





Interacción dialógica como componente de la competencia comunicativa del docente

Dialogic interaction as component of the teacher's communicative competence

Marina Georgiyevna Sergeeva^{1a}, Gennadij Yuryevich Lesnikov²,
Stanislav Ivanovich Kuzmin³, Sergey Aleksandrovich Vasilenko⁴

Research Institute of The Federal Penitentiary Service of Russia, Moscow, Russia¹²³
Peoples' Friendship University of Russia (RUDN University), Moscow, Russia⁴

 ORCID ID: <https://orcid.org/0000-0001-8365-6088>¹
 ORCID ID: <https://orcid.org/0000-0001-8365-6088>²
 ORCID ID: <https://orcid.org/0000-0001-8365-6088>³
 ORCID ID: <https://orcid.org/0000-0001-8365-6088>⁴

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Resumen

Este artículo trata sobre la esencia y los detalles de la interacción dialógica como un componente de la competencia comunicativa del profesor. Destaca que la interacción dialógica es la más difundida en el proceso educativo, lo que significa que las habilidades de diálogo efectivo no solo son un elemento importante de la competencia comunicativa del docente, sino su profesionalismo en general. Por tanto, al ser una de las dimensiones más importantes de la excelencia pedagógica, requieren un desarrollo especial. En este contexto, el artículo tiene como objetivo considerar aspectos teóricos y empíricos de la mejora de la interacción dialógica como un componente de la competencia comunicativa del docente. En primer lugar, el estudio refleja un análisis teórico escrupuloso del tema, con el foco principal en la idea de que en la actividad pedagógica, la interacción dialógica domina otras formas de interacción. Luego, el artículo describe el experimento que tuvo como objetivo estudiar los detalles del desarrollo y mejora de la interacción dialógica. Los resultados del experimento permiten sacar una conclusión sobre la alta efectividad del programa formulado en la mejora de la interacción dialógica como componente de la competencia comunicativa del docente. La eficacia del uso del programa ha sido confirmada por los resultados de la práctica repetida. El proceso pedagógico en una institución educativa se basa en la interacción de personalidades. Por tanto, el devenir pedagógico de un docente está determinado por la posibilidad de que sea sujeto de la actividad pedagógica y construya una interacción dialógica con sus otros sujetos.

Palabras clave: diálogo, interacción, competencia comunicativa del docente, actividad profesional.

^aCorrespondencia al autor
E-mail: sergeeva198262@mail.ru

Abstract

This article deals with the essence and specifics of dialogic interaction as a component of the teacher's communicative competence. It highlights that dialogic interaction is the most spread one in the educational process, which means that effective dialogue skills are not only an important element of the teacher's communicative competence, but their professionalism on the whole. Thus, being one of the most important dimensions of pedagogical excellence, they require special development. The article aims to consider theoretical and empirical aspects of improving dialogic interaction as a component of the teacher's communicative competence. So first, the article reflects a scrupulous theoretical analysis of the issue, with the main focus on the idea that in the pedagogical activity, dialogic interaction dominates other forms of interaction. Then, the article describes the experiment which aimed to study the specifics of the development and improvement of dialogic interaction. The experiment results allow drawing a conclusion about the high effectiveness of the formulated program on the improvement of dialogic interaction as a component of the teacher's communicative competence. The effectiveness of the program use has been confirmed by the results of the repeated practice. The pedagogical process in an educational institution is based on the interaction of personalities. Therefore, the pedagogical becoming of a teacher is determined by the possibility for him/her to be the subject of the pedagogical activity and build dialogic interaction with its other subjects.

Keywords: dialogue, interaction, teacher's communicative competence, professional activity.

Introduction

The most part of a teacher's professional competence is connected with communication, which focuses our attention on the importance of dialogic interaction in the teacher's professional becoming (Bermus, 2014), as pedagogical competence is built on not only professional activity, but also on the skill of establishing appropriate dialogic interaction in this activity (Bírová et al., 2018). The optimal result of dialogic interaction can be seen as the acquisition of certain knowledge, professional skills and personal qualities which can be considered criteria of professional growth (Zimniaya, 2010; Presnukhina et al., 2020).

