

## **DIALOGUE LEARNING IN CULTURAL-EDUCATIONAL ENVIRONMENT**

The role and opportunities of foreign languages in forming world view are great as in the process of gaining language skills a personality is developing and getting perfection for communication activity. As we know, dialogue reveals the complex of contradictions about the objective world and its various comprehensions, so we need the constructive dialogue.

So the transfer from monologue teaching to dialogue learning could stimulate productive creative activity of a personality and encourage the development of his cultural, psychological, physical and other peculiarities. It is difficult to exaggerate the importance of language which enables speakers:

- 1) to express their thoughts regardless whether he addresses himself or those who he talks to;
- 2) with the help of appeal, informing to influence the freedom of an interlocutor via requests, complains, questions, instructions, encouragements, orders and others;
- 3) “to refer” himself and an interlocutor to the thing, object, world as a whole which will be the content of utterance etc. [1]

In support of the language significance in creating the worldview, communication ethics, the own growth by a man the knowledge of many languages increases the opportunities for proper development without any exception and reveals the potential of each person.

Taking into account that the dialogue is represented as the way for world comprehension, the basis for its change and the mechanism for essence creativity, for forming language competences at the language lessons we have to create optimal conditions for speech behavior of learners, in particular introducing dialogic components with various options to develop the communication competences.

It is known that opportunities and potential of a language depends on the level of certain personality’s culture as well as space-time characteristics of social life of the people, a social group a person belongs to. Moreover, the used words demonstrate the importance of one or another objective world for a man, vocabulary indicates the content of thought of a subject and syntaxes characterizes the intelligence level of thinking and speech.

For learning process individualization, search of optimal combination of theory and practice, students' knowledge and skills actualization, it is necessary to apply all the best ideas of traditional and modern methodologies in teaching foreign languages, in particular dialogical activities. While developing lessons with dialogic component, we have to follow some important tips t, as follows:

- the variety is represented by variety of themes, text and tasks types;
- the range of reference when foreign language is used for performing the tasks characterized by the novelty;
- learning with enjoyment which means providing students with opportunities to speak about things interesting for them;
- demonstrating their creative approach in designing and presenting a project.

It is no question that age peculiarities of subjects of cultural-educational space influence the process of definition of objectives, content and form of approbation of gained senses, knowledge, skills, behavior existential in cultural-educational environment [2].

For example, for a future specialist, today student the educational environment institutionalization is represented by such social-cultural institutions, such as university, institute, academy and others. For adults with priorities of professional competences and dialogue strategies of personal growth the level of solved social-cultural tasks and gaining life competences are different by form and volume.

Thus, introducing the dialogue into the process of professional training of specialists will help to solve difficult tasks connected with preparation of future specialists for growing needs of international mobility and close cooperation with foreign partners not only in the education, culture, science spheres, but in commerce, trade, industry and other areas of people's activity. We believe that any dialogic activities can be easily integrated into any learning situation since topics and types can be changed according to age, interests, input data and competence level of students.

## **REFERENCES**

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2. Troitska O. Conceptual foundations of dialogue idea implementation into cultural-educational space // Canadian Scientific Journal / O. Troitska. – 2015. – Issue 1. – 187-92pp.

