

DIALOGICAL INTERACTION AS A FUNDAMENTAL METHOD OF EDUCATIONAL COUNSELING

ДІАЛОГІЧНА ВЗАЄМОДІЯ ЯК БАЗОВИЙ МЕТОД ПЕДАГОГІЧНОГО КОНСУЛЬТУВАННЯ

The research is devoted to the study of dialogical interaction as a basic method of pedagogical counseling. The humanistic essence of dialogue is revealed. It is shown that as a philosophical term, "dialogue" began to be used with the emergence of theoretical works by representatives of the "philosophy of dialogue." The main task of the "School of Dialogue of Cultures" is not merely the transmission of knowledge, the introduction to culture, or the formation of a worldview, but also the development and preservation of the personal logic and creative imagination of both the student and the teacher.

The article presents a theoretical analysis of the definition of the essence and interrelation of the concepts "communication" and "interaction." In a broad sense, interpersonal interaction represents verbal or non-verbal personal contact that leads to mutual changes in behavior, activities, relationships, and attitudes; in a narrow sense, it is a system of interdependent individual actions in which each participant's behavior simultaneously serves as both a stimulus and a response to the behavior of others. The main features of dialogical pedagogical communication are identified: recognition of the equality of personal positions, openness and trust between partners; the teacher's focus on the interlocutor and mutual influence of viewpoints; modality of expression and personalization of messages; polyphony of interaction and the provision of developmental support by the teacher; and the dual positioning of the teacher in communication.

It is demonstrated that the concept of "dialogical interaction" contains an important feature: knowledge acquired in the process of dialogue between subjects of the educational space is not the ultimate goal for either side but becomes a special moment of their activity, enabling them to go beyond the limits of acquired experience. Methodical techniques for developing interpersonal relations are outlined, which are oriented toward intellectually evaluative and discursive discussion of urgent pedagogical problems and their joint solution, resulting in personal and professional growth, development, and self-improvement of the participants.

Key words: conversation, dialogical interaction, pedagogical counseling, interpersonal communication, communication process.

Статтю присвячено дослідженню діалогічної взаємодії як базового методу педагогічного консультування. Розкрито гуманістичну сутність діалогу. Досліджено, що як філософський термін, "діалог" почав вживатися з появою теоретичних робіт представників "філософії діалогу". Найголовніше завдання школи діалогу культур не просто передача знань, залучення до культури, формування певного бачення світу, а й розвиток і збереження особистісної логіки, творчої уяви учня та учителя.

У статті представлено теоретичний аналіз визначення сутності та взаємозв'язку понять "спілкування" й "комунікація". У широкому розумінні міжособистісна взаємодія представляє вербальний або невербальний особистісний контакт, що призводить до взаємної зміни поведінки, діяльності, стосунків, установок; у вузькому – систему взаємозумовлених індивідуальних дій, за якої поведінка кожного з учасників є одночасно і стимулом, і реакцією на поведінку інших.

Визначено основні ознаки діалогічного педагогічного спілкування: визнання рівності особистісних позицій, відкритість і довіра партнерів; домінанта педагога на співрозмовникові і взаємовплив поглядів; модальність висловлювання і персоніфікація повідомлення; поліфонія взаємодії і надання вчителем розвиваючої допомоги; двоплановість позиції педагога у спілкуванні.

Доведено, що поняття "діалогічна взаємодія" містить одну важливу рису: знання, отримані в процесі діалогу суб'єктів навчально-виховного простору, не є кінцевою метою для обох сторін, а стають особливим моментом їх активності, що дозволяє вийти за межі набутого досвіду. Перераховано методичні прийоми розвитку відносин особистості, які орієнтуються на інтелектуально-оцінне дискусійне обговорення загальних педагогічних проблем, їх спільне рішення, у результаті якого відбувається особистісне та професійне зростання, розвиток та самовдосконалення суб'єктів взаємодії.

Ключові слова: бесіда, діалогічна взаємодія, педагогічне консультування, спілкування, комунікація.

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Stating the problem. In connection with the improvement of the quality of educational services, the intensification of information processes, and humanity's entry into the era of information civilization, society requires a qualified and well-prepared teacher capable of responding to dynamic changes, analyzing information, and supporting students in a complex educational process. Today, the teacher is no longer the main source of knowledge; their primary function

is the organization, stimulation, and coordination of all educational influences in the classroom, which significantly increases the requirements for the organization of the teaching and learning process. Taking into account the principle of humanization of education as one of the key principles of the restructuring of modern education in Ukraine, it is appropriate to note that dialogue should contribute to improving the effectiveness of the educational process. In the context of

organizing a counseling conversation within the educational system, it is considered appropriate to base it on the principles of dialogical interaction.

Analysis of the research and publications on the issue under consideration. As a philosophical term, “dialogue” began to be used with the emergence of theoretical works by representatives of the “philosophy of dialogue.” Important ideas are also presented in the works of contemporary Ukrainian scholars L.D. Vladichenko, N.I. Hrynchyshyn, and others. Numerous scientific works have been devoted to the problem of counseling (S. Gladding, D. Woods, K. Kleppin, R. Kočiūnas, U. Rampillon, C. Rogers). The issue of professional training of future teachers has been studied by such scholars as A. Aleksyuk, H. Ball, S. Honcharenko, O. Dubaseniuk, I. Ziazun, and N. Nychkalo.

The purpose of the paper is to study dialogical interaction as a basic method of pedagogical counseling.

Presentation of the main material. From the perspective of modern science, dialogue is: (1) a conversation, a series of statements made by two or more people on a certain topic; (2) in a broader sense, a free exchange of ideas or negotiations [6].

The fundamental idea of the dialogical approach is that, at the beginning of everything, there are relationships, and these relationships are understood as dialogical. The essence of any dialogue is humanistic, as it presupposes the uniqueness of subjects and their fundamental equality, the variability of each person's viewpoints, and each participant's orientation toward perception, understanding, and active interpretation of others' perspectives. A significant contribution to the development of the “philosophy of dialogue” was made by M. Bakhtin. According to Bakhtin, dialogue and dialogical relations are a phenomenon much broader than relations between utterances in a structurally expressed dialogue; they are almost universal, permeating all human language, relationships, and manifestations of human life – everything that has meaning and significance [1].

The main task of the “School of Dialogue of Cultures” is not merely the transmission of knowledge, the introduction to culture, or the formation of a worldview, but also the development and preservation of the student's and teacher's personal logic and creative imagination. Such dialogue achieves its purpose only when the interaction of different viewpoints, debates, and the unity of opinions, thoughts, and evaluations are consistently based on the internal dialogue of the individual. These two types of dialogue serve as the source of creative self-development of the personality.

The content of education in the “School of Dialogue of Cultures” presupposes pedagogical principles that are significantly different from traditional ones. This especially concerns the position of the teacher, who

does not act as a “transmitter” of knowledge and does not solve students' problems, but rather engages in dialogue with them, during which the child reveals their unique and responsible position. This principle is fundamental in pedagogical counseling, since the child, due to their individual thinking characteristics and worldview, implements their own program for solving problems. In dialogue with the consultant, the child affirms their position and forms their “Self” through the assimilation of contemporary culture as a revival of previous cultures. The result of joint creative inquiry is new feelings, ideas, and relationships.

The study of dialogical interaction as a method of pedagogical counseling requires an analysis of the category “interaction” in order to clarify its meaning.

