The Role of Communication and Dialogue During Studies in Higher Education

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Abstract
In modern society, the organization of the educational process plays an important role in education. Traditionally, it is through communication and dialogue between the teacher and the student that professional competence is acquired. As society develops, the demand in the global labor market changes and the requirements and criteria for specialists increase. Therefore, a new approach to managing the pedagogical interaction between a teacher and a student in the process of education in a higher educational institution allows a positive impact on the system of training specialists and opens up new prospects for the formation of competitive specialists. The issue of the quality of education is a key one and is covered in the documents regulating the process of educational activities. Also an important problem today is the transition to qualitatively new and innovative systems of training specialists and the departure from outdated models of managing pedagogical interaction in higher education institutions. The process of managing the pedagogical interaction between a teacher and a student is one of the most important for studying in the context of higher education. Thus, the main task of the study is to analyze the role of communication and dialogue during studies in higher education. As a result of the study, current trends and prerequisites for communication and dialogue tools during studies in higher education

Keywords:
communication and dialogue, professional competence, pedagogical interaction, innovative systems of training, and higher education.

1. Introduction

Today, public relations is developing as an activity of a managerial nature and involves building and maintaining targeted communications in different environments using various communication tools based on a common strategy.

If we talk about core, basic concepts that make up the essence of public relations, we should highlight the concepts of "communication" and "public"[1].

The public is defined as a social group that experiences some effect from the activities of the subject of public relations, i.e. members of the public are interested in the success or failure of the organization and can actively influence its work. Note that we can conditionally divide public groups into two categories: permanent - those with whom it is necessary to interact regularly, and situational - those that arise when working in specific situations and in solving certain problems. Drawing up and updating the so-called “public map” is the basic function of a public relations specialist. The task of public relations is to establish and maintain mutually beneficial communication with public groups. The public is one of the most important social factors influencing the content, form, and other characteristics of the communication process [2].
Communication is a process that is generated and managed by public relations. However, this process cannot exist outside the society or its individual groups (public), since it implies "the transmission and perception of information in conditions of interpersonal and mass communication."

There are a fairly large number of communication models that reflect different approaches to this process. Of greatest interest to us are those schemes that take into account the social nature of communication.

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Dialogization of the modern educational process has philosophical and psychological-pedagogical preconditions. Philosophers, analyzing the relationship of a person with the world, concluded the universality, and significance for a person of interpersonal relations, and is always reciprocity, dialogue, and meeting. Psychologists and educators consider dialogues with others and with themselves as an important condition for personal development. Others are social mirrors, peering into which, analyzing the information received from them, a person makes an auto-correction of all his personal spheres [3].

Internal dialogues precede or follow dialogues with others and contribute to putting things in order in one's inner world, and in relationships with people. The ability to listen and hear, and conduct a dialogue is currently included in the structure of a person's abilities for various types of activities and the structure of professional competence.

The rules of dialogue have intersubjective validity, that is, they have the same meaning for everyone. “Following a rule is behavior for which there is, in principle, an alternative. At the same time, if the notion of a rule makes sense, then it must be possible to distinguish right action from wrong. It should be possible to check the correctness of the actions of an individual by means of criteria established independently of the will of this individual. As applied to a language, this means that it must comply with publicly available criteria. Language cannot be based on something purely private for a given individual. If I make a mistake in using a word, then other people should be able to point it out to me. All rule-governed behavior is, in principle, open to criticism and evaluation in terms of its correctness. Without this possibility of mutual criticism and mutual learning leading to the agreement, the identity of the rules could not be ensured [4].

The concept of dialogue is used in the context of other concepts, the main ones are psycho-communication and ontocommunication, being heard, being outside, emotional decentration, intellectual decentration, anticipating respect for the Other, meeting, types of dialogue, the subject of dialogue, the result of dialogue, the rules of dialogue, the culture of dialogue, feedback, correct self-defense[5].

The most general rules of dialogue: addressing by name, personalization of statements, attentive listening, non-estimation, adherence to scientific ethics, congruence: consistency of the verbal and non-verbal components of the statement, and giving and requesting feedback according to the proposed schemes.

Any game or other technology, any game techniques are only shells within which the content can be mastered in dialogue or outside of dialogue (exchange of monologues). No rules - no dialogue.

Dialogue can be communicated both in the classroom in the subjects of the natural science cycle and the classroom in the subjects of the humanitarian cycle.

General: personalities - speakers, and authors are not evaluated; Participants give each other feedback.

Specificity: the study of the exact sciences is associated with a critical analysis of texts, decisions, etc. - in their different aspects, questions can assume an unambiguous answer, and questions and answers can be regarded as correct or incorrect [6].

When studying humanitarian subjects, different author's judgments, and views in a specific historical, social, personal context are compared with a combination of critical and value attitudes towards them, and questions can involve unambiguous answers (formulations of well-known concepts, theories, etc.), and formulations of personal meanings, hypotheses, versions. I-messages about feelings, associations, and thoughts caused by a literary text are not subject to evaluation.

