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**TEACHING INTERNATIONAL RELATIONS EXPERTS  
ENGLISH DIALOGUE COMMUNICATION****I. V. Savchak**

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*In the article it is noted that Ukraine's entry into the world community is a clear indication of the urgent need for professionals able to possess not only professional qualities, but also knowledge of a foreign language, therefore foreign language training should become a priority task of higher education. The methodology of training international relations specialists to the English dialogue communication has been characterized. The interaction of competitive, cognitive-communicative, personal and professional-oriented approaches to learning has been analyzed. The basic principles (general-didactic and special) that ensure the effectiveness of the educational process have been defined. All defined principles, focused on the development of professional speech of students, are closely interconnected, each of them complements another, therefore they are also interdependent. The traditional methods of teaching English dialogue communication, such as verbal-informative, visual-heuristic and practical-research, and active learning methods (business games, project methods, case-method, analysis of specific situations) have been singled out. Technique as an integral part of the method has been described. Techniques of mental activity (didactic: comparison, generalization, assessment of activities) and techniques of teaching (methodical: the implementation of didactic tasks according to the model, making up a dialogue at a given beginning, working out of a presentation) have been singled out. It has been proved that such forms of educational activities as conferences, presentations, excursions, and conducting classes of real professional activity were effective. Non-traditional forms of training contributed to immersing students into professional activities, help them to enhance their professional interest and allow them to demonstrate the ability to interact. The article states that the basis of the preparation of international relations specialists for the English dialogue communication is the expedient choice of forms and principles of training, the development of an excellent method of conducting classes, the use of balanced, thought-out and effective methods and means of teaching.*

**Key words:** *dialogue communication, international relations expert, training, approach to teaching, principle, method, technique.*

International cooperation, economic, scientific, cultural and educational collaboration contributes greatly to the growth of intercultural communication. The latter implies free communication in foreign languages in the world's multicultural space. In modern society the communicative role of language as an important means of social integration and intercultural interaction is being intensified.

Ukraine's entry into the world community is a clear indication of the urgent need for professionals able to possess not only professional skills but also knowledge of foreign languages.

International relations is a key vector of foreign policy and plays an important role in creating a positive image of the country, its recognition and support on the world arena. Establishing cooperation and maintaining relations between the states provide the specialists of international relations. Foreign language for a diplomat is an important tool of their professional activity. Therefore, foreign-language learning should become a key component of the training of international relations specialists that will be competitive on the world market.

The professional activity of a specialist-internationalist is based on relationship between people, and therefore sometimes the fate of the world, of the country, of the nation depends on the ability to negotiate. Communication in the field of international relations has a dialogue character. The main language of communication is English, which has long been a champion in diplomatic communication.

The relevance of the study is due to the need for quality training of specialists in international relations for professional foreign language dialogue communication.

The **purpose** of the article is to analyze and characterize the proposed methodology for training specialists in international relations for English dialogue communication.

Various aspects of foreign language training of international specialists have been studied by O. Bilyk, T. Krasnoper, Yu. Mykhailychenko, O. Puh, O. Snigovska, I. Stankevich, L. Strutynska and others.

The methodology of various specialists training to English dialogue communication was the subject of study of L. Haidukova, I. Kodluk, T. Korobeinikova, N. Primina, M. Semashko, L. Slipchenko, I. Chirvi and others.

The effectiveness of English dialogue communication teaching depends on the methodology and content of practical language learning as well as the specifics of the student's professional activity. The complexity and peculiarity of the teaching process is determined by the versatility of the professional activity of specialists in international relations, which requires a variety of forms of practical training.

In order to provide effective training of English dialogue communication in professional activity the main approaches, principles, forms, methods and means of training international relations expert must be analyzed and considered.

Approach is defined as an opinion, a view from which the object, direction in science, and study is considered. Pedagogical term approach to teaching is understood differently: firstly, it is defined as a philosophical category related to the subjects of learning as carriers of a certain type of consciousness; and secondly, as a systematic process of transfer and mastering of knowledge, uniting all subjects of learning - a teacher and a student [9, p. 357].

Combination and implementation of competitive, cognitive-communicative, personal and professionally oriented approaches forms optimal conditions for teaching English dialogue communication future international relations experts.

The aim of higher education is to train professionals able to carry out their professional duties on the basis of communicative competence, therefore a competitive approach to teaching international relations students English dialogue communication is a priority. All tasks and exercises are aimed at developing communicative skills in order to acquire professionally oriented knowledge in various business situations of communication in the diplomatic sphere.

Cognitive-communicative approach is aimed to develop students' creativity, where mental processes serve to solve professional problems in business situations.

Personally-oriented approach involves taking into account the student's personality, his abilities, professional interests, cognitive activity. Individual work of traditional and innovative character may be applied within this approach. The conceptual function of language is due to use of language as a means of abstract thinking. An analysis, judgments and conclusions are made with the help of language, as it is a powerful mechanism of professional intellectual activity of a specialist.

Teaching specialists in international relations of English dialogue is based on a professionally oriented approach which is aimed at the formation and development of professional foreign language communication. This approach can be characterized as communication in real professional activity, which involves rolling out certain typical communicative situations of specialists, modeling processes of real communication, taking into account the prior choice of the necessary language and intellectual material.

This approach will facilitate the process of mastering the basics of dialogue communication for special purposes and will help in solving the professional tasks of a future specialist, which involves strengthening the motives associated with future professional activities, namely: the desire to perform his duties well, to show himself as a competent, skilled specialist; strengthen the desire to successfully perform complex professional tasks; increase the responsibility, desire to succeed in work.

Teaching students dialogue communication based on a professionally oriented approach is determined by the structure of the specialist's work and the structure of dialogue communication.

In order to apply the educational material effectively, a targeted selection of professionally oriented material was made. At the same time, the expediency of one or another professionally important information was taken into account. Within a professionally oriented approach, students develop skills in professional speech, extend the terminology of the specialist using a specially designed diplomatic vocabulary, form a professional communicative competence, which reinforces the interest and motivation of studying dialogue communication.

The basic principles have been defined to ensure the effectiveness of the educational process. The principle is the leading idea, the starting point on which the phenomenon is based. We have identified the general-didactic principles: the principle of learning optimizing, of humanizing, scientific, of practical orientation, of systemicity and consistency, of accessibility and feasibility of teaching, of visibility, rational combination of collective and individual forms of work; and special principles of dialogicality, creativity, professional expediency, communicative orientation, intellectual interaction and co-creation, situational, connection theory with practice, motivation of educational and cognitive activity, positive emotional background of education. Let's analyze them.

Creation and development of speech interaction combined with situational and thematic commonality in the form of dialogue, are based on the principle of dialogicality. L. Dolynska insists on the dialogic nature of the learning process. She points out that dialogue leads both to the intellectual and personal enrichment of the participants, and to the unconscious mastering of completely new standards of communication, which results in the development of intellectual, emotional and motivational aspects of the individual [2].

N. Sura adds that the dialogicality in education contributes to the emergence of hypotheses, questions, models that reflect the views and individual perception of the participants in the educational process [10].

Dialogicality takes place between two participants who are in the following modes: teaching – student, student – student, teacher – student, student – student. It is one of the most effective forms of organization of educational activities that promotes the development of students' creativity and their creative thinking.

Professional activity in the field of international relations requires the ability of solving communicative tasks creatively, therefore the principle of creativity, which involves maximum orientation towards creativity in educational activities, helps to gain experience of creative interaction. This principle develops students' creative activity, as well as their ability to make decisions and to act independently in professional situations. The creative development of new ideas, intentions and projects in the educational process is the main aim of the creativity principle [6, p. 87].

The professional activity of international relations expert is the continuous generation of new ideas and development of new projects that require

creativity of thinking. The ability to create a new, non-standard solution to the professional problems has become an integral part of any successful person.