In a broad sense, interpersonal interaction represents verbal or non-verbal personal contact that leads to mutual changes in behavior, activities, relationships, and attitudes; in a narrow sense, it is a system of interdependent individual actions in which the behavior of each participant simultaneously serves as both a stimulus and a response to the behavior of others. In addition, there are different views on the relationship between the concepts of “communication” and “interaction.” Some scholars consider communication to be a much broader concept than communication itself, viewing communication as an element of interaction. The most widespread model is the three-component structure of communication, which includes the perceptual (process of perception, cognition, and mutual understanding), communicative (information exchange), and interactive (organization of interaction) aspects. As a basic criterion, scholars consider participants' attitudes toward each other in intersubjective interaction as either an end or a means of satisfying their own needs and distinguish the main types of subject–subject interactions: communication, service, management [5].

O.B. Starovoitenko views interaction as a unity of several components: its content; the developing situation; the process of interaction; methods; intrapersonal conditions and readiness for interaction; the results of interaction as intrapersonal transformation [2].

Harmonious developmental interaction in pedagogical counseling involves:

- the consultant's activity aimed at designing the educational environment and forecasting its development and transformation;
- the consultant's organization of encounters between the individual and formative circumstances, ensuring acceptance and integration into these conditions;
- joint activity of the consultant and the subject of pedagogical counseling in teaching the learner to consciously work with developmental methods, techniques, and instructional approaches;

- creating conditions for the individual's conscious expression in actions, behaviors, and their outcomes;
- awareness and discovery by the individual of relationships as their own internal qualities and "self," as well as understanding the objective logic of the development of these relationships;
- creative search by both the teacher-consultant and the partner for ways to improve the developmental situation, conditions, and content of interaction;
- the consultant's transformation of their research approach under the influence of new, more complex conditions;
- the individual's breakthrough beyond the given developmental situation and the formation of intrapersonal prerequisites for the development of relationships at a higher level.

Dialogical interaction in pedagogical counseling presupposes the coordination of the subjects of contact. The result of counseling, achieved through gaining new experience, deeper self-knowledge, and self-improvement, is changes in the personality and behavior of the teacher as a consultant, as well as the restructuring of forms and methods of influence on participants in the educational process.

Dialogical interaction in pedagogical counseling enables the formation of a creative personality in the child, developing initiative, independence, democratic values, the ability to communicate constructively with others, critical thinking, and the ability to make well-considered decisions. The concept of dialogical interaction emphasizes the removal of barriers in pedagogical communication. It also contains another important feature: knowledge acquired in the process of dialogue between subjects of the educational space is not the final goal for either side but becomes a special moment of their activity, allowing them to go beyond acquired experience.

Thus, the joint search for solutions in the process of pedagogical counseling serves as a means of intellectual development for the participants in dialogue. Dialogical pedagogical communication is a type of professional communication that meets the criteria of dialogue, ensuring a subject–subject principle of interaction between the teacher as consultant and partner. The main features of dialogical pedagogical communication are:

Recognition of equality of personal positions, openness, and trust between partners; the teacher's focus on the interlocutor and mutual influence of viewpoints; modality of expression and personalization of messages; polyphony of interaction and provision of developmental support by the teacher; dual positioning of the teacher in communication [3].

A necessary condition of dialogical interaction is the orientation of the teacher toward the student as an equal participant in communication, as substantiated by Sh.O. Amonashvili in the "pedagogy of cooperation" [1]. The exchange of values in

the process of pedagogical interaction is mostly asymmetric and unequal, limited by certain norms that determine its direction: one participant acts as a donor, while the other acts as a recipient. The teacher gives, the student receives. However, in dialogical interaction, this process combines both asymmetric and symmetric features, where the partners become equal as free, unique, and valuable subjects to one another.

The result of dialogical pedagogical interaction should be the spiritual unity of the educator and the learner. A distinctive feature of dialogical interaction is that, in the process of pedagogical counseling, the consultant understands not only the student or colleagues but also themselves – namely their attitude toward the student, the surrounding world, and themselves. A real dialogue in the counseling process provides the student with various opportunities for solving the problem under consideration. The key point is that joint discussion and search for solutions take place; that is, the problem is solved not by the teacher alone, but through joint intellectual interaction.

