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DIALOGUE AS A NECESSARY CONDITION FOR PARTNERSHIP INTERACTION IN EDUCATIONAL ACTIVITIES

The modern educational paradigm demands a shift from the authoritarian, transmission model of learning («subject-object») to a subject-subject interaction, where the learner is viewed as an active, equal partner in the learning process. In this context, the educator's communicative culture becomes not merely a set of skills, but a determining factor in educational effectiveness. The urgency of the problem lies in the fact that even with an awareness of the need for dialogue, communicative barriers often arise in practice, deforming partnership relations and reverting them to a position of domination. This reduces learning motivation, inhibits the development of critical thinking, and hinders the formation of the learner's personal maturity.

The problem of communication in education has been extensively studied in the works of V. Kan-Kalyk, A. Dobrovych, O. Semichenko, and also in the context of humanistic psychology (C. Rogers, J. Habermas). Recent research has focused on the role of the educator's emotional intelligence and dialogical practices in the context of digital learning. In particular, scholars emphasize that insufficient attention to non-verbal cues and the misinterpretation of digital communication make it impossible to establish a trusting contact, which is the foundation of subject-subject interaction. An analysis of recent publications indicates the need not only for diagnosis but also for the development of comprehensive training programs to enhance the communicative competence of educators [2, p.20].

The purpose of the proposed scholarly investigation is to systematize the main types of communicative barriers that arise in the process of subject-subject interaction between the educator and the learner, and to substantiate effective ways to overcome them through the development of the educator's dialogical and emotional culture.

Key Types of Communicative Barriers. The systematization of obstacles that arise in the process of information exchange and interaction is a subject of in-depth study in communication science. Consequently, various researchers have developed numerous classifications of communicative barriers, striving to fully encompass their diverse nature [1, p.89–90]. Despite the variability of approaches, for practical analysis, we consider it most expedient to highlight three key and most fundamental groups of communicative barriers:

1. Psychological Barriers include the «barrier of attitude» (the educator unconsciously perceives the learner through a negative stereotype), the «barrier of fear of evaluation» (which blocks the learner's openness), and the «barrier of emotional misunderstanding» (the educator's inability to recognize the true emotions of the interlocutor).

2. Semantic (Linguistic) Barriers arise from the use of professional jargon or terminology that is incomprehensible to the learner, as well as differences in background knowledge and value orientations [3, c.29]. This group also includes the barrier of intonation, where the content of the message contradicts its non-verbal presentation.

3. Organizational and Role Barriers are associated with inflexible educational structures where the formal status of teacher/student dominates over the partnership position. For example, rigid time limits that do not allow for fully hearing the learner's opinion.

Strategies for Overcoming Communicative Barriers. Overcoming communicative barriers between the educator and learners is only possible through the conscious, purposeful implementation of dialogue principles in the daily practice of pedagogical communication [4, c.130]. This involves transitioning from an authoritarian, monological transmission of information to genuine interaction based on mutual respect and the recognition of equality between the subjects of communication. Key strategies here are:

Active Listening. This is a conscious and purposeful process that goes beyond simple information reception and involves the educator demonstrating full engagement and readiness to understand the learner's position, which is critically important for establishing partnership and eliminating psychological barriers (fear, distrust). This transforms the learner from an object of influence into a source of information and an equal participant in the dialogue. Functionally, active listening involves several techniques, each aimed at overcoming specific barriers:

1. Paraphrasing (or rephrasing): repeating the learner's key idea in the educator's own words to confirm the accuracy of perception. This is necessary for overcoming semantic barriers arising from potential misunderstanding of terms or differences in message encoding. Moreover, paraphrasing removes the psychological barrier of feeling that «the voice is not heard».

2. Summarizing (or recapitulation): briefly summing up the main ideas after an extended statement or discussion. This not only organizes the flow of information but also demonstrates deep respect for the content expressed, positively influencing the psychological climate of the interaction.

3. Clarifying Questions: using direct questions aimed at specifying unclear or ambiguous points («Did I understand correctly that...?»). This is a direct method for eliminating semantic and logical barriers, ensuring clear mutual understanding without assumptions.

4. Reflection of Feelings (or empathy): verbalizing the learner's emotional state («I see this caused you frustration...»). Such a reaction from the educator legitimizes the learner's emotions, which is critically important for relieving psychological tension and the barrier of closedness.

