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DIALOGIZATION OF LANGUAGE LEARNING ENVIRONMENT

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Анотація. Троїцька Т.С., Литвина Ю.С. Діалогізація умов вивчення мов. У статті йдеться про діалогізацію умов навчання як необхідної умови у досягненні основної мети у вивченні іноземних мов та зв'язок із антропологічними теоріями у розкритті потенціалу людини.

Ключові слова: діалогізація, емпатія, спілкування, толерантність, умови навчання.

Аннотация. Троицкая Т.С., Литвина Ю.С. Диалогизация условий изучения языков. В статье речь идет о диалогизации условий обучения как обязательном условии в достижении основной цели в изучении иностранных языков и связь с антропологическими теориями в раскрытии потенциала человека.

Ключевые слова: диалогизация, общение, толерантность, условия обучения, эмпатия.

Summary. Troitska T.S., Lytvyna Yu.S. Dialogization of language learning environment. The article emphasizes the dialogization of learning environment as necessary condition for reaching the main aim in foreign language leaning and connection with anthropological theories in human potential reveal.

Key words: communication, dialogization, empathy, learning environment, tolerance.

The role of dialogue for searching the ways for uniting people is significant. In this context the dialogue can transform the world view presented by different languages into the unity of variety and comprehend it conceptually. As we know, language is not only the means of information transfer but also the form of cultural conduct. So it is crucial to introduce dialogue component into today education system, in particular language learning,

The world famous founders of dialogue M. Buber, M. Bakhtin, P. Freire, H.-G. Gadamer, J. Habermas, L. Vygotsky, and others proved that the dialogue increases the amount of perceived values and change the way of the world perception which becomes far-sighted, pluralistic one [4].

According to E. Andros, one of the main mechanisms of civilized arrangement of today human existence via the dialogue, in particular there is the isolation minimization which makes people lonely and abandoned [1]. This coincides with anthropological characteristic of human values and strives for interaction with other people in communication. There are several functions in communication, such as communicative (social interaction), transmission (transfer of knowledge and experience), information-communicative (accumulating and transferring the social experience and forms of culture), existence-organization (person's self-actualization, his life activity); culture-educational, socializing (a person forming, determination and enrichment of his spiritual life) ones [2, c. 337].

Foreign languages play an important role in forming a polycultural personality, as its content encourages the humanitarian education development via learning the spiritual treasure of other nations, forming the readiness for mutual understanding, educating to tolerance, developing abilities to transfer the own thoughts and feelings in the process of foreign language communication.

Language learning in the context of dialogization of the learning environment is the key to people's communication as well as means for gaining skills of cognitive activity; so it conditions high academic, intellectual, culturological and practical value of the discipline. Paying attention to introducing

the dialogue component and individual work enhances the role of foreign language in the education system.

The dialogue is conceptualized as the way of information-existence interaction, in particular communication for reaching understanding in the questions which are controversial or even opposite ones by the content. The attributes of dialogue have to be empathy (kind and respecting attitude to an interlocutor), logics (correct expression of a thought) and tolerance to other peoples' thoughts.

Thus, strategic aim of foreign language learning is forming a polycultural personality through mastering other language communication competence by a person. The worldview diversity determined by an individual way of the world perception, interpretation and change by a man could be presented in dialogue in a completely different way. However, there is no sense of speaking about the dialogue necessity without the spiritual enrichment of its participants and dialogization of language learning environment.

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