It is believed that optimization of dialogic interaction between participants of educational relationships requires special attention (Sanina et al., 2020). In an educational institution, more attention should be given to the realization of the personality's communicative potential and to the creation of a comfortable educational environment for two-way communication. The development of the communicative mobility of all subjects of interaction should be ensured at pedagogical and training meetings, at parents meetings, with the school psychologist participation (Sergeeva et al., 2020b).

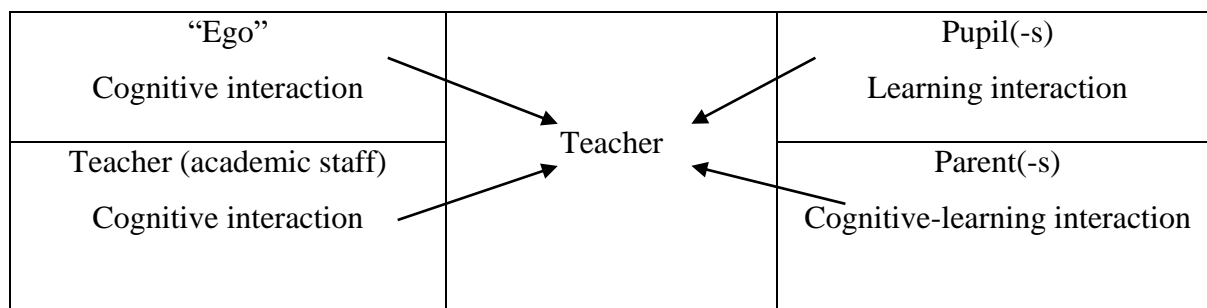
Let us consider the specificity of dialogic forms of interaction in the educational environment. In an educational institution, the subjects of dialogic interaction are all participants of the educational relationships which involve the teacher (Blinova, Dugina &

Zabolotskikh, 2018; Gorev et al., 2018; Volkova & Panchenko, 2018). The specifics of the relationships between the subjects of interaction in the process of their mutual activity are revealed in the subject-to-subject, subject-to-object and object-to-subject models of interaction (Dolzich & Dmitrichenkova, 2018). The subject-to-object model of interaction assumes that it is the teacher who carries ideas, goals and bases of the activity, whereas the object (i. e. a pupil, parent or deputy member) is given a passive role and should take what they are offered (Sharonova, Trubnikova, & Sokolova, 2018). The object-to-subject model implies that the teacher is given a passive role, while any other participant of the educational relationships becomes the subject (Vasbieva et al., 2018).

Literature review

The essential properties of a dialogue are brought together in the inter-subject interaction, in which the subjects do not only influence each other, but also change themselves (Erofeeva & Perfilieva, 2012). Subjects and types of dialogic interaction are shown in diagram 1.

Diagram 1
Subjects and types of dialogic interaction in an educational institution



It is agreed with Ephimova and Makarov (2014), who claim that a structural component of the pedagogical activity which determines its whole effectiveness is the communicative component. Any member of a pedagogical collective has to enter different types of communication. Therefore, the level of communicative culture influences both the teacher and his/her pedagogical activity. The types of dialogic interaction which a teacher enters in his/her pedagogic activity are shown in table 1.

Table 1*Types of dialogic interaction in the educational process*

Types of dialogic interaction	Characteristic	Subjects	Methods
Cognitive interaction	Conscious self-perception as an independent subject of a cognitive situation.	The interaction of “ego” with a potential interlocutor: I am the other one.	Inner dialogue, dialogue of opinions, diatribe, self-cognition, reflection.
Cognitive-learning interaction	Depending on the situation, the subject of interaction becomes either a leading or a led part.	The interaction with equal subjects of the educational process.	Talking, dialogue of opinions, discussing.
Learning interaction	The roles of the leading and the led parts (the teacher and the pupil) are clearly set.	The pupil is the object. The teacher is the subject.	Explaining, instructing, teaching in accordance with the model.

The types of interaction, in this or that way, are present in the educational activity. We do not think that it is possible to single out only one particular type as prevailing (Poliakova, 2007). It is more appropriate to talk about the synthesis and interdependence of different interactions, which down the line make the wholeness of the pedagogical activity.

