

# WAYS TO ESTABLISH A CONSTRUCTIVE DIALOGUE BETWEEN PARTICIPANTS IN THE EDUCATIONAL PROCESS (TEACHERS, CHILDREN AND THEIR PARENTS) IN AN INCLUSIVE EDUCATION

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**Abstract:** The issue of constructive dialogue in the conditions of transformation of the modern system of education is very actual. In the article, the authors draw attention to effective ways to build a constructive dialogue between participants in the educational process: teachers, applicants, and parents, who raise children with special educational needs (SEN). The authors substantiate the results of their own experiment, which was conducted in 2019-2021 on the basis of Bohdan Khmelnytsky Melitopol State Pedagogical University among the applicants for the educational program "Primary Education. Inclusive Education", teachers and parents raising children with SEN (Melitopol). For future teachers of inclusive classes, the authors proposed a special course "Methods of organizing dialogic interaction with students in primary school". For teachers and parents raising children with SEN, master classes were offered, during which the latest pedagogical technologies were used to organize dialogic interaction between teacher, student and his parents.

**Keywords:** Children with special educational needs, Constructive dialogue, Educational process, Inclusive education, Parents, Teachers.

## 1 Introduction

Given the intensive nature and rapid pace of higher education system transformation in Ukraine, its focus on an integrated approach to teaching subjects in secondary schools, the issue of professional readiness to form a communicative component of the learning process is of particular importance. The transformation of approaches to its organization today needs to be rethought by modern scientists, methodologists, and practitioners.

The purpose of the article is to highlight the correct ways to establish a constructive dialogue in the pedagogical system "teacher – student – parents" in an inclusive environment, which is a necessary condition for building an effective educational trajectory for students with special educational needs (SEN).

The objectives of the study, in which the authors of the work define the concept of "constructive dialogue", "pedagogical dialogue", is to reveal the features of its establishment in an inclusive education; to prove the need to include work on dialogic interaction between all participants in the educational process (teacher, parents, child) during the construction of the learning process; determine the theoretical and practical content of work on building a constructive dialogue.

## 2 Materials and Methods

The study used theoretical and empirical research methods. The study was conducted within the budget theme "Development of a methodology for psychological and pedagogical support of families raising children with special needs" (0119U002003) (chief – Kovaleva O. V.). Participants in the experiment were students, parents and teachers of general secondary education in Melitopol. The study was conducted by researchers from Bohdan Khmelnytsky Melitopol State Pedagogical University on the basis of the following facilities:

- Pedagogical Laboratory of Primary Education (the purpose of the pedagogical laboratory is practice-oriented implementation of educational and professional training programs, conducting research within the approved scientific topic of the Department of Primary Education and implementation of research results in practice, the work on research, together with teaching staff in higher education to solve specific scientific problem, organizing student research group, career guidance work, etc.);
- Laboratory of Health Psychology (the main purpose of which is to conduct research, production of scientific and

methodological products, innovation, as well as providing conditions for training).

The experiment involved 110 people, including 45 students (majoring in "Primary Education. Inclusive Education"), 65 children with special educational needs, and parents raising children with special educational needs.

The experiment was conducted in person in the form of organizing various forms of interaction between applicants, students with special educational needs, and parents raising children with special educational needs. The content of the experimental work was structured on topics, each of which is a relatively independent, integral part of the work.

## 3 Results

Experimental work began in 2019 – 2020 on the basis of Bohdan Khmelnytsky Melitopol State Pedagogical University in two areas: 1) training of applicants EP "Primary Education. Inclusive education" to build a constructive dialogue between practicing primary school teachers, students with special educational needs and their parents; 2) psychological and pedagogical work directly with teachers, parents and their children who have special educational needs.

We conducted a survey among teachers, parents raising children with disabilities, and school students in Melitopol. Based on the analysis of the results of the questionnaire, it was found that the issue of establishing dialogic interaction in the context of inclusive education is an important issue that needs to be addressed in the Zaporizhia region and Melitopol in particular.

As part of the experiment in the curriculum of the program "Primary Education. Inclusive education" of the second (master's) level, the educational component "Methods of organizing dialogic interaction with students in primary school" was included.