2. Methodology

To achieve the goals set in the study, we applied the following methods: induction and deduction, comparison and systematization; synthesis and analysis; abstract-logical - for theoretical generalizations and conclusions of the study.

3. Research Results and Discussions

The system of higher education for training specialists should have a wide range of tools that ensure the development of skills. One of the most important points in this is the interaction that develops between the teacher and the student: entering into subjective relations and being an active participant in them, the student begins to perceive the implemented methods of communication as the norm, as his individual choice [7].

Pedagogical interaction in the "teacher-student" system is a system of mutual influences of subjects

involved in joint activities based on the common goals of professional education. This interaction between a teacher and a student influences the formation of a future specialist's value system, such as a person, truth, education, profession, and others. It is important to keep in mind that the process of interaction between a teacher and students takes place in a collision of goals, interests, life positions, motives, and personal individual experiences, which causes dialectical changes in the forms of interaction during the educational process.

The effectiveness of pedagogical interaction in the classroom depends on many factors (successful determination of the goals of joint activities, the correspondence of pedagogical tactics to the specific task of this interaction, the activity of the students themselves, etc.) [8].

Among them, an important role is played by the factor of the optimal choice of teaching methods, the implementation of which in the specific conditions of an educational institution gives a high level of quality in student training. In recent years, the pedagogical possibilities of active learning methods (problem lectures, group discussions, case studies, dynamic pairs, conferences, role-playing and business games, video method, multimedia, etc.) have been studied, which, along with traditional ones (explanation, story, work with a textbook, conversation, demonstration, etc.), contribute to an increase in the intensification, efficiency, quality and effectiveness of the learning process at a university [9].

Interaction in the field of higher professional education is the interaction between teachers and students that arises in the course of realizing their personal and public interests. In the process of developing interaction, a structure of relations between teachers and students is created, which is fixed at the level of their interpersonal contacts.

When teaching, the teacher must reveal the hidden motive of the student, the satisfaction of which the university student is primarily focused: prestige, broadening one's horizons, acquiring scientific knowledge, etc. Therefore, one of the main requirements for organizing the educational process should be the teacher's readiness to satisfy the "unspoken" wishes of the student. In the field of higher education, the installation of the same approach for all students prevails. This order is fixed institutionally [10].

Consolidation of a respectful attitude towards the teacher is a mandatory rule for expecting a polite attitude from the student. Teachers should also follow a similar rule when interacting with students. The interaction between the teacher and the student is seen as a continuous dialogue in which they observe, comprehend each other's intentions, and react to them. To create a stable and comfortable interaction, both teachers and students have to make a lot of effort.
To date, most scientists identify a number of styles of communication and dialogue in the higher education system (Table 1).

Table 1: The main styles of communication and dialogue in the higher education system

№	*The main styles*
1	Communication-flirting - is typical for young teachers striving for popularity. Such communication provides only a false, cheap authority.
2	Communication is based on the teacher's high professional attitude and his attitude to pedagogical activity in general. They say about such people: "Children (students) follow him around!" Moreover, in higher education, interest in communication is also stimulated by common professional interests, especially in major departments.
3	Communication is based on a friendly disposition. It implies a commitment to a common cause. The teacher plays the role of a mentor, a senior comrade, and a participant in joint educational activities. However, familiarity should be avoided. This is especially true for young teachers who do not want to get into conflict situations.
4	Communication-distance refers to the most common type of pedagogical communication. In this case, in relationships, there is a constant distance in all areas, in training, concerning authority and professionalism, in education, concerning life experience and age. This style creates a teacher-student relationship. But this does not mean that students should perceive the teacher as a peer.
5	Communication-intimidation - a negative form of communication, inhumane, reveals the pedagogical failure of the teacher resorting to it.

Most often in pedagogical practice, there is a combination of styles in varying proportions, when one of them dominates. Different styles of communicative interaction give rise to several models of teacher behavior in communicating with students in the classroom. Conventionally, they can be designated as follows [11]:

• model dictatorial "Mont Blanc" - the teacher seems to be removed from the students being taught, he soars above them, being in the realm of knowledge. The students being taught are just a faceless mass of listeners. No personal interaction. Pedagogical functions are reduced to an informational message. Consequence: the lack of psychological contact, and hence the lack of initiative and passivity of the students being trained.

• non-contact model ("Chinese Wall") - is close in its psychological content to the first one. The difference is that there is little feedback between the teacher and students due to an arbitrarily or unintentionally erected communication barrier. The role of such a barrier can be the lack of desire for cooperation from any side, the informational, rather than the interactive nature of the lesson; involuntary emphasizing by the teacher of his status, and condescending attitude towards students. Consequence: weak interaction with the students being trained, and on their part - an indifferent attitude towards the teacher [12].

