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**FORMING OF READINESS OF FUTURE TEACHERS OF FOREIGN LANGUAGES
TO DIALOGUE COMMUNICATION IN PROFESSIONAL ACTIVITY**

The pedagogical conditions of formation of readiness of future teachers of foreign languages to dialogue communication in professional activity are determined and described in the article. The communication is an important of socio-psychological aspect of any activity, because as in process and only through communication, it is the true essence is revealed personality is proved in it. It was found that the readiness for dialogue communication is integrative quality of the personality of the professional (future teacher of foreign language), which consists in the active formation of the necessary theoretical knowledge, practical skills and abilities and provides the effectiveness of the formation of dialogue communication. In the structure of readiness of the future teachers of foreign languages highlighted of motivational (positive attitude and interest to the professional communication), cognitive (theoretical knowledge about the essence and features of dialogue communication), communicative (possession of a specialist of communicative competence, which provides communicative, linguistic, professional skills) components that served as a basis for defining of criteria, indicators, levels formation of readiness of future teachers of foreign languages.

On the basis of theoretical analysis of the researched problem, the system of pedagogical conditions of professional formation of future teachers of foreign languages in the establishments of higher education is determined: integration of modern educational technologies in the educational process of future teachers of foreign languages (interactive, information, project, problematic) teaching methods, appreciating of students' academic achievements and readiness of teachers to implement of competent and student-centered approaches; comprehensive motivation of future teachers of foreign languages educational activity in the process of studying as a special and choice disciplines; taking into account by future teachers of foreign languages the level of development of the psychological components of professional competence and formation of professional important qualities in the future teachers of foreign languages already at the stage of study in the establishments higher education (personality-oriented educational activity of the future specialist.

The combinations of different activities of future teachers of foreign languages are the integration such kinds of activities as educational-speech, communicative, its complement each other, mutually

reinforce, interpenetrate each other and thus create conditions for the formation of readiness for dialogic communication. The educational process needs constant generation and implementation of new ideas of forms into practice, forms, and means of teaching in higher education establishments that provide of effective of forming readiness of future teachers languages to dialogue communication

Key words: *pedagogical conditions, motivation, integration, future teachers of foreign languages, modeling, language personality, dialogue communication.*

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**ФОРМУВАННЯ ГОТОВНОСТІ МАЙБУТНІХ УЧИТЕЛІВ ІНОЗЕМНИХ МОВ ДО
ДІАЛОГОВОЇ КОМУНІКАЦІЇ У ПРОФЕСІЙНІЙ ДІЯЛЬНОСТІ**

У статті визначено та описано педагогічні умови формування готовності майбутніх учителів іноземних мов до діалогової комунікації у професійній діяльності. Доведено, що спілкування є важливим соціально-психологічним аспектом будь-якої діяльності, оскільки саме у цьому процесі виявляється справжня сутність майбутнього фахівця. Виявлено, що готовність до діалогової комунікації виступає інтегративною якістю особистості професіонала (майбутнього учителя іноземної мови), яка полягає в активному формуванні необхідних теоретичних знань, практичних умінь і навичок, забезпечує результативність формування даної комунікації. У структурі готовності майбутніх учителів іноземних мов виділено мотиваційний (позитивне ставлення й інтерес до професійного спілкування), когнітивний (теоретичні знання про сутність і особливості ділової комунікації), комунікативний (володіння фахівцем комунікативною компетентністю, яка передбачає комунікативні, лінгвістичні, професійні уміння) компоненти, що слугували підґрунтям для визначення критеріїв, показників, рівнів сформованості готовності в майбутніх учителів іноземних мов.

На основі теоретичного аналізу досліджуваної проблеми визначено систему педагогічних умов професійного становлення майбутніх учителів іноземних мов у закладах вищої освіти: інтеграція сучасних освітніх технологій у навчальний процес майбутніх учителів іноземних мов (інтерактивні, інформаційні, проектні) методи навчання, оцінювання навчальних досягнень студентів і готовності майбутніх учителів іноземних мов до реалізації компетентнісного та студентоцентрованого підходів; комплексна мотивація навчальної діяльності майбутніх учителів іноземних мов у процесі вивчення як спеціальних дисциплін, так і дисциплін за вибором.