Teaching future diplomats dialogue communication is based on the principle of professional expediency, which ensures the selection of content, methods, means and forms of preparation of students, taking into account the features of the chosen specialty, as well as the goal of forming professionally important personal qualities. The selection of educational material based on the above-mentioned principle is associated with the professional content, and is aimed at deepening the knowledge about professional dialogue communication. It allows student to be as close as possible to the professional environment.

Teaching dialogue communication as a model of real communication involves the communicative principle. The importance of this principle in the teaching communication was underlined by Yu. Pasov, He noted that the principle is the leading methodological principle, which indicates the need to organize training in natural communicative conditions [8, p. 33]. Based on this principle, the educational material is selected in accordance with the professional values and interests of students. The essence of the communicative principle in language learning is the formation of students' abilities to solve communicative tasks in order to master the dialogue communication that promotes the formation of the linguistic personality.

The use of a variety of forms and methods of learning takes place in groups and colleges of different types, which allows students to expand the field of communication, and also creates conditions for adequate communication, creative action, co-creation. Collective interaction of students to expand the sphere of communication is determined by the principle of intellectual interaction and co-creation. Activities of people with common professional interests promote professional co-creation, spiritual enrichment, satisfaction of intellectual needs and professional interests. This principle implies continuous search and creative activities of participants, mutual assistance, recognition of their own achievements and achievements of others, adequate perception of criticism and ability to benevolently and tactfully criticize the opponent.

Situational principle means that the teaching of English dialogue communication comes about on the basis and through learning situations that contain a certain problem, contradiction or lack of information, and which, in turn, is the cause of a situation which ways of overcoming need to be found. The importance of this principle in foreign language teaching is emphasized by such Ukrainian researchers as I. Kochan, L. Palamar, O. Tarnopolsky, G. Shvets. Scientists note that speech skills are formed on the basis of situational tasks [4, p. 14-20]. An important place in the selection and organization of educational material for learning dialogical form of communication is given to the situation and speech exercises[1], etc.

The basis of English dialogue communication teaching is formed with situations that firstly have a professional significance for students, satisfy their cognitive interest in the professional training in higher educational estab-

lishments; and secondly – they allow to reveal and realize the communicative abilities necessary for the specialists in the diplomatic sphere. It should be mentioned that speech activity in conditions of real and educational situations enhances the practical orientation of education.

The important principle that helps to improve the skills of dialogue communication is the *principle of the relationship between theory and practice* which is based on their inextricable interconnection. Moreover, the decisive aspect of it is practice, and the theory is the result of a generalization of practical experience. This principle determines the need to master the grounds of dialogue communication for its successful use in practice in professional activities. The teaching material is selected in a way to facilitate the practical application of the acquired theoretical knowledge, and communication skills.

The most effective way to improve the quality of any training is to create such pedagogical conditions in which the student is able to take an active personal position and fully reveal himself not only as an object but also as a subject of educational activity. Being a subject of learning means to turn from a passive object of observation into an active person. This principle is implemented in the educational process by creating problematic professional situations that require creative and independent actions that will enhance the interest to the chosen specialty and demonstrate the success of the study.

The principle of a positive emotional background of learning involves creating a comfortable, creative, emotional and positive atmosphere, getting rid of negative moments, fear, uncertainty and other barriers that arise when students are preparing. According to S. Zanyuk, the most important thing that will lead to the development of the needs or motives of a particular activity is a combination of positive emotions and certain activities [3, p. 90]. Positive emotions during creative activity of a person can be obtained from the process of creative activity, the realization of their own potential opportunities, the disclosure of their abilities. Successful implementation of this principle depends on the teacher and the culture of his communication with students. The teacher's ability to create a positive background in the learning process will help future professionals not only learn the material better, but also enhance the motivation of students to study.

All defined principles, focused on the development of professional speech of students, are closely interconnected, each of them complements another, therefore they are also interdependent.