The subject of study of the discipline is the process of constructing a dialogue between teacher and primary school student with OOP. The purpose of teaching the discipline "Methods of organizing dialogic interaction with students in primary school" is the formation of future primary school teachers skills of dialogic interaction with students in primary school within the educational process and beyond. The task of the discipline is to acquaint students of higher education with the methods of organizing dialogic interaction with primary school students.

Applicants were offered to study the following topics:

- Dialogic interaction as a component of partnership pedagogy in the concept of the New Ukrainian School;
- Dialogic approach in working with parents in an inclusive education and integrated learning;
- Preparation of future primary school teachers for dialogical interaction in the educational process;
- Psychological and pedagogical foundations of interactive interaction between teacher and students in mathematics lessons;
- Dialogic skills as a means of forming social interaction of the subjects of the educational process;
- Technology of organization of educational dialogue of earlier schoolchildren;
- Diagnosis of factors of successful dialogic interaction of teachers and primary school students;
- Psychology of pedagogical interaction: an integrative approach;
- Dialogue for the professional development of primary school teachers;

- Effective means of forming dialogic speech in primary school lessons;
- The specifics of preparing future primary school teachers for dialogical communication through art.

We would like to add that, according to the plan, the applicants had to develop general ability (ability to abstract thinking, critical analysis and synthesis; ability to communicate in the state language both orally and in writing during professional activities; ability to make informed decisions) and professional ability to master this educational component to partnership with participants in the educational process of primary school, the ability to work effectively in an inclusive education in primary school, thus, developing appropriate competence.

The expected results of this course were as follows: 1) to express oneself orally and in writing, to use the language of professional communication, to explain and characterize facts and phenomena in the state language; 2) to work unconventionally, eliminate formalism and monotony in work; 3) to solve complex tasks and problems in the learning process or in professional activities that involve research and/or innovation. The conducted experimental work is confirmed by the curricula approved by the Academic Council of the Melitopol State Pedagogical University named after B. Khmelnytsky (Minutes No.12 of April 2, 2019 and Minutes No.17 of May 28, 2020).

#### 4 Discussion

To begin with, it is necessary to define the concept of constructive dialogue in the context of education in general and inclusive education in particular. As a matter of fact, modern domestic experts understand dialogue as an exchange of statements to seek consensus on a particular issue or simply as an exchange of information. For example, according to the explanatory dictionary of the Ukrainian language, dialogue is a conversation between two or more people [1].

According to the pedagogical dictionary, dialogue is a form of eliminating educational conflicts by exchanging views of the parties and finding a common position. In the same dictionary, dialogue in teaching is defined as a form of pedagogical interaction between teacher and student (or student – student) in the educational situation, during which there is information exchange, mutual influence, and regulated relations. The specifics of the educational dialogue is determined by the goals, conditions, and circumstances of interaction [11].

We emphasize that this is a typical definition of dialogue for pedagogical science. But it seems to us that it would be appropriate here to talk about parents, who also undoubtedly contribute to the organization of a spectacular educational environment. Let us consider the role of parents and teachers in establishing an effective learning process in an inclusive education in Ukraine in more detail (Figure 1):

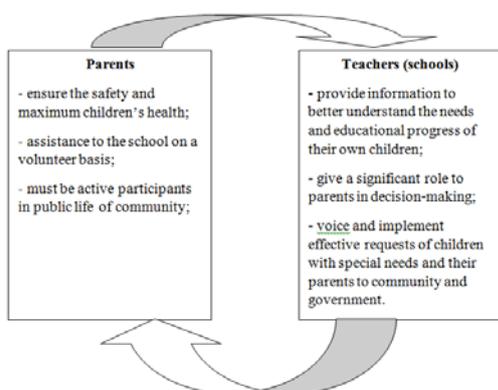


Figure 1 – The conceptual role of parents and teachers in establishing an effective learning process in an inclusive education

Thus, we can say that schools whose educational process is built on a dialogical basis are characterized by the following features: a clear commitment to work together to promote the learning achievements of the child; frequent two-way communication; the culture of diversity is encouraged and the importance of the contribution of diversity to the creation of a positive learning environment is recognized; roles are clear, defined jointly and for support; goals for the pupil/student are defined jointly and can be delegated; plans are co-constructed with agreement on teacher roles.