Поєднання різних видів діяльності майбутнього фахівця іноземної мови полягає в інтеграції таких видів діяльності, як навчально-мовленнєва, комунікативна і туристична, які взаємодоповнюють, взаємопідсилюють, взаємопронизують одна одну і таким чином

створюють умови для формування готовності до діалогової комунікації.

У результаті проведеного дослідження обґрунтовується думка про те, що запропонований комплекс педагогічних умов та засобів їх реалізації є доцільним для формування готовності майбутніх учителів іноземних мов до діалогової комунікації у професійній діяльності, оскільки вони були виокремлені відповідно до природи досліджуваного феномена та сучасних вимог підготовки майбутніх учителів іноземних мов. Навчально-виховний процес потребує постійної генерації і втілення в практику нових ідей стосовно форм, методів і засобів навчання в ЗВО, що забезпечують ефективність формування готовності майбутніх учителів іноземних мов до діалогової комунікації.

Ключові слова: педагогічні умови, мотивація, інтеграція, майбутні учителі іноземних мов, моделювання, мовна особистість, діалогова комунікація.

Introduction. The democratic and humanization reforms which take place in Ukraine need renovating the process of teaching foreign languages, recomprehending aims, tasks and contents of education, implementation of new educational technologies to master foreign communicative competence successfully. The quality of professional preparation of future teachers of foreign languages depends of the content to modern education, it should include of full orientation on purchase by students' of system the competencies and permanent updating by improving the mechanisms and their using in everyday practice. In the Constitution of Ukraine, the Law «About Education», «About Higher Education», «National Strategy for the Development of Education in Ukraine until 2021» and in other public document, the goals and vector for reforming the education are coupled with the need to create the education quality assessment system, to ensure the systematic monitoring and analysis of the current issues arising in the education area and their solution.

The globalization and integration country, of world association and European community contributes of to the rapid growth of the role of quality education for the further development of society, and in accordance its intensive reform. Given this problem actualized improve the quality of process of preparation the future teachers, including of future teachers of English for increase their competitiveness, its require of process to effective realization of competence approach. Effective deciding of these tasks possible for conditions by the improvement of educational content and its procedural-methodical using on innovation basis. The quality of professional preparation of future teachers depends of the content to modern education, it should include of full orientation on purchase by students' of system the competencies and permanent updating by improving the mechanisms and their using in everyday practice.

Ukraine wishes to commit to the European dimension of higher education by adopting measures from the Bologna Declaration. At the same time, certain issues relating to the Bologna Process objectives remain to be addressed. One of the issues is to develop learners' professional language competence.

Analysis of the recent researches and publications. The problems of formation the professional speech of future specialists were investigated by such scientists as V. Alexandria (Alexandria V. A., 2017), Y. Bahno (Bahno Y. M., 2021), E. Brattseva (Brattseva E. F., 2015), M. Camilleri (Camilleri M. A., 2017), P. Brattseva (Brattseva E. F., 2015), J. Harmer (Harmer J., 2015), K. Hnatyk (Hnatyk K., 2021), O. Khomenko (Khomenko O., 2021), O. Serhiichuk (Serhiichuk O., 2021), L. Tkachenko (Tkachenko L. M., 2021), O. Khmelnytska (Khmelnytska O. S., 2021), T. Buhiniska (Buhiniska T., 2021), L. Terleska (Terleska L., 2021), L. Hladkoskol (Hladkoskol L., 2021), S. Ruchen Dominique (Ruchen Dominique S., 2013), C. Scott (Scott C., 2020), M. Shemuda (Shemuda M., 2018), S. Tanana (Tanana S., 2021).

The professional dialogical communication was investigated by J. Harmer (Harmer J., 2015), O. Tsiguleva (Tsiguleva O., 2014), K. Hnatyk (Hnatyk K., 2021), A. Camilleri (Camilleri A., 2017).

The professional dialogical communication was investigated by H. Ivanyshyn, L. Kravets, I. Klymenko, L. Matsko, S. Khadzhiraiyeva, F. Khmil, N. Chernenko, S. Shevchuk. However, the problem of professional dialogic speech formation of future teachers of foreign languages requires

more thorough research. The researchers emphasize that the increase in the quality of education in general, and in the higher pedagogical education in particular, will be impossible without using the educational assessment as a tool to control this process. The future technologies and drawing teachers preparation to the quality educational assessment is presented in the research as a multidimensional phenomenon that requires an integrated approach to its realization as the personal and professional quality that determines the educational activity.

