

An Integrative Approach for Building the Prospective Teachers' English Language Dialogic Competence

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Abstract. The study observes the critical role of an integrative approach in building prospective teachers' English language dialogic competence as an essential element of Ukraine's integration into the global educational landscape. As globalisation requires a high level of foreign language proficiency, especially in English, integrating dialogic speech becomes crucial for effective intercultural dialogue and communication at higher education institutions. The integrative approach addresses the fragmentation of knowledge by fostering general and professional competencies alongside forming a holistic worldview.

The study draws on various theoretical methods and scholars' works, demonstrating the evolution of integrated learning in modern education. Practical implementation involves interdisciplinary pedagogical strategies and the creation of integrated courses, fostering comprehensive understanding and coherence. Notable approaches include English for Specific Purposes (ESP), Content and Language Integrated Learning (CLIL), and English as a Medium of Instruction (EMI), gradually integrating language and professional subjects.

Developing dialogic competence, encompassing linguistic, social, and cultural skills, is intertwined with language learning and requires an integrative approach. Various teaching methods, such as language immersion, interactive learning, and authentic materials, facilitate dialogue skill development. Effective integration depends on restructuring the content and teaching methods to suit the students' psychological and pedagogical characteristics and motivation.

The study highlights the transformative potential of the integrative approach in developing skilled and culturally aware prospective teachers. Prospects for further research can include the profound study of implementing the integrative approach to building prospective teachers' English dialogic competence in Ukraine and abroad.

Keywords: integrative approach; English language competence; dialogic speech; prospective teacher; higher educational institutions; interdisciplinary integration; teaching methods; English for Specific Purposes (ESP); Content and Language Integrated Learning (CLIL); English as a Medium of Instruction (EMI).

INTRODUCTION

One of the essential conditions for Ukraine's successful integration into the global educational and scientific space is the training of young specialists who have acquired a high level of professional competencies and can perform

foreign language communