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The role of dialogue in the socio-cultural development of students

Abstract. The socio-cultural development of future teachers is one of the most important conductors of the principle of modernization of domestic education. Studying the problems of the socio-cultural development of the younger generation is one of the most dynamically developing areas of pedagogical research in recent years. At this time, there is experience in pedagogical research on the topic of socio-cultural development. However, the problem of socio-cultural development in the process of university education continues to remain relevant in terms of both theoretical development and its actual implementation.

The article deals with the competence of general cultural development, the authors diagnosed levels of culture and dialogue, derived levels of socio-cultural development of students, as well as the results of the survey of the before-mentioned levels of control and experimental groups. These results indicate a contradiction between the potential to increase the level of socio-cultural development of students and the lack of a full understanding of the dialogue and the ability to conduct a dialogue.

Keywords: socio-cultureless, socio-cultural development, socio-cultural space, socialization, communication, pedagogical dialogue.

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Purpose: To analyze and define the concept of “socio-cultureless”, to identify the relationship between the components of socio-cultural development, to diagnose the formation of knowledge about the ability to conduct a dialogue.

Research methods: Theoretical and methodological analysis of philosophical, pedagogical scientific literature on the subject of the research, survey.

Introduction

The concept of “socio-cultureless” goes a long way. It was understood as a result of the development of society, as its product. At the end of the 19th century, culture became an object of close study. Therefore, the concept of “sociocultural phenomenon” appears in the scientists’ researches. Over time, the meaning and content of the “sociocultural approach” changed, as the content of the concept of “culture” changed. Dozens of definitions of culture have appeared in the scientific literature. In pedagogy we find the following definition of culture (from the Latin *cultura* – cultivation, education, upbringing) – the sum of material and spiritual values created by society and characterizing a certain level of its development. In the context of education, culture is a level of personal development characterized by a measure of mastering the social experience accumulated by humankind [1].

Culture is primarily defined as a system of relations between people, society and nature. It affects the relations between people and itself falls under the influence of human activity. It makes life easier, gives ready-made solutions, and establishes models of relationships.

People are not born joined to the culture. Introduction to the culture is a process of transfer of knowledge, skills and values. The process of formation of a person, introduction to society, to

culture in the process of individual life is the process of “socialization” [2, 45].

Socialization is a process of assimilation of social experience, knowledge, skills and values, skills of practical and theoretical activity. Socialization takes place in the process of purposeful training and education in educational institutions, as well as under the influence of family, school, media etc.

Nowadays, our society faces an important task – a sociocultural development of the younger generation. It includes spiritual and moral, intellectual, cognitive, aesthetic development and professional formation.

Therefore, in order to modernize domestic education, as well as its humanization, universities are faced with the task of providing specialists with not only knowledge and competencies in their fields and areas, but also having moral, spiritual and humane qualities. Future teachers with moral and spiritual, intellectual, cognitive and aesthetic qualities, having a civil position, will become the basis for the successful education of the younger generation.

In the process of socialization, there is a continuous assimilation of social and cultural experience, important for its entry into the structure of social relations. Sociocultural experience consists of knowledge of norms, values, traditions, rules and social qualities of the person, allowing existing in the society, among the other people. This includes tolerance to someone else’s lifestyle, opinion, behavior and values, as well as the ability to accept the point of view of the companion. Of course, it is necessary to take into account the features prevailing in the modern socio-cultural environment [3].

In light of the reforms of Kazakhstan’s education, sociocultural development should become one of the directions and part of these reforms.

Practice shows that today teenagers have become more selfish. They put their opinion above everything. There are dysfunctional emotional relationships with others and reduced morality. Part of social networks have a detrimental impact on the development of the fragile psyche of adolescents and young people. Well-known social networks, acting as platforms for dialogue and discussion of various problems and situations, unfortunately, do not improve the quality of dialogue both in the semantic field and in the psychological. This indicates the problems of low culture of people, the presence of mutual misunderstanding, alienation.

Thus, we can talk about the problems in the socio-cultural development of the younger generation.

Unfortunately, we observed the accumulation of experience of conducting researches on the topic of socio-culturalness. Therefore, the problem of socio-cultural development in the University remains relevant both in theory and in practice. We believe that higher education should have an impact on the socio-cultural development of future specialists.

Socio-cultural education performs the most important functions: heuristic, practical, regulatory, normative, cognitive, prognostic, harmonizing, anti-entropic, moral and aesthetic. Therefore, we think the study of socio-culturalness should be carried out in a social and scientific aspect.

The formation of the personality of students is carried out by many elements of the socio-cultural environment. One of them is the socio-cultural space. Researchers believe that socio-cultural space is a place of interaction of the individual with the world, and as a social interaction with people around at least three circles – near, close, approximate, distant. In addition, the socio-cultural space can be a space of positions [6].

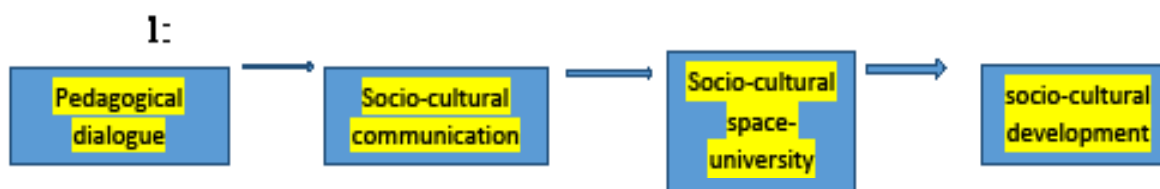
Orlova E. V. identifies the institutions of socio-cultural space, which have the greatest importance, such as educational institutions (universities, colleges, etc.). Thus, it can be assumed that social space is a platform for the interaction of individuals and their development. Interaction may include the next element of socio-cultural development – communication [5].

Today it is impossible to imagine people’s lives without communication. It has penetrated into the lives of people and society and characterizes with a new type of communicative structures and processes. It should be noted here that we are talking primarily about semantic communica-

tion and social communication within it, which takes place in the social space. Philosopher Y. Habermas believes that cognition is a continuous communicative process [6]. K. Jaspers also argues that truth is the communication, that is, true communication is communication about searching for truth [3, 56].

Based on the opinions of researchers, we can conclude that the socio-cultural space acts as a platform for interaction of individuals for the purpose of transmission and exchange of information and leads to the emergence of socio-cultural communication. Socio-cultural communication arises as one of the elements of socio-cultural development.

For effective cooperation and co-creation with other members of society in various activities, the student must have a form of communication impact – dialogue. Dialogue is one of the main ways of knowledge and behavior in life. Therefore, a dialogue is an integral part of the professional development of a modern specialist, including a teacher. Petkov V.A. notes that the importance of dialogue in the development of the personality of the future specialist is determined by the requirements of modern educational standards [7]. Thus, the dialogue in the educational process is a model that reflects the conditions and objectives of communication between teacher and student. Therefore, this model in pedagogical interaction is called – a pedagogical dialogue. The interrelation of the components of socio-cultural development we have depicted in the form of a diagram.



The analysis of the impact of the University environment on students led us to the conclusion that the pedagogical dialogue of the subjects of the educational process is one of the leaders of this process. Pedagogical dialogue is a process of interaction of its participants and is aimed at mutual enrichment of social, cultural and communicative experience.

According to the educational program 5B01230-Social pedagogy and self-cognition, graduates should have general cultural competencies. Among them we have identified the following competencies:

- to demonstrate language proficiency;
- to be able to read, write, speak and conduct a conversation in three languages: Kazakh, Russian and one foreign language;
- to demonstrate the ability to read, write, speak and conduct a conversation in professional Kazakh (Russian) and one professional foreign language in the areas of professional activity;
- to demonstrate the ability to communicate;
- to demonstrate knowledge of communication technologies, skills of pedagogical rhetoric, communication strategies;
- to communicate information, ideas, problems and solutions to both professionals and non-professionals;
- to possess basic knowledge in the field of natural science, social and humanitarian, economic disciplines, contributing to the formation of a highly educated person with a broad outlook and culture of thinking;
- to have skills to manage with modern equipment, to be able to use information technologies in the sphere of professional activity;
- to be able to work in a team, correctly defend your point of view and offer new solutions.

These requirements indicate the communicative competence that must be formed, and

accordingly be able to conduct a pedagogical dialogue, which ensures effective professional activity and communication.

The study programs and the list of humanities disciplines were analyzed and we made a conclusion that the study of native (Kazakh, Russian), as well as foreign languages can have an impact on the socio-cultural development of students of the specialty «Social pedagogy and self-cognition». The educational program includes disciplines: «Professional Kazakh (Russian language)», «Professional foreign language». These disciplines contribute to express their thoughts, arguments and to properly conduct a dialogue both professionally and in conversation with other people. These disciplines provide an opportunity:

- to ensure equal participation of partners in the dialogue;
- to contribute to the creation of an atmosphere of tolerance and respect;
- to develop thinking and memory;
- to develop a sense of community and collectivism.

In these classes, the teacher provides pedagogical support for the process of socio-cultural development through organized activities aimed at activating the capabilities of students.

At the ascertaining stage, experimental and control groups were identified.

We have identified one of the main components of socio-cultural development – the ability to conduct a dialogue. This skill includes:

- 1) knowledge and understanding of the dialogue (styles, forms, functions);
- 2) ability to start and conduct a dialogue;
- 3) motivation for dialogical communication in professional activity;
- 4) tolerance (respect for the interlocutor).

We have deduced three levels of socio-cultural development of students: high, average and low.

The high level is characterized by deep knowledge about a dialogue, about the social significance of dialogical communication, tolerant attitude to the interlocutor, his opinion and views.

The average level is characterized by good knowledge of a dialogue, the necessity of a dialogue in the classes, respectful good attitude to the interlocutor.

The low level is characterized by poor knowledge of a dialogue, practical lack of dialogical skills, authoritarian style of behavior and interaction.

Methods

A number of questionnaires and tests were compiled. Diagnostics of the level of formation of knowledge about the culture of dialogue and conducting dialogue (knowledge about dialogue, attitude to dialogue, readiness for interaction, tolerance) was carried out.

A questionnaire containing 10 questions was developed. Questions 1,3,7 reveal biological knowledge. Questions 2,4,6,8,10 reveal dialogic skills.

A test «The level of cooperation in the team» was created which reveals that in the implementation of cooperation people focus on dialogue, creativity and reflection. The test includes 14 statements that need to be answered affirmatively or negatively, while it is allowed in 2-3 cases to put a question mark.

Discussion

Answers to the questions «How do you understand and define the concept of the ability to «conduct a dialogue?» show that students have the right knowledge about dialogue. Basically the following answers were given: «correct communication», «correct speech without mistakes», «two people are talking», «ability to pronounce words and phrases correctly».

The following data were revealed that 40.3% of students in the experimental group and 39.5% of students in the control group have an average level of dialogical knowledge about the ability to conduct a dialogue. This is the result according the following responses «to be able to listen to interlocutor», «to be able to express their thoughts and emotions», «to be able to speak»,

«to be able to understand the speech of an interlocutor». To the question «Do you think you have the ability to conduct a dialogue?», we received the answer –»Yes»– from the 7% of students in the experimental group and 10 % of students in the control group. There were a lot of answers: «maybe», «probably», «not quite», «not fully». These answers are explained by the fact that many students did not understand the phenomenon of «dialogue skills». They could not pinpoint whether they had this skill or not.

47.3 % of students in the experimental group and 42% of students in the control group to the question «What kinds of dialogues do you know?» couldn't answer. They understand the meaning and definition of the types of dialogue through the themes «Family», «Work», «Country», «Study», etc. To the question of nonverbal means of communication we received the following answers: «smile», «attentive look», «nodding the head», «waving the hands.» The analysis of these answers led us to the conclusion that students have no knowledge about the communicative abilities of conducting a dialogue.

The question «What do you know about communication barriers?» was suggested. The students' answers were as follows: «unsociability», «isolation», «unwillingness to understand the point of view of the interlocutor», «tone», «manners». Analysis of the answers showed that students are aware of communication barriers and have some idea of their content.

70% of students in the experimental group and 62% of students in the control group answered – «Yes» – to the question «Do you have any communication difficulties?». The answers were the following: «I can not always express my thoughts clearly enough», «unwillingness to talk to people unpleasant to me», «small word stock», «I do not know how to start a conversation».

Thus, we came to the following conclusion that students have an average level of dialogical knowledge and skills: 32% of students in the experimental group and 34% of students in the control group and low level – 63% of students in the experimental group and 60% of students in the control group.

The test «The level of cooperation in the team» reveals that in the implementation of cooperation people focus on dialogue, creativity and reflection. The test includes 14 statements that need to be answered affirmatively or negatively, while it is allowed in 2-3 cases to put a question mark. High level means that students are aware of the value of society, groups, individuals, show interest in creativity and dialogue. The average level indicates the achievement of common interests in joint work, but the behavior is situational, partial understanding of self-expression and personal position, interest in joint activities. The low level of cooperation is showed in ignoring public interests, setting one's opinion above others, and preferring individual classes.

The analysis of the answers showed that students put the value of the personality above all, then goes the value of the group and society and in the end – the value of dialogue. The data show that 51% of students in the experimental group and 56 % of students in the control group have an average level of cooperation: they aimed at expressing their own position, the degree of involvement in the affairs of the group depends on the situation, activity is selective, communication is also selective. The rest of the students are characterized by the fact that they put their interests and needs above the group, do not care about others and give priority to independence, i.e. have a low level of cooperation.