Instead, in schools with a traditional education system, the following is observed: the exclusive role of schools is emphasized; communication is problem-centric and is mostly initiated by the school; the presence of cultural differences that need to be overcome; roles are separated, and there is considerable distance to participate; roles are determined by the school, sometimes by the parents; educational plans are defined unilaterally.

Let us note that this approach should be based on respect for personality, friendliness and a positive attitude; trust in relationships; dialogue, interaction and mutual respect; distributed leadership; principles of social partnership.

Leading experts identify the following features of the learning process, the care of which is expected to be established:

- Setting significant goals; determination of the general purpose, specific tasks, expected results;
- Development of an action plan for the implementation of strategic objectives, joint planning of individual pace of learning;
- Method of “immersion”;
- Collective creative activity;
- The idea of overcoming cognitive difficulties in collective creative activity;
- Combining several topics of educational material into separate blocks; use of supports;
- Creating an intellectual learning background;
- Methods of advanced training;
- Implementation of differentiated learning;
- Optimization of the process of partnership, study of its effectiveness, implementation of the necessary adjustments, correction of possible errors;
- Active participation of children in control and evaluation activities;
- Self-analysis in the process of individual and collective summing up of results of activity.

Creating an educational environment based on the principles of partnership pedagogy is not a difficult task. But it requires a clear and purposeful interaction of all participants in the learning process, as well as their awareness of the importance of achieving a common goal. We suggest recalling some effective forms of establishing a partnership between teachers and parents.

In particular, educational training is a form of active interaction between a teacher and parents, thanks to which participants gain new useful knowledge and form a positive experience of solving urgent problems. It is based on the constant interaction of participants to find answers to important questions. In addition, trainings are based on the principles of equality and partnership, which allows to better develop the pedagogical capabilities of parents.

Pedagogical workshop is a way to develop pedagogical thinking in parents, during which one can learn about the most effective strategies for solving educational and pedagogical situations. For example, participants need to simulate a conflict situation (which can happen in real life) and find ways to resolve it. At the same time, each participant must express own vision of the problem.

A round table is a discussion that is held to exchange views to address specific issues. Thanks to such meetings, it is possible to better understand each other's positions, to consider urgent problems in detail, to express own remarks and arguments.

Business game – a form of joint work of teachers and parents, when participants, performing certain roles, together find the best solutions to the problem situation. It can be organized in a competitive form, but should not create an atmosphere of confrontation. Such games form a positive experience of solving real problems in different situations.

Discussion is a traditional but effective form of interaction with parents, when all participants actively express their position on the issue, argue it, constructively criticize the views of colleagues and work together to find compromise solutions. During such discussions, everyone can find a common language with others.

One-on-one meetings allow discussing important issues related to the life and learning of each child. This provides an opportunity to investigate the student's performance, evaluate his progress, and identify problem points in the learning process. We recommend to create additionally a special schedule in the classroom chat or use cloud services [6]

Based on the above, we can say about the relevance of the chosen topic. After mastering the discipline "Methods of organizing dialogic interaction with students in primary school", trainings were conducted for parents raising children with SEN and teachers working in inclusive education.

Also, important ones for the specialty are the issues of pedagogical technologies that ensure the dialogic nature of the learning process, namely [5]:

*Design technology* belongs to J. Dewey, and W. G. Kilpatrick. The goal is to create such conditions during the educational process, under which the result is the individual experience of project activities of students.

The main tasks: to teach students to acquire knowledge independently, to apply them to solve new cognitive and practical tasks; to promote the development of communication skills, the ability to work in various groups, performing various social roles (leader, performer, mediator, etc.); to form the ability to use research techniques: to collect the necessary information, to be able to analyze it from different points of view, to put forward different hypotheses, to be able to draw conclusions.

*Design and game technology* belongs to M. Prensky, D. Harman. The goal is to create or improve projects in game mode; to promote the formation of students' communication skills; instill in students the ability to use research techniques: gathering information, analysis from different points of view, hypotheses, the ability to work conclusions.

The main tasks: to unite the participants of interaction, developing a sense of not only individual but also collective responsibility; to develop skills of joint activity, to teach cooperation in a team, that is to develop competences; to develop analytical, prognostic, research and creative potential; to develop presentation skills, communicative and interactive competence of students [9].