Thus, a teacher oriented toward dialogue with students seeks optimal content of activity through dialogue with participants in the counseling process. An important factor in organizing dialogical interaction is the consultant's ability to establish contact and develop "productive communication" based on mutual respect and trust. This refers to appropriate skills of dialogical interaction, knowledge of "communication techniques," and proficient, tactful, and appropriate use of methods and tools in the counseling process. Equally important are the consultant's cooperation skills, as they are essential for the successful organization of dialogical interaction.

Cooperation between the consultant and subjects of the educational process includes the following skills: interacting with any interlocutor; providing assistance to students in a group (including parents and teachers) in solving a particular task; identifying and correcting others' mistakes. The consultant must correct mistakes in such a way as not to humiliate the student's personality or cause them to avoid interaction with teachers or parents. One cannot expect the spontaneous emergence of dialogical interaction during counseling sessions.

At the initial stages, such situations must be specially organized; that is, one must be able to initiate interaction, conduct discussions, defend one's opinion, find compromises, and engage in self-presentation. T.S. Rozumna emphasizes that certain circumstances hinder the emergence of dialogue: it is possible to speak the same language without understanding one another; there are people with whom dialogue is essentially impossible: (1) some are programmed from the outset for conflict and attack (against an imaginary enemy), they neither see nor hear others and always focus on their own

perspective, ignoring the opinions of others; (2) others have a consciousness constrained by fear and are afraid to look within themselves [4, p.284].

For pedagogical counseling, problem-based learning technology is appropriate, as it involves creating problem situations to develop students' cognitive activity. A problem can be identified through problem questions, alternative judgments, or the confrontation of contradictions. During such counseling, equality of positions between the consultant and the partner must be maintained: both must search for solutions to the problem.

Simulation and game-based counseling technology involves the use of didactic, role-playing, business, and other types of games, as well as training systems. In such counseling, the participant learns to think independently, act, conduct dialogue, adapt within a group, understand the motives and interests of other participants, make independent decisions, and interact with others.

The principles of the dialogical interaction method are as follows:

- engaging the subject of educational activity not merely in the systematized results of human cognition, but in the process of cognition itself, which unfolds as a continuous dialogue;
- complete respect for the partners in pedagogical counseling, recognizing that truth (except for trivial cases) is not given externally in a ready-made form, and that each participant is capable of contributing to its discovery;
- the formation, as a result, of the need not merely for an interlocutor, but for an opponent, who is required precisely because of their difference from oneself.

For the teacher as a consultant, a number of instrumental and practical techniques are recommended that enable the organization of counseling for the subject of educational activity and facilitate further discussion and reflection on the problems to be solved:

- Structured statements that precede the conversation and set its boundaries (“After discussing this problem, we will be able to find a solution that satisfies both of us,” “Why don't you express your point of view?” etc.).
- Direct questions (“I am not sure I understood you correctly,” “Could you give a concrete example?,” “What do you mean when you say that he is strange?” etc.).

- Minimal encouragements to continue the conversation (“I see...”, “And what happened next?” etc.).

- Guiding the subject toward choosing the topic of discussion (“What will our conversation be about today?,” “Do you think this is the core of the problem?” etc.).

It is necessary to take into account factors that hinder the provision of assistance by a pedagogical consultant to other people: most of us like giving advice. It gives us a sense of “importance” and “wisdom.” However, this creates the risk of satisfying our own needs rather than the needs of those we are working with. We often argue or try to persuade when a partner takes a confrontational or defensive position. Instead of understanding why the person behaves in this way, we insist that our advice be accepted and become irritated when others do not value our “wisdom.”

Conclusions. Thus, effective pedagogical counseling is based on the principles of dialogue. It is a non-confrontational form of interaction between participants in counseling, oriented toward intellectually evaluative and discursive discussion of pressing pedagogical problems and their joint solution, resulting in personal and professional growth, development, and self-improvement of the participants in the interaction.

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