• model of differentiated attention ("Locator") - based on selective relationships with students. The teacher is not focused on the entire composition of the audience, but only on a part, for example, talented or, on the contrary, weak, leaders or outsiders. In communication, he, as it were, puts them in the position of peculiar indicators, according to which he focuses on the mood of the team, and concentrates his attention on them. One of the reasons for this model of communication in the classroom may be the inability to combine the individualization of student learning with a frontal approach. Consequence: the integrity of the act of interaction in the system of a teacher - a team of students is violated; it is replaced by the fragmentation of situational contacts.

• hyporeflexia model - consists in the fact that the teacher in communication is, as it were, closed on himself: his speech is mostly a monologue. When speaking, he hears only himself and does not react to the listeners in any way. In the dialogue, it is useless for the opponent to try to insert a remark; it simply will not be accepted. Even in joint work activities, such a teacher is absorbed in his ideas and shows emotional deafness to others. Consequence: there is practically no interaction between the trainees and the trainer, and a field of psychological vacuum is formed around the latter. The sides of the communication process are essentially isolated from each other; the educational impact is presented formally [13].

The communication of a teacher with students is specific because according to their status they act from different positions: the teacher organizes the interaction, and the student perceives it and is included in it. It is necessary to help the student become an active participant in the pedagogical process, to provide conditions for the realization of his potential, that is, to ensure the subject-subject nature of pedagogical relations [14].

The subject-subjective nature of pedagogical communication is the principle of its effective organization, which consists of the equality of psychological positions, mutual humanistic attitude, the activity of the teacher and students, and their interpenetration into the world of feelings and experiences, readiness to accept the interlocutor, interact with him.

Table 2 shows the main criteria for professional and positive dialogue between a teacher and a student.

Table 2: The main criteria for professional and positive dialogue between a teacher and a student

№	*The main criteria*
1	Recognition of the equality of personal positions, openness, and trust of partners. In order to stimulate the successful self-education of the student, the teacher should give the pet information about him, but he must learn to evaluate himself. Thus, we are talking about the elimination of a valued judgment, but about changing its authorship. This ensures cooperation, equality, and activity of both parties
2	Dominant, teacher over the interlocutor and mutual influence of views. The humanization of pedagogical interaction consists in the decentralization of the position of the teacher in all interests that do not coincide with the interests of the student's development, and in the dialogue - focus on the interlocutor - this is the position of the teacher in professional communication when the focus of the teacher is the personality of the interlocutor, his goal, motives, point vision, the level of preparation for activities
3	Modality of expression and personification of the message. The personification of the text of the message is a criterion of dialogic pedagogical communication, which provides for the presentation of information in the first person, the appeal of the teacher and students to personal experience related to the subject of the message
4	Polyphony of interaction and the provision of developmental assistance by the teacher. Polyphony in communication is a criterion of dialogic pedagogical communication, providing an opportunity for each participant in communications to present their position. In a personal conversation with a student, it is realized in the form of developmental assistance.
5	Biplanar positions of the teacher in communication. In the process of professional-pedagogical communication, the teacher conducts a dialogue not only with a partner but also with himself: actively engaging in interaction, he simultaneously analyzes the effectiveness of the implementation of his plan.

Depending on the orientation, mutual appeal, as well as the activity of the participants, pedagogical communication can develop into two main types: dialogical or monologue. In monologue communication, polarization follows activity: some instruct, prescribe, dictate, and others passively perceive this influence; in the dialogical one, everyone who participates in constructive cooperation is active [15].

The teacher often resorts precisely to authoritarian instructions, attitudes, and explanations. Under these conditions, communication can be reduced to the unanimity of the teacher. Dialogue involves polyphony, a polyphony of opinions, statements, and actions of all participants.

4. Conclusions

The communication of the teacher in the pedagogical process should acquire the activity of the student himself (to enter into a dialogue) and help him gain a positive experience in organizing activities and relationships. Focus on the student, his development, dedication to his work, professional possession of organizational techniques, and delicacy - this is what the key to style becomes in pedagogical work.

Professional pedagogical communication is a communicative interaction of a teacher with students, parents, and colleagues, aimed at establishing a favorable, psychological climate, and psychological optimization of activities and relationships.

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The educational activity of a student in a higher educational institution is only one of the sides of the holistic professional and personal formation of a person. The educational activity of a student is understood as purposeful, regulated by plans and programs, and controlled process of mastering knowledge, skills, development, and formation of the student's personality. In the process of learning activity, the student acts as its subject, i.e. bearer of subject-practical activity and knowledge.

Teachers play a huge role in it, it depends on their interaction how a student will leave the walls of the university and what treasure of knowledge will be in his head. But it should not be denied that not only teachers but also students themselves influence the learning process. It depends on them what will be the

approach of the teacher to the group being taught as a whole and to each of the students individually.
The main task of the teacher and student is to find the "golden" optimal mean for them, in which their interaction will be much more successful and fruitful. The need to seek a compromise, make contact, be more loyal, and enter into each other's positions and situations is a necessary requirement for well-coordinated interaction, and a clear vision of possible problems and their solution.

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