*Technology of organization of educational activity group* belongs to J. Bartetsky, M. Vinogradov, V. Kotov, V. Okon, etc. The goal is to develop the student as a subject of educational activity. The main and determining factor for the group learning activities of students is the constructive cooperation, thanks to which they are transformed from the object of the teacher's teaching activity into active subjects of their own learning.

The main tasks: to teach students to cooperate in performing group tasks; to form communicative skills of schoolchildren; to form reflective components of educational activity: purposefulness, planning, mutual control and mutual assessment; stimulate moral experiences of mutual learning, interest in the success of classmates.

*Technology of organization of educational cooperation* belongs to Sh. A. Amonashvili, I. Volkov, I. Ivanov, etc. The goal is to mastering by each student of the knowledge, skills, abilities at a

level that corresponds to the individual characteristics of his development, in combination with the effect of socialization, the formation of communicative skills during joint creative work.

The main tasks: to teach to think independently, to generate ideas, to prove their expediency and correctness; learn to communicate during cognitive joint and creative activities; learn to work independently with constant interaction in a group; learn to work in a team, performing various social roles; make collective appropriate decisions; assist students in acquiring communication skills; learn to work together (in a team, in a group); to form the need for mutual support, mutual assistance; to form a sense of responsibility for own actions; to expand the circle of communication of listeners, their worldview; to instill the ability to use research techniques, in particular, to collect the necessary information, to be able to analyze it, to put forward various hypotheses, to draw conclusions and generalizations.

*Technology of organization of children's self-government in extracurricular time* belongs to V. Sukhomlinsky, S. Shatsky, M. Fitsula. The goal is creation and activity of the student self-government committee and comprehensive development of the child's personality through the prism of student self-government, education of active life position, preparation for active participation in democratic management of society, unity for useful, good deeds, education of children, interests, to make students' lives rich and interesting.

The main tasks: the organization of the life of the student body, which are implemented in the involvement of all its members in the planning, organization, control and summarizing of educational and socially useful work; creating conditions for self-determination, self-affirmation and self-realization of each individual through the presence of a wide range of areas and activities; development of creativity, initiative, formation of an active position of schoolchildren.

*Technology of collective creative education (Methodology of collective creative work)* belongs to I. Ivanov. The goal is the education of socially active humane personality, altruist and creator, the formation of patriotism, internationalism, collectivism, principledness, the desire to fulfill civic duty, diligence, activity, responsibility, humanism, kindness, discipline, courage.

*Principles.* The principle of connection of education with life, socio-cultural environment; the principle of integrity of all educational process components; the principle of pedagogical guidance and independent activity of schoolchildren; the principle of humanism; the principle of reliance on the positive in the person; principle of education in team and through the team; the principle of accounting for age and individual features of schoolchildren; the principle of unity of action and requirements of school, family, and the public; the principle of health.

Also, in the framework of our study, training "Organizational aspects of the development of constructive dialogue in the system "parents – child" was conducted for parents in the New Ukrainian School. The purpose of the training was to form in parents raising children with special educational needs skills of dialogic interaction with students in primary school within the educational process and outside it.

The context of the course is as follows:

1. Dialogue is an important component of partnership pedagogy in the New Ukrainian School. Dialogic interaction as a component of partnership pedagogy. Dialogue as a condition of the competence-activity approach, which is a priority area of modern education reform.
2. Psychological and pedagogical principles of interaction between teacher and students. Pedagogical bases of dialogic interaction in the system "teacher – student". Psychological bases of dialogic interaction in the system "teacher – student".

3. Methods of forming the style of pedagogical communication and its influence on the formation of students' personality. Didactic teaching methods. Innovative methods of teaching and education in classroom and extracurricular activities.
4. Organization of teacher – student interaction in modern primary school: didactic and methodological aspect. Innovative technologies for interaction in the system “teacher – applicant”.
5. Humanistic basis of consensual dialogue between teacher and students in primary school. Consensual dialogue as a psychological and pedagogical concept. Sh. Amonashvili's views on pedagogical dialogue.
6. Dialogic competence as a means of forming social and psychological interaction of the subjects of the educational process. Competence of an elementary school teacher. The essence of the concept of “dialogic competence”. Methods of formation of dialogic competence in children of primary school age.
7. Effective means of forming communication in primary school lessons. Interactive and innovative methods of encouraging communication between teacher and student and between members of the student body.