The test, which determines the level of tolerance of students, offers to evaluate 45 judgments «completely wrong», «true to some extent», «true to a large extent», «true to the highest degree», depending on how a particular judgment is characteristic of their behavior. The range from 0 to 45 was attributed to the level of tolerance to others, from 46 to 90 – to the average, from 91 to 135 – to the low.

The maximum index of intolerance was determined on the scale of «rejection and misunderstanding of the individuality of another person» (16.9 % of students of the experimental group and 19.6 % of students of the control group). It was also recorded that a significant part of students do not always hide the feelings caused by communication with unpleasant people,

are impatient with the opinions of others or the activities of others, do not always admit their mistakes. A group of students with a low level of tolerance put themselves as a benchmark when assessing with other people, do not hide unpleasant feelings, try to re-educate the interlocutor, can not forgive mistakes of other people and recognize their own.

Conclusion

Thus, analyzing the responses of students, we can conclude that a significant part of students is categorical in assessing other people on any indicator (appearance, gender, status, nationality, intelligence). They do not always hide the feelings caused by communicating with unpleasant people; they are impatient with the opinion or activities of others, except for friends and family and do not always admit their mistakes. We also identified students who have a low level of tolerance: they set themselves as a benchmark when evaluating other people; they are impatient with the individuality of others; never disrupt unpleasant feelings caused by the behavior of other people; try to re-educate the interlocutor and adjust them to themselves; do not know how to forgive others mistakes (even unintentionally caused) and recognize their own.

The diagnostic data show that at the beginning of the experiment, students have medium and low levels in almost all indicators of the ability to conduct a dialogue.

This suggests that there is a contradiction between the presence of the potential to increase the level of socio-cultural development of students and the lack of a full understanding of the dialogue and the ability to conduct a dialogue.

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Роль педагогического диалога в социокультурном развитии студентов

Аннотация. Социокультурное развитие будущих учителей является одним из важнейших проводников принципа модернизации отечественного образования. Изучение проблем социокультурного развития подрастающего поколения является одним из наиболее динамично развивающихся направлений педагогических исследований последних лет. В настоящее время накоплен опыт педагогических исследований на тему социокультурного развития. Однако проблема социокультурного развития в процессе

университетского образования продолжает оставаться актуальной как с точки зрения теоретического развития, так и его фактической реализации.

В статье рассматриваются компетенции общекультурного развития, авторы диагностируют уровни культуры и диалога, выводят уровни социокультурного развития учащихся, а также результаты опроса упомянутых выше уровней контрольных и экспериментальных групп. Эти результаты указывают на противоречие между потенциалом повышения уровня социокультурного развития учащихся и отсутствием полного понимания диалога и умения вести диалог.

Ключевые слова: социокультурность, социокультурное развитие, социокультурное пространство, социализация, коммуникация, педагогический диалог.

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Студенттердің әлеуметтік-мәдени дамуындағы педагогикалық диалогтың рөлі

Аннотация. Болашақ мұғалімдердің әлеуметтік-мәдени дамуы отандық білім беруді модернизациялау принципінің маңызды өткізгіштерінің бірі болып табылады. Өскелең ұрпақтың әлеуметтік-мәдени даму мәселелерін зерттеу - соңғы жылдары педагогикалық зерттеулердің қарқынды дамып келе жатқан бағыттарының бірі. Қазіргі уақытта әлеуметтік-мәдени даму тақырыбындағы педагогикалық зерттеулерде тәжірибе жинақталды. Алайда университеттік білім беру процесінде әлеуметтік-мәдени даму мәселесі теориялық даму тұрғысынан да, оны іс жүзінде жүзеге асыру тұрғысынан да өзекті болып қала береді.

Мақалада жалпы мәдени дамудың күзиреттіліктері қарастырылған, авторлар мәдениет пен диалог деңгейіне диагноз қояды, студенттердің әлеуметтік-мәдени даму деңгейлерін, сондай-ақ, бақылау мен эксперименттік топтардың жоғары деңгейлерін зерттеу нәтижелерін алады. Бұл нәтижелер студенттердің әлеуметтік-мәдени даму деңгейінің жоғарылау әлеуеті мен диалог туралы толық түсінік пен диалогты жүргізу қабілетінің арасындағы қайшылықты көрсетеді.

Түйін сөздер: әлеуметтік-мәдениеттілік, әлеуметтік-мәдени даму, әлеуметтік-мәдени кеңістік, әлеуметтену, қарым-қатынас, педагогикалық диалог.

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