The development of international relations expert personality is aimed at the formation of a highly educated specialist with creative potential, with certain abilities that characterize the level and quality of the processes of thinking of the individual. Transformation of specialist's existing capacities into formed skills is a complex process, which is influenced by methods and techniques of teaching.

The method is one of the main components of the learning system and helps ensure the achievement of the planned goals and objectives of training.

In the process of preparing specialists of international relations for the English dialogue communication, both traditional methods and methods of active learning were used. Let's analyze them. Traditional teaching methods are based on the interconnection of different types of speech activity. Among them, we define the groups of methods that formed the basis of the model of preparation of international relations experts for English dialogue communication. The first group consists of *verbal and informational methods* based on the "word" of the teacher, the scientific literature, and the media. Among them we define the following: message, conversation, story, lecture, discussion, textbook work, media. The purpose of these methods is to obtain and reproduce educational information and ways of its logical analysis.

*Visual heuristic* teaching methods include demonstration methods, organization of excursions, making up dialogs by a model, and others.

*Practical-research* methods include exercises on information perception, its consolidation and application of this information and exercises for the development of creative thinking.

This classification is relative and includes active methods that stimulate the educational and cognitive activity of future diplomats.

The use of active learning in the process of training promotes the activation of educational activity. Under the activation of educational activity, we understand the purposeful activity of a teacher, focused on working out and applying forms, content, methods and means of training that contribute to increasing the student's interest in learning. In the process of active learning, thinking is being intensified – the student develops a desire to be active throughout the class. The need to make decisions independently increases the degree of his motivation; there is a constant interaction between the students and the teacher with the help of direct and feedback links. Active learning methods include: business games, project method, case-method, case studies, lecture-press conference, lecture-brainstorming.

Each of the teaching methods is implemented through a system of techniques. Technique is an integral part of the method, a separate step in the realization of the educational goal. In the process of educational activity, the techniques of mental activity (didactic) are single out – comparison, generalization, evaluation of activities and techniques of teaching work (methodical) – the implementation of didactic tasks according to the model, the creation of a dialogue at a given beginning, the development of the presentation of the project for previously discussed data [7, p. 271].

One of the forms of active learning is a business game. This activity is a form of reproduction of the social content of future professional activities, modeling the systems of relations that characterize this activity as a whole. [5, p. 97]. During business game, students are involved in quasi-professional activities, which combines educational and professional elements, which results in the mastery of professional and social action, that is, relations in a team. The main tasks of business games are: the formation of a holistic view of stu-

dents about future professional activity and its dynamics; obtaining problem-professional and social experience making individual and collective decisions; development of theoretical and practical thinking in the professional field; the formation of cognitive motivation, the appearance of professional motivation. In the structure of business game there are two blocks: the simulation (creates the substantive context of the specialist's activity in the educational process) and the game (forms the social context, that is, the work of the participants of the business game with the simulation block). The object of the simulation is chosen from the most typical situations of professional activity, which requires the systematic application of various skills that should be mastered by a future specialist during the game. It's worth mentioning that not every professional activity is suitable for game simulation, but only the one that has a certain perspective and cannot be solved individually.

Improvement of teaching methods is ensured by the application of various forms and elements of problem learning. Problem learning is a creative process of solving non-standard scientific and educational tasks using non-standard methods [5, p. 94]. In the process of international relations specialists training to ensure a positive result of the activity, the following forms of problem learning were combined: 1) problematic presentation of educational material in the dialogic mode of practical training; 2) partial-search activity during the implementation of the communicative task; 3) self-research work. Problematic presentation of knowledge takes place in a clear sequence. First, the problem is identified, the hypothesis is put forward, filtering and review of alternative solutions in order to check conclusions and the correctness of the problem-solving in practice.

The main conditions for the success of the problem education of future diplomats are: ensuring sufficient motivation, the ability to stir interest to the essence of the problem; intensive work on the problems that arise at each stage; the importance of the information obtained in solving the problem.