For future and practicing teachers, the authors offered a training “Theoretical and methodological principles of dialogic interaction in the implementation of the State Standard of Primary Education”. The purpose of the training was to increase the level of awareness of primary school teachers on the theoretical and methodological foundations of the formation of dialogic interaction in the implementation of the State Standard of Primary Education.

The context of the course is as follows:

1. *Modern primary education: regulatory and legal support.* Law of Ukraine “On Education”; Law of Ukraine “On Complete General Secondary Education”; The concept of the New Ukrainian School; State standard of primary education; The concept of implementing the state policy in the field of reforming general secondary education “New Ukrainian School” for the period up to 2029.
2. *Features of designing an effective educational environment in the New Ukrainian school.* Educational environment – a tool for creating an effective educational environment. Competence approach in designing an effective educational environment for children of primary school age. The role of information and communication technologies for the development of the personality of an elementary school student.
3. *Principles of partnership pedagogy.* Partnership pedagogy: essence, significance, and conditions of effective action.
4. *Features of inclusive education in primary school.* Regulatory framework for inclusive primary education. Psychological and pedagogical support of children with SEN. Work with parents raising children with SEN. Peculiarities of cooperation between an inclusive class teacher and an IRC.
5. *Features of teaching language and literature education.* The context of filling the content lines of the language and literature industry of the State Standard: speech, language, socio-cultural, activity. Formation of key competencies: communicative, socio-cultural and learning ability. Innovative methods of teaching language and literature education.
6. *Features of teaching in mathematics education.* The context of filling the semantic lines of the mathematical branch of the State Standard: numbers, actions with numbers; sizes; mathematical expressions, equalities, inequalities; plot tasks; spatial relations, geometric figures; work with data (implemented through all other content lines). Formation of key mathematical competencies. Innovative methods of teaching in mathematics education.
7. *Features of teaching in natural sciences education.* The context of filling the semantic lines of the natural branch of the State Standard. Formation of natural science

competence of children of primary school age. Innovative methods of teaching natural science.

8. *Features of teaching computer science in the process of education.* The context of filling the content lines of the information branch of the State Standard (generalized presentation of the basics of information and communication technologies, adapted to the capabilities and characteristics of primary school children). Formation of key competencies: subject ICT competence, interdisciplinary, communicative and social. Innovative methods of teaching computer science education.
9. *Features of teaching in social and health education.* The context of filling the content lines of the social and health sector of the State Standard. Formation of key competencies of junior schoolchildren. Innovative methods of teaching in social and health education.
10. *Features of teaching in civic and historical education.* The context of filling the semantic lines of the civil and historical branch of the State Standard. Formation of key competencies of junior schoolchildren. Innovative methods of teaching in civic and historical education.
11. *Features of teaching in art education.* The context of filling the content lines of the art branch of the State Standard. Formation of key competencies of junior schoolchildren. Innovative methods of teaching in art education.
12. *Features of teaching in physical education.* The context of filling the content lines of the physical culture branch of the State Standard. Formation of key competencies of junior schoolchildren. Innovative methods of teaching physical education.

## 5 Conclusion

One of the primary tasks of modern primary education (in terms of its transformation) is to create the necessary conditions to stimulate communicative activity between all participants in the learning process (teacher, applicant, parents). This, in turn, will help the applicant to acquire the necessary personal competencies and build own educational trajectory. Let us note that the communication skills of participants in the learning process cannot be formed outside the learning process. That is why its important component, especially in inclusive classes, is the organization of the educational environment, which encourages dialogic interaction.

This question is multifaceted. In addition to equipping the classroom, schools, as an important tool for shaping the worldview of the child and his parents, should provide a two-way connection between school and family. Innovative and comfortable forms, methods of interaction between teachers, children and their parents (trainings, seminars, etc.) should be used for this purpose.

We emphasize that the important issue is the formation of dialogic competence, especially in teachers. Therefore, its formation is relevant for specialized universities, so that future teachers come already prepared and set up for dialogic interaction between teacher, student, and parents.

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