to form a common psychological space and time span, forming an emotional "being together", in which interaction in general, object, monologic sense no longer exists, and in its place a psychological unity of subjects appears. Such conditions of the existence of people contribute to the development of their creativity and the disclosure of the personality.

Conclusions

We proved that a Dialogue has a positive effect on the emergence and development of contacts between people. We believe

that dialogue is the highest level of the organization of communication, because it is characterized by a positive personal attitude of subjects to each other, their “open” address and behavior towards partners of communication. It is indisputable that a dialogical interaction between a teacher and a student in the process of schooling stimulates internal dialogues in the minds of partners of communication, which in turn has a positive effect on the mental and personal development of students.

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Михальчук Наталія, Коваль Ірина. Психологічні особливості використання діалогових форм контролю знань, умінь і навичок студентів на заняттях англійської мови.

Мета дослідження полягала у висвітленні психологічних особливостей використання діалогових форм контролю знань, умінь і навичок студентів на заняттях англійської мови.

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

Результати дослідження. У статті виділено основні нормативи та принципи організації діалогічного впливу: емоційна та особистісна розкритість партнерів по спілкуванню; психологічне орієнтування на актуальні стани один одного; довірливість та відкритість виразу почуттів та станів. Тому в процесі діалогу дві особистості починають утворювати загальний психологічний простір і часову протяжність, утворюючи емоційне "буття разом", в якому взаємодія в загальному, об'єктному, монологічному розумінні вже не існує, а на її місці з'являється психологічна єдність суб'єктів. Саме такі умови існування людей сприяють розвитку їх творчості та розкриттю особистості.

Висновки. Доведено, що діалог позитивно впливає на виникнення та розвиток контактів між людьми. Ми вважаємо, що саме діалог є найвищим рівнем організації спілкування, тому що він характеризується позитивним особистісним ставленням суб'єктів один до одного, їх «відкритим» зверненням та поведінкою відносно партнерів по спілкуванню. Безперечним є той факт, що діалогічна взаємодія викладача та студента в процесі навчання в закладах вищої освіти стимулює внутрішні діалоги в свідомості партнерів по спілкуванню, що в свою чергу позитивно впливає на психічний та особистісний розвиток студентів.

Ключові слова: діалогові форми, знання, уміння, навички, спілкування, емоційна відкритість, особистісна відкритість, довірливість.

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