It is worth noting that the aim of dialogic interaction consists in qualitative changes of the involved parties. They can be reached if in the process of subject-to-object or object-to-subject interaction, the relationships transfer into the subject-to-subject type (which is the ideal model of interaction). Then, the results of interaction are significant for the interacting parties of the educational relationships, which is determined by their active positions (Avramkova et al., 2021).

The scrupulous theoretical analysis allows concluding that in interpersonal interaction, the dialogue is an obligatory condition and even the basis of the pedagogical activity in an educational institution (Khutorsky, 2019). This way we formed our idea of pedagogical interaction as a condition of pedagogical activity, which we tried to describe in this part in order to approach other possibilities of dialogic interaction in the professional becoming of teachers for further use in the current study (Poliakova, 2008; Tekucheva & Gromova, 2016). Therefore, this study, both in theoretical and empirical terms, was the basis of our research and the guidance in the development of research methods and interpretation of the results obtained.

Methodology

Design of the research

We applied a mixed type of research design based on a combination of data collection and analysis requirements necessary to achieve the research objectives. In particular, we considered the features of combinatorics of elements of the qualitative and quantitative approaches within the framework of one study. Also, we understand pedagogical dialogue – an intersubjective exchange of knowledge, experiences, ways of acting, and meanings – as interpersonal interaction, the purpose of which is to change the positions of its participants, as can be seen in works of Stepanov and Sukharina (2016) and Grutsyna (2009). In our research, we focused on the substantive and organizational problems of dialogue in education identified by Erofeeva (2012):

1. Comparison of only some of the approaches to the study of the nature of dialogue shows that the construction of dialogue in education is associated, first of all, with methodological difficulties. As a result, dialogue is interpreted based on different categories: a) as a special type of pedagogical relations based on the principles of trust and cooperation; b) as a specific form of communication, which presupposes an informational connection between the teacher and students; c) as a special form of pedagogical interaction aimed at solving pedagogical problems; d) as pedagogical creativity overcoming standard pedagogical actions and patterns, etc.

2. The essence of any dialogue is humanistic because dialogue presupposes the uniqueness of the subjects and their fundamental equality, as well as the orientation of each subject towards the perception, understanding, and active interpretation of their point of view by other subjects. The humanistic orientation unites the named concepts and clarifies and divides their orientation towards philosophical or psychological ideas about the purpose of dialogue in education.

3. Methodologically, in modern research, dialogue is mainly understood as verbal communication (conversation, dispute, debate, etc.). The predominance of the research attitude towards dialogue as an object of verbal communication is manifested in the fragmentation of dialogical studies and the absence of a generally accepted interpretation of the term “dialogue.”

4. Pedagogical dialogue is, first of all, an interpersonal dialogue that develops subject-subject relations, in which the teacher interacts with students based on partnership relations, in alliance with them.

5. Studying the pedagogical dialogue with the attitude towards "being inside". A teacher, if they do not practice interpersonal dialogue, is not inside dialogue with other people and is not capable of changing their position in the educational process.

Participants of research

The study of students' reflexivity was carried out on the basis of the Institute of Foreign Languages of the Federal State Autonomous Educational Institution of Higher Education "The Peoples' Friendship University of Russia" (RUDN).

Type and tools of the research

In the course of the study, both qualitative and quantitative analysis of the obtained results was carried out, which included: (1) revealing the level of reflexivity of students according to the methods of Karpov and Leontiev; (2) conducting art therapy trainings, observing the strategies for completing tasks; (3) content analysis of the essays, clarification of the dictionary of linguistic markers, based on the classification presented in the studies of the University of Texas at Austin by Chung and Pennebaker (2007).

As a result of studying the theoretical material, we formulated the hypotheses for carrying out the experimental work.

1) In essay texts written by students having high reflexivity level, linguistic markers are presented differently than in essays written by students having low reflexivity level.

2) In essay texts written by students with high systemic reflexivity, linguistic markers are presented differently than in the texts of students with high introspection or quasi-reflexivity.

