

Higher Education as a Condition for the Development of Professional Dialogue

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Abstract: The article examines the issue of dialogue in higher education, the dialogical nature of pedagogical communication. What the concept of “educational dialogue” is, the functions of dialogue and the organization of educational dialogue are given. Higher education can be viewed as communication between participants in the educational process.

Keys words: dialogue, communication, higher education, educational dialogue.

Introduction

Dialogue is a person's need for joint activity, a need for relationships, interactions, information and exchange of information. When forming a dialogue, age, gender, profession are taken into account, and it is also necessary to work with the worldview. For example, we do not use words used by small children in relation to adults. People of every age have their own special words. The power of influence of the word is taken into account. Dialogue is invaluable in forming skills, knowledge and abilities in a person. Simple skills ("sit up straight, wash your hands, come in, say hello") are also instilled through communication.

According to existing dictionary definitions, dialogue appears as a form of oral speech, a conversation between two or more people; as speech communication through the exchange of remarks; as part of a verbal-artistic text; as an independent journalistic and philosophical genre (dialogues of Plato, Diderot); finally, as negotiations, a free exchange of opinions (political, scientific dialogue) [1, p. 397]. From the standpoint of the formulated approach, it makes sense to assume that in higher education there is a dialogue, a “conversation” between its various subjects (actors and agents).

Materials and methods

Higher education can be considered as communication between participants in the educational process. The parties, “dialogically” represented in higher education, interact with each other in various modes (agreement, compromise, consensus, contradiction, conflict). The effectiveness and quality of the educational process, the satisfaction of the interacting subjects of the dialogue depend on which of them prevails.

The effectiveness of any study depends on the chosen methods of analysis and their theoretical justification. Therefore, this study examined and compared the importance of dialogue in innovative classes in higher education.

The methodological basis of the article is the theory of knowledge of pedagogy, as well as the theoretical views of the President of the Republic of Uzbekistan Shavkat Mirziyoyev on the

development of spiritual heritage, national language and culture, and the path of development.

Research methods

Dialogical nature of pedagogical communication. Awareness of the importance of communication for the development of personality and understanding of the communicative nature of pedagogical activity led to the introduction of a special concept into scientific circulation – “pedagogical communication”. In the works of Russian psychologists, revealing the essence and nature of pedagogical communication, it is defined as professional communication of subjects, generated by the needs for joint activities and aimed at changing the state, behavior and personal-semantic formations of its participants.

Firstly, pedagogical communication is an exchange of information. Through verbal communication with the teacher, students receive the main volume of knowledge. In turn, the speech and behavior of the student give the teacher an idea of the assimilation of knowledge, as well as the opportunity to control the development process.

Secondly, pedagogical communication, like any joint activity, is a process of interaction. Mutually directed activity of subjects of training can be of the nature of both cooperation and confrontation. The types of interaction proposed by G.M. Andreyeva – cooperation and competition – also take place in the pedagogical process.

Dialogue in professional pedagogical education received its most comprehensive coverage in the doctoral dissertation of O.V. Bochkareva "Didactic Dialogue in Professional and Pedagogical Training of a Music Teacher at a University" (2009). The researcher, summing up the analysis of psychological and pedagogical concepts of dialogue, writes:

"The understanding of dialogue in pedagogical research is ambiguous. It is interpreted in different ways: as a special type of pedagogical relations built on the principles of trust and cooperation; as a specific form of communication that involves an informational connection between the teacher and students; as a special form of pedagogical interaction aimed at solving pedagogical problems; as a principle for constructing educational and cognitive activity; as a way of diagnosing the personality of a teacher and students; as the goal and result of educational and upbringing activity, adequate to humanitarian knowledge; as a condition for the humanization of education; as a condition for the humanization of education; as a value-semantic communication “teacher – students” at the socio-cultural, interpersonal and intrapersonal levels; as pedagogical creativity that overcomes standard pedagogical actions and patterns, etc. " [Бочкарёва О.В. Дидактический диалог в профессионально-педагогической подготовке учителя музыки в вузе / Abstract of diss. Doctor of Pedagogical Sciences, Yaroslavl, 2009].