Congruence. In the educator's communicative culture, congruence is the principle of authenticity and internal integrity, which acts as a critical condition for forming trust and partnership in subject-subject interaction. This concept means the consistency of three dimensions: the educator's internal state (their thoughts and emotions), the awareness of this state, and its external expression (verbal and non-verbal) [1, p.90]. In the context of overcoming barriers, congruence directly counteracts the psychological barrier of distrust and significantly reduces the learner's fear of evaluation. If the educator verbally says, «I am ready to listen to you without judgment», but their non-verbal signals (crossed arms, looking away, tense posture, or irritated tone) convey the opposite message, communicative incongruence arises. The learner intuitively reacts to the stronger, unconscious non-verbal signals, perceives the double message as insincerity, and withdraws. This instantly restores the subject-object distance and makes open dialogue impossible. To ensure congruence, the educator must consciously control and harmonize key communication channels:

1. Non-verbal channel requires the use of an open posture (absence of physical barriers between interlocutors), direct but not dominating visual contact (indicating focus on the person, not their formal role), and relevant facial expressions.

2. Paralinguistic channel includes intonation, speech tempo, volume, and pauses. It is crucial that the emotional coloring of the voice matches the content of the message. If the educator talks about the importance of cooperation in a high, tense tone, it creates a psychological barrier related to anxiety. A calm, even intonation confirms that the educator controls the situation and is ready for dialogue on equal terms.

3. Verbal channel – the educator must adhere to the ecology of speech, avoiding a condescending tone or pedagogical jargon that merely emphasizes their superior position.

«*I-Messages*». This technique is fundamental for depersonalizing the problem in subject-subject interaction. Traditional «*You-messages*» («*You didn't study*», «*You prepared poorly*») contain a direct accusation or evaluation of the learner's personality. This automatically activates their psychological defense (denial, avoidance, aggression), instantly erecting a communicative barrier between the subjects of educational activity. In contrast, «*I-messages*» shift the focus: the educator talks about their own feelings, experiences, and the consequences of the learner's behavior that affect the educational process, but does not evaluate their personality. For example, instead of the authoritarian: «*You are violating the rules of our discussion*» (*You-message*), the construction is used: «*I feel frustration (emotion) when I see that we are not adhering to the regulations (fact), because this prevents us from completing the discussion of an important topic (consequence for me/the process)*». An effective «*I-message*» includes the following mandatory components:

1. Objective description of the fact/situation, for example: «*When I receive work that does not meet the criteria*».

2. Naming one's own emotion, for example: «*I feel concern/confusion*».

3. Explanation of the impact/consequence, for example: «*because it forces me to spend more time on additional consultations, and we are falling behind schedule*». Using this technique helps the learner see that their actions create a problem for another subject, rather than being a personal flaw. This contributes to the development of shared responsibility for the learning process, strengthening the partnership position. Instead of defending themselves, the learner has space to choose a constructive reaction and suggest a solution, which is the essence of subject-subject interaction.

Creating a «Zone of Free Communication». This is primarily aimed at overcoming the barrier of fear of evaluation and the psychological barriers that block the learner's initiative. This zone is defined as an educational space where summative assessment for participation or expression is absent, instantly shifting the focus of attention: the focus is transferred from the product (the correct answer) to the process (the joint search for truth). The key theoretical basis here is the concept of psychological safety, where the learner feels sufficiently protected to take risks (express questionable ideas, ask "silly" questions, admit mistakes) without fear of judgment or grade reduction. Such communication fundamentally transforms role barriers: the educator shifts from controller to facilitator and co-researcher, which is the quintessence of subject-subject interaction. Formats for realizing the zone of free communication include:

1. Discussions and debates: the expression of different, even opposing, viewpoints is encouraged; what is evaluated is not the «correctness» of the position,

but the quality of argumentation and respect for the opponent, which develops critical thinking and overcomes the barrier of prejudice.

2. Brainstorming: attention is focused on the quantity of ideas, not their quality at the initial stage, with a prohibition on criticism, which is a direct mechanism for eliminating the psychological barrier of self-censorship and the fear of appearing incompetent.

3. Joint projects without interim assessment, where the team works toward a collective result, stimulating horizontal communication among learners.

4. Reflective journals that allow the learner to express their doubts, questions, or emotions confidentially, overcoming the barrier of shame and fear of open expression.

Thus, effective subject-subject interaction is impossible without a high communicative culture of the educator, based on dialogical skills and emotional competence. The identified barriers (psychological, linguistic, role-based) require the application of specific tools for their elimination, among which active listening, congruence, the «I-message» technique, and creating a «zone of free communication» acquire significant importance.

The prospect for further research is the development and empirical testing of the effectiveness of training programs aimed at forming reflective communication skills among pedagogical staff, which will allow for deeper partnership relations in the educational environment and improve the quality of learning material assimilation.

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