Methods used

To achieve this goal and confirm the hypotheses put forward, the research tasks and the following diagnostic methods were defined:

1. Methodology for determining the level of reflexivity of the personality of Karpov. This technique is one of the most suitable due to methodological substantiation and experimental testing, where reflexivity is understood as a psychological property of consciousness. One of the advantages of the techniques is its high validity and reliability.

2. The Leontiev differential test of reflexivity. This technique is one of the newest, designed to study individual characteristics, based on the differential model of reflexivity, first

published in 2014. The data obtained as a result of the study indicate a fairly high validity and reliability.

Procedure and analysis

At the ascertaining stage of the experiment, we diagnosed the level of the participants' pedagogical proficiency, which included the check of their professional knowledge and skills alongside their readiness for dialogue. At this point, we also specified the object, subject and the hypothesis of the study and formed the experimental and control groups.

The formative stage of the empirical study consisted in the transformation of the subject-to-object relationships between the teachers and other participants of the educational process into subject-to-subject ones (development of dialogic interaction) and the implementation of a specially developed program aimed to improve the teachers' dialogic interaction skills. At the control stage, we performed a qualitative and quantitative analysis of the study results, codified, interpreted and described the process and results of the experimental study. The study algorithm is shown in table 3.

Table 3

The algorithm of the experiment process

Algorithm
1) ascertaining stage
2) formative stage
3) control stage

Results

The experimental study aimed to watch the dynamics of the teachers' professional growth in the educational organization and the influence of dialogic interaction on this process. In order to fulfil the task, we organized classes for the teachers from the experimental group on the program "The Content and Methods of Teacher's Communicative Interaction."

The program was fully accomplished, all the classes were held in accordance with the thematic plan, and the timing was strictly followed. All the teachers of the experimental group regularly attended the classes, and at the end of the course, they were willing to continue and suggested that their colleagues should be given the same course.

The control stage aimed at codifying the generalized results of the study. The teachers of the experimental group underwent monitoring by methods which helped define the dynamics of their professional level growth (the increase of professional knowledge, skills and attitude to the profession). Alongside this, we repeatedly checked the teacher's readiness for dialogue.

As a result of attending the program *The Content and Methods of Teacher's Communicative Interaction* most teachers of the experimental group showed professionally significant changes. They demonstrated an increased need in the skill of organizing dialogic interaction and grown self-confidence. They also showed a clear command of their actions in various situations. Their dialogue with students and colleagues became open and intensive (Rogov, 1999, Sergeeva et al., 2020a). These results are confirmed by the comparison of the ascertaining and repeated checks of the teachers' readiness for dialogue, fulfilled by Riakhovsky methodology, which are presented in the following diagram.

Diagram 2

The results of the ascertaining and repeated checks of teachers' readiness for dialogue

№	Ascertaining check		Repeated check	
	Number of points	The level of readiness for dialogue	Number of points	The level of readiness for dialogue
1.	13	High	11	High
2.	7	High	13	High
3.	22	Medium	13	High
4.	21	Medium	11	High
5.	20	Medium	11	High
6.	19	Medium	15	medium
7.	29	Low	19	medium
8.	27	Low	23	medium
9.	28	Low	19	medium
10.	25	Low	23	medium
11.	25	Low	21	medium
12.	28	Low	26	Low

Thus, the comparison of the ascertaining and repeated checks obviously reveals that 92% of the teachers of the experimental group show the increase of the level of their readiness

for dialogue. After the course, the number of teachers with a high level of readiness for dialogue grew from 17% to 42%.

Before the course, 50% of the teachers of the experimental group had a low level of readiness for dialogue. According to the results of the repeated check only 8% remained at the same level. As stated by the ascertaining check, 33% of the teachers had a medium level of readiness for dialogue, whereas the results of the repeated check demonstrate a strong growth of this indicator to 50%. The results are shown in the pie-chart in Figure 1.

The level of professional development of teachers in the control group

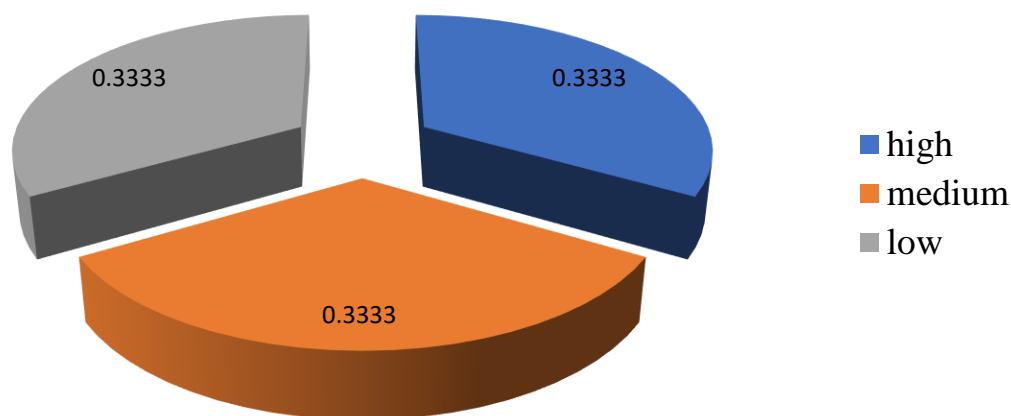


Figure 1

The level of readiness for dialogue among the teachers of the experimental group based on the results of primary and secondary diagnostics.

The chart shows that the implementation of the experimental program facilitates the growth of teachers’ readiness for dialogue. Most teachers who attended the classes changed their attitude to dialogue, admitted the necessity to reconsider the structure of their lessons, increased need in dialogic methods to be involved in the educational process, readiness for constructive interaction with different subjects of the educational environment, desire and ability to use state-of-the-art interaction technologies in the models “teacher – pupil”, “teacher – teacher”, “teacher – parent”. As a result of the repeated check by the methodology of Krasnoshlykova (2007), it is defined the levels of professional becoming of the teachers’ who fulfilled the program. We compared the results with the data of the ascertaining stage and present them in diagram 3.

Diagram 5
Compared levels of teachers' control stages of
the experiment

№	Ascertaining stage		Control stage	
	Percentage	Level of professionalism	Percentage	Level of professionalism
1.	85%	High	96%	High
2.	85%	High	94%	High
3.	84%	High	95%	High
4.	71%	Medium	88%	High
5.	72%	Medium	84%	High
6.	73%	Medium	82%	High
7.	67%	Medium	79%	Medium
8.	66%	Medium	76%	Medium
9.	56%	Low	66%	Medium
10.	49%	Low	64%	Medium
11.	44%	Low	63%	Medium
12.	41%	Low	44%	Low

The diagram obviously demonstrates a positive dynamic of the level of teachers' professionalism in the experimental group. Comparing the data of the ascertaining and control stages, we can say that 33% of the teachers of the experimental group had a low level of professional development, which implies that they suffered from professional difficulties, lacked the ability to see interdisciplinary connections, found it hard to build dialogic interaction with other participants of educational relationships.

The check at the control stage showed that the number of such teachers decreased to 8%. The average level of professionalism at the ascertaining stage of the experiment accounted for 42%. During the experiment 25% of the participants rose from the low to the medium level. Among other acquired skills, the participants single out methods of encouraging pupils' learning activity and the ability to create a psychologically comfortable atmosphere.

The number of highly professional teachers grew from 25 to 50%. The teachers revealed the aspiration for continuous self-development and creativity, improved their subject

knowledge and the ability to choose the appropriate material for study depending on the set goals. Also, the headquarters of the educational institution underline that these teachers showed increased results of their pedagogical activity, i.e. their pupils won in the learning competitions and other contests. Besides, these teachers became more active in the school social life, with the desire to demonstrate their pedagogical mastery in different competitions. In this case, figure 2 represents the generalized data which demonstrate the changes of the teachers' professional level during their professional becoming in the experiment on the program *The Content and Methods of Teacher's Communicative Interaction*.

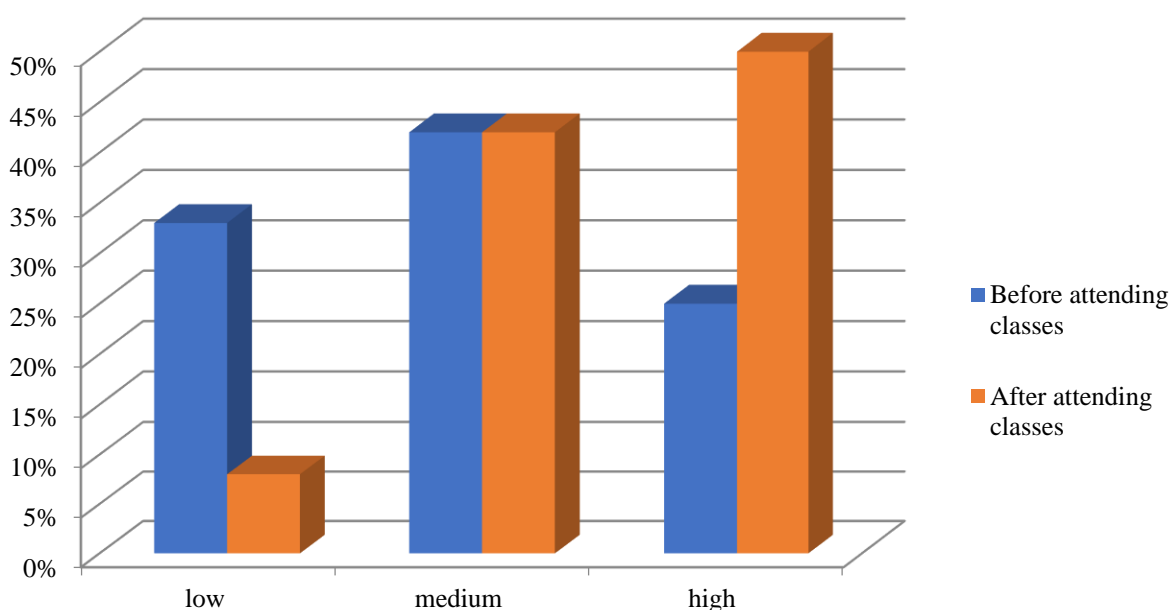


Figure 2

The dynamics of teachers' professional becoming before and after the program
The Content and Methods of Teacher's Communicative Interaction

Thus, the results of the repeated check by the methodology of Krasnoshlykova (2007) confirm the positive dynamics of the teachers' professional skills, extended spectrum of knowledge and improved attitude to the pedagogical activity in the experimental group. As a result of the formative experiment most teachers significantly cultivated their need in the ability to organize dialogic interaction and grew their self-confidence. The research results show that the development of dialogic skills determines teachers' professional becoming and growth.

Discussion

The optimal result of dialogic interaction can be seen as the acquisition of certain knowledge, professional skills and personal qualities which can be considered criteria of professional growth (Bermus, 2014; Bírová et al., 2018; Zimniaya, 2010). The results of this study are generally consistent with the main conclusion of the study by the University of Texas at Austin by Chung and Pennebaker (2007) in the case of verbal feedback in writing, the linguistic elements of the text act as indicators of reflexive processes; language signs. Based on the activity of various levels of the client's psyche and channels of reflexive information, linguistic indicators are divided into three main groups: bodily, emotional, cognitive. The obtained results of the correlation analysis are also comparable with the results of the University of Texas at Austin by Chung & Pennebaker (2007), if we take into account the differences in the criteria used. The linguistic specificity of markers in this study is generally consistent with the work of Vepreva (2003) and her research on metalinguistic markers of reflexivity.

By his part, Korchagina (2008) argues that the communicative competence is an attribute of professional education and its subjects, it is a classic example of the "person-to-person" type of profession, in which the processes of communication, interaction and relationships play a special, leading role. Through a variety of communication methods, the teacher delivers knowledge to students, implements educational influences and develops various skills and abilities in students. Almost all the activities of a teacher are based on their communication competence (Poliakova et al., 2021).