The purpose of the article is to identify the pedagogical conditions necessary for formation the readiness of the future teachers of foreign languages to dialogue communication in their professional activity.

Methods. The following research methods have been used in realization of the set objective: *theoretical* (analysis of pedagogical, educational and methodical, normative literature and scientific works on the topic of the current article, subject, logical and information-target analysis of text materials; *empirical*: expert survey. Theoretical and comparative analysis of scientific literature showed, that pedagogical conditions of the development of professional potential of future foreign language teachers in the process of their professional training have not become the topic of scientific investigation of the researchers. From this respect, the method of expert evaluation of the efficiency of pedagogical conditions has been applied. Thus, the teachers of higher educational establishment, participating in the experiment research, have been suggested to be the experts. In the context of the carried out survey, the experts have been asked to determine the most effective, in their opinion, pedagogical conditions for the development of professional potential of future foreign language teachers in the process of their professional training. This survey made it possible to rank and determine those pedagogical conditions which should be implemented in the process of study in a higher educational establishment in order to form the studied phenomenon in future teachers of this specialty.

Presentation of the basic material. The relevance of the article is due to the modern social requirements for future teachers of foreign languages with high professional level of language training. This, in turn, requires updating of the educational process in higher school and defining of the pedagogical conditions that will contribute to the effective formation of the future teachers of foreign language to dialogue communication in their professional activities and thereby improve the quality of their professional language education.

The article is based on the research of famous scientists in psychology, linguistics, lingvodidactic, in particular, I. Drozdova, M. Pentyliuk, N. Levitova, I. Yakovleva, who note that certain circumstances, which are called pedagogical, play a major role in the construction of a linguistic-educational model of teaching. In order to substantiate the pedagogical conditions that will contribute to the formation of readiness for dialogue communication in future teachers of foreign languages, it is necessary to clarify the concept of «pedagogical conditions».

During the educational process at the Hryhoriy Skovoroda University in Pereiaslav was found, that process of professional formation of students as future teachers of foreign languages proved in some way, ineffective owing the lack of awareness and motivation of students don't have an active life position).

On the basis of theoretical analysis of the researched problem, the system of *pedagogical conditions* of professional formation of future teachers of foreign languages in the establishments of higher education is determined:

- integration of modern educational technologies in the educational process of future teachers of foreign languages (interactive, information, project, problematic) teaching methods, appreciating of students' academic achievements and readiness of teachers to implement of competent and student-centered approaches;
- comprehensive motivation of future teachers of foreign languages educational activity in the process of studying as a special and choice disciplines;
- taking into account by future teachers of foreign languages the level of development of the psychological components of professional competence and formation of professional important qualities in the future teachers of foreign languages already at the stage of study in the establishments higher

education (personality-oriented educational activity of the future specialist; the development of certain personal and professional qualities in the pedagogical education) (Bahno Yu., Serhiichuk O., Tkachenko L., Khmelnytska O., Tanana S., 2021).

From a psychological point of view, the condition is understood as a set of phenomena of the external or internal environment, which probably influences the development of a particular mental phenomenon, which is mediated by the activity of the individual or a group of people (Hnatyk K., 2021). It is important to take into account the characteristics of the tourism industry in shaping the readiness of the future teachers of foreign languages.

The first feature of professional development of future teachers of foreign languages is the final self-determination of the student as a specialist in the chosen speciality. A professional's professional chart should be considered as a system of attributes describing a particular profession and also include a list of rules and requirements for the profession or specialty of the employee; which may include a list of psychological characteristics (professionally important qualities) that representatives of specific professional groups must meet; and it can combine leadership qualities, efficiency, independence, self-confidence, stress resistance, responsibility, tolerance, reflexivity, activity in the tourism business; awareness of the level of my own achievements and motivation.

The second feature of the professional development of future teachers of foreign languages professionals is the acquisition of special knowledge and skills required in professional activities. These include: mastery of oratory skills, ability to make telephone calls (ability to work with clients); personal efficiency: self-presentation technique, managing oneself in a stressful situation, effective time, communication techniques, ability to counteract manipulative influence, the ability to persuade, master the language of business communication, the ability to use IT technologies and more.

The third feature of professional formation of future teachers of foreign languages is the professional knowledge of students: the basics of psychology (social and cognitive, personality psychology); basics of sales techniques and features of communicative business (presentation of business product, understanding of patterns of business development and foreign language skills, legal) (Sala, 2009).