The concept of “educational dialogue” has appeared in a number of dissertation studies of the last decade (L.L. Balakina, O.V. Bochkareva, N.G. Uskova), among which one can highlight the work of V.D. Nazarova “Pedagogical support for interactive interaction of teachers with students of secondary vocational educational institutions” (2009). The author of the dissertation proposes that “educational dialogue be considered as a form of interactive interaction between teachers and students, ensuring the exchange of educational information, views, positions and aimed at mastering social experience in conditions of equality and cooperation.” [Назарова В.Д. Педагогическое обеспечение интерактивного взаимодействия преподавателей со студентами средних профессиональных образовательных учреждений». Abstract of Cand. Sci. (Pedagogy). Ulan-Ude. – 2007].

Results

The level of education plays an important role in the formation of personal communication. For example, even if you use words that have a strong impact on a person, he may not accept or follow your instructions. Because he must acquire a culture of behavior from a young age. When forming a dialogue, the goal must be set correctly. Dialogue develops in the educational process, in various situations. For example, in a family, mahalla (certain quarter), team, group. If adults in the family are rude to each

other, the child can imitate them and go into conflict with others.

L.A. Karpenko lists the functions of dialogue below:

1. The function of establishing communication – preparing the interlocutor for communication.
2. Motivation to action – stimulating the interlocutor to do something.
3. The information function – a specific exchange of information, opinions and plans with the interlocutor.
4. Coordination function – to organize joint activities with the interlocutor and coordinate actions in implementing this.

The need to organize educational dialogue as a way of developing and activating the value-semantic sphere has posed a number of problems for pedagogy. Educational dialogue appears to be one of the most important mechanisms that allows optimizing the process of perception, assimilation, understanding, creative processing of educational material and subsequent meaning formation.

Conclusions

A sequence of educational dialogue focused on meaning-making has been developed: setting a goal; choosing a strategy and tactics for conducting a dialogue in accordance with the mechanisms of meaning-making; choosing a type of dialogue corresponding to the chosen tactics; selecting lexical means that correspond to the content of the educational material; implementing a dialogue; reflection, analysis of results; correction.

The meaning-forming potential of dialogue has been identified: the greatest meaning-forming potential is possessed by dialogue-interpretation, dialogue-inclusion, dialogue-dispute, argumentative, reinterpreting dialogues, since they allow for interpretation, creative rethinking of educational material and contribute to the generation of meanings. Empathic-personal dialogue, dialogue-approval and representative dialogue play an auxiliary, but very significant role in the implementation of the mechanisms of meaning formation, since they create the necessary emotional background and prerequisites for the consolidation of joint actions of the teacher and students.

The theory of educational dialogue is supplemented by a typology of educational dialogue, implemented on the basis of meaning-goal orientation; a classification of strategies and tactics for conducting educational dialogue in accordance with the mechanisms of meaning formation.

According to P. Bourdieu, social reality is understood as a set of correlative positions, that is, as a "space of relations". The order of behavior in everyday life creates the structure of social existence. It is in this sense that we use the concept of "educational reality" as a constituent element and form of existence of a broader social reality.

The reality of the educational process includes business and interpersonal communications: "student-teacher", "student-student", "student-group", "teacher-teacher", etc., distributed in space and developing in time.

These relationships do not represent a correct hierarchical system, but are formed into bizarre combinations, specific not only for each subsystem, but also for each person. Here we mean the real educational process, as a world of real relationships between teachers and students, administrators and the public.

"Everyday life is a reality that is interpreted by people and has subjective significance for them as a whole world." [Маркова О.Ю. Коммуникативное пространство вуза: субъекты, роли, отношения//Коммуникация и образование. / Collection of articles. Edited by S.I. Dudnik. St. Petersburg: St. Petersburg Philosophical Society, 2004. P.345-364].

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