Using problem-based training in higher education allows future professionals to provide steady knowledge; makes the process of preparation more attractive and interesting, teaches to apply knowledge in practice. Solving problems students develop analytical and logical thinking, which contributes to the creative raising of the individual. This allows u to form a highly skilled specialist with well-developed communicative skills capable of effectively addressing professional linguistic tasks.

Principles and methods of training specialists in international relations to English dialogue communication are implemented in the forms of organization of educational activities. Among the traditional forms of educational activities, we distinguish a lecture, a practical lesson, an individual work.

Methods of training used for the preparation of specialists in international relations consist of textbooks, methodical instructions, printed materials (individual cards, text tasks, tables, etc.), video and audio materials.



Thus, in the process of implementing the teaching methodology, such forms of educational activities as conferences, presentations, excursions, and conducting classes of real professional activity were effective. Non-traditional forms of training contributed to immersing students into professional activities, enhancing their professional interest and allowing themselves to demonstrate the ability to interact. One should note that the basis of the preparation of international relations specialists for the English dialogue communication is the expedient choice of forms and principles of training, the development of an excellent method of conducting classes, the use of balanced, thought-out and effective methods and means of teaching.

The prospects for further research are seen in improving the innovative forms and methods of preparing future diplomats for international dialogue communication.

### *Література*

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**МЕТОДИКА НАВЧАННЯ АНГЛІЙСЬКОГО ДІАЛОГІЧНОГО  
МОВЛЕННЯ ФАХІВЦІВ З МІЖНАРОДНИХ ВІДНОСИН****I. В. Савчак**

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*У статті відзначено, що входження України до світового співтовариства є яскравим свідченням нагальної потреби у конкурентоспроможних фахівцях, здатних володіти не тільки професійними якостями, а й знанням з іноземної мови, тому іншомовна підготовка повинна стати пріоритетним завданням вищої школи. Охарактеризовано методiku підготовки фахівців з міжнародних відносин до англійської діалогової комунікації. Проаналізовано компетентнісний, когнітивно-комунікативний, особистісний і професійно орієнтований підходи до навчання, поєднання яких сприяє оптимальним умовам для підготовки фахівців з міжнародних відносин до англійської діалогової комунікації у професійній діяльності. Описано загально дидактичні (оптимізації навчання, гуманізації, науковості, практичної спрямованості, системності і послідовності, доступності і дохідливості викладання, наочності, раціонального поєднання колективних та індивідуальних форм роботи) і спеціальні (діалогізації, креативності, професійної доцільності, комунікативного спрямування, інтелектуальної взаємодії та співтворчості, ситуативності, зв'язку теорії з практикою, мотивації навчально-пізнавальної діяльності, позитивного емоційного фону навчання) принципи підготовки фахівців. Усі визначені принципи, орієнтовані на розвиток професійного мовлення студентів, тісно взаємопов'язані, кожен із них доповнює інший, тому вони ще й взаємозалежні. Виокремлено традиційні методи навчання англійської діалогової комунікації, такі як: словесно-інформаційні, наочно-евристичні та практично-дослідницькі, і методи активного навчання – ділові ігри, метод проєктів, кейс-метод, аналіз конкретних ситуацій. Охарактеризовано прийом як складову частину методу. Виділено прийоми розумової діяльності (дидактичні) – порівняння, узагальнення, оцінка діяльності та прийоми навчальної роботи (методичні) – виконання дидактичних завдань за зразком, створення діалогу за заданим початком, розробка презентації проєкту за попередньо обговорюваними відомостями. Констатовано, що в процесі впровадження описаної методики навчання студентами особливо сприймалися такі форми навчальної діяльності, як конференції, презентації, екскурсії, проведення заняття в умовах реальної професійної діяльності. Нетрадиційні форми навчання сприяли зануренню студентів у фахову діяльність, чим активізували професійний інтерес і дозволяли проявити себе, продемонструвати вміння діалогової взаємодії англійською мовою.*

**Ключові слова:** діалогічне спілкування, фахівець з міжнародних відносин, навчання, підхід до навчання, принцип, метод, прийом.