Identification and creation of pedagogical conditions, which significantly influence the process of training and acquisition of the professionally important knowledge, abilities and skills, is based on the important factors connected with formation the readiness for dialogue communication of future teachers of foreign languages. These include: the organization of the educational process, the individual qualities of the future specialist's personality, the importance of professional activity (Scott, 2020).

On the basis of the analysis of scientific sources (Khomenko O., Buhiniska T., Terleska L., Hladkoskol L., Tanana S., 2021) we determined the pedagogical conditions of formation the readiness to dialogue communication of the future teachers of foreign languages as a set of external and internal circumstances necessary and sufficient for profound and qualitative mastery by professional dialogue communication.

To pedagogical conditions that contribute to the successful formation of the readiness for dialogue communication of the future teachers of foreign languages we relate: the development of the future teachers of foreign languages motivation to study the dialogue communication; integration of the different kinds of activities: training and speech, communicative; modeling in the educational process of the real professional communicative situations; organization of a favorable educational and upbringing environment for the development of the future teachers of foreign languages linguistic personality.

The first condition, as we have identified, is the development of the motivation of future teachers of foreign languages to study the dialogue communication. The driving force behind the professional development of a specialist are the internal contradictions between the growing needs and the possibilities of satisfying them, that is, the motivation that affects a person as a whole, as well as certain aspects of his or her activity or behavior. Motivation is the driving force behind the behavior of the individual, which permeates all its components: orientation, activity, emotions, character and abilities.

Formation of motivation occurs under the influence of the external and internal conditions.

External conditions include the content of training, teaching methods, logistics, psychological climate in the group, etc. Among the internal conditions of motivation formation are the readiness's to activity, for various forms of interaction and communication with others, the active position of the subject in different activities and communication, the directness of the individual quality (Harmer, 2015).

In order to increase the future teachers of foreign languages of interest in study of the dialogue communication, we have taken into account some factors such as interest and novelty of the material on which the teaching is based; the personality of the teacher and the methodical techniques used by him; students' awareness of the practical need for knowledge in the subject, the forms of study.

The decisive role in the development of future teachers of foreign languages motivation belongs to the teacher, since motivation does not arise arbitrarily, and its successful support – a sign of the active activity and skills of the teacher. We believe that it is important to find material that would interest the future professionals and enable to use the knowledge in both professional and daily communication (e.g. communication strategies and tactics, non-verbal means of communication). The selection of educational material was based on a professionally oriented approach.

The development of future teachers of foreign languages of motivation is realized through the use of the method of business games, the method of projects that increase cognitive interest and allow the use of various forms of interaction, application of knowledge in practice, the ability to cooperate, show mutual respect, tolerance, and listen for the opinions of others (Shemuda, 2018).

Consequently, motivation is one of the fundamental factors of the educational process and development of dialogue communication, because communicative activity meets the need of a person in communication, aims at achieving a communicative goal in the professional activity. The second condition, we defined as the integration of the different types of activities of the future teachers of foreign languages: training and speech, communicative. The combinations of different activities in future teachers of foreign languages means integration of such activities as speech and learning, communication, which complement, reinforce, interpenetrate each other, and thus create the conditions for the formation of readiness to dialogue communication. Let's try to consider each of activities.

Speech and learning activity involves the creation of conditional, artificial situations that prepare the students for real, natural communication. This is sometimes called «pseudo communication». Its mission is to «bridge» between educational and real communication, develop the ability to construct messages and stimulate to the independent speech activity. Speech and learning activity is implemented in learning and speech situations, which are an effective means for developing reasoning skills and competences.

The communication activity is a purposeful process of information exchanging if the feedback exists. It is the basis of human activity, the emergence and development of interpersonal relationships. The success of the future teachers of foreign languages in communication activity depends on the availability of appropriate abilities, such as: the ability of the individual to interact effectively at the own level of education, based on humanistic personal traits (sociability, sincerity, tact, empathy, reflection, etc.) with taking into account the communicative capabilities of the interlocutor.

As for pedagogical activity, we treat it as a process of providing communicative to consumers of pedagogical product in order to achieve the goal of professional activity. The pedagogical activity in the educational process is ensured by the use of appropriate vocabulary, reproduction of real situations of professional activity of future teachers of foreign language (Tsiguleva, 2014).