According to Korchagina and Vinogradova (2007), the specificity of a teacher's pedagogical communication consists in direct and inverse connections between the subjects of education. The teacher has to simultaneously communicate with the entire group and with each student individually, while achieving maximum communication efficiency for all. Psychological optimization of the educational process will take place at the level of communication, which creates the best conditions for the development of students' motivation and the creative nature of educational activities, for the correct nature of educational activities, for quick formation of the student's personality, provides a favorable emotional climate of learning, allows the maximum use of the teacher's personal characteristics in the educational process. In other words, it is about a more complete realization of the teacher's communication competence. To ensure the optimization of his/her professional activity, the teacher must have special skills which are based on theoretical and practical knowledge of the laws and specifics of the educational communication process (communication skills).

In this case, Korchagina (2008) identifies three levels of the teacher's communicative competence. The *upper level* is characterized by the following features in the process of cognition of a student's personality (taking into account the data of scientific psychology): the reflection of stable, generalized personality traits; the identification of the leading goals and motives of behavior; understanding the links between the action and the student's personality as a whole; the objectivity of evaluative judgments, which distinguishes the assessments of the student's entire personality from the level of his/her success in learning; the ability to penetrate into the hidden reserves of the student's personality; the ability to foresee the appearance of students' certain behavior and activity features, and on this basis to foresee the further development of his/her personality. Experienced teachers who have this level of communicative competence are, as a rule, characterized by a strong focus on teaching activities, they are satisfied with their profession, they feel the need to communicate with students and seek to know their inner world.

Teachers with a *medium level* of communicative competence perceive only particular, obvious qualities and factors from students' lives, considered outside of the connection with their personality as a whole: understanding the motives and goals of only some of students' actions; the subjective nature of the personality assessment, which largely depends on the level of students' educational success. Such teachers have a positive attitude to teaching, although for a number of reasons (lack of experience, lack of pedagogical abilities, characteristic features of their individuality, such as unbalance, irritability), they have not reached a high level of success in their activity.

Teachers who have a *low level* of communication competence tend to perceive only the external "picture" of the student's personality, without penetrating into the goals and motives hidden from direct perception; the subjective nature of the assessment of the student's personal qualities, a very high dependence on his/her academic performance. At this level, teachers do not show a positive attitude to pedagogical work and interest in the inner world of the developing personality.

Kurasheva (2005) holds the opinion that the objective conditions of the developing system of higher pedagogical education, characterized by a focus on competence-based, personality-oriented, activity-based approaches, reveal the discrepancy between the level of professional training of the future teacher and the requirements of the time. This process is significantly influenced by the social order for the training of a competent teacher, the specific requirements for the teacher's activity, the definition of key competences, the main of which are, in our opinion, the professional and communicative ones.

In the course of her experimental work, Kurasheva (2005) established that the process of forming the communicative competence of a future teacher is carried out in the process of pedagogical training through mastering general academic skills and skills necessary for the formation of communicative competence; through integrated courses; through the use of active teaching methods by university teachers; through a developed system of exercises that require the student to apply knowledge in a comprehensive manner; through communicative-oriented pedagogical practice. The research results can be used in pedagogical universities, the system of additional professional education, and the development of the concept of lifelong pedagogical education.

As for the limitations of the study its include observing human behavior. We believe that in educational researches such observation is more subjective. The observer's subjectivity has a direct impact on the interpretation and conclusions on which he bases his conclusions. Also, when inducing the results, it is necessary to consider the specific organizational features that exist in each university as the monitoring system could be limited phenomenon observed at a certain point in time.

Conclusion

At the formative stage of the experimental study, we developed and implemented the program The Content and Methods of Teacher's Communicative Interaction. The program aimed to transfer the subject-to-object relationships between the teachers and other participants of the educational process into subject-to-subject ones. i. e. to develop dialogic interaction.

The effectiveness of the program is confirmed by the data of the repeated check by the methodology of Krasnoshlykova (2007). The results show a positive dynamics of the teachers' professional skills, extended spectrum of knowledge and improved attitude to the pedagogical activity in the experimental group. The implementation of the program resulted in the creation of conditions which facilitate teachers' involvement in dialogic interaction, which in its turn leads to teachers improved professional qualities and becomes an effective condition to raise the level of professionalism in the process of teachers' professional becoming.

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