Integration of speech and learning, communication and pedagogical activities means to use knowledge of linguistic and professional disciplines in order to ensure the communicative activity of professionals. Thus, students' speaking skills are supplemented with foreign knowledge to develop communicative skills for dialogue communication.

The following condition of formation in future teachers of foreign languages is the readiness for dialogue communication is defined as modeling in the educational process of real professional communicative situations.

Modeling foresees the reproduction of the content of any person's professional activity and the content of relationships between people in the performance of this activity. Creation of professional

situations occurs on the basis of educational material distributed in the form of problem situations, which transfer students to the real conditions of their professional activity.

The main characteristics of communicative situations for professional communication include:

- 1) modeling of artificially created situations, which are as close as possible to the real process of professional communication;
- 2) the role positions of the subjects of communication, their tolerant relationships, creation of a favorable microclimate in the group;
- 3) to use of professionally directed material in communication acts;
- 4) adherence to the culture of speech, etiquette communication according to the communicative situation.

Modeling of professional communicative situations is aimed at understanding by future teachers of foreign languages of the role of dialogue communication in the professional formation of their personality, mastering of its basics for effective activity.

The fourth condition is the organization of a favorable educational environment for the development of the linguistic personality of the future teachers of foreign languages.

An important influence on the development of student's personality has the environment as «the environment which he perceives, to which he responds, with which he comes into contact and interacts» (Alexandria V. A., Camilleri M. A. & Camilleri A. C., 2017), such reality in terms of which the development of the individuality takes place. Creating of a favorable educational environment will facilitate the effective professional development of the specialist's linguistic personality.

By educational environment we mean the set of conditions of the educational process which contribute to professional development of a linguistic personality of a specialist, ensure his personal and professional development and self-development, and facilitate the free choice of subjective position and the adoption of vital values and priorities.

The linguistic personality is a native speaker, possesses linguistic knowledge and a high level of communication skills, and cares for the beauty and development of his own speech (Ruchen Dominique S., 2013).

The linguistic personality of the future teachers of foreign languages are characterized by such qualities as: adherence to linguistic norms, proficiency in language culture, and availability of professional and communicative skills to communicate in the conditions of professional activity, the ability to solve communicative tasks in difficult and unpredictable situations of professional communication.

To our opinion the main factors that form a favorable educational environment include: favorable psychological microclimate, collective interaction, co-creation and cooperation of a teacher and student, pedagogical support, friendly style of relationships between the all subjects of pedagogical process, the use, of pedagogical methods and problem learning based on the modern educational technologies.

The main condition as to formation of a favorable educational environment for the development of the linguistic personality of future teachers of foreign languages are the active involvement of students in communication in the form of collective discussion regarding urgent problems of the tourism industry, various presentations of the educational product, conducting interviews, discussions, negotiations, meetings with specialists. The speech personality of a specialist in the field of educational process is characterized by such qualities as observance of linguistic norms, possession of a language culture, the presence of professional communication skills in terms of professional activity, the ability to solve communication problems in complex and unpredictable situations of professional communication (Brattseva E. F., Kovalev P., 2015).

The main factors that forming a favorable environment, we attributed of the favorable psychological microclimate, collective interaction, creation and cooperation between the teacher and the student, pedagogical support, friendly style of relations between all subjects of the pedagogical process, the use of active methods and problem-based learning based on modern educational technologies.

Conclusions. The process of further renewal of the higher education system are objectively aimed

primarily at meeting the needs of society and the state in qualified teachers, which presupposes appropriate changes in professional training, development and self-development of future foreign language teachers in the direction of professional potential. Such changes involve the introduction of effective pedagogical factors which contribute to the development of the outlined phenomenon.

Thus, the communication important of socio-psychological aspect of any activity, because as in process and only through communication, it is the true essence is revealed personality. We consider the proposed complex of pedagogical conditions and means of their application to be appropriate for shaping the willingness of future teachers of foreign languages to engage in dialogue communication in their professional activity, since they were distinguished in accordance with the nature of the phenomenon under study and the modern requirements concerning training of future teachers of foreign languages.

Perspective for further scientific researches in this direction we consider in determining the ways of implementing the pedagogical conditions for the formation of the readiness of future teachers of foreign languages to dialogue communication in professional activities in the educational process of institutions higher educational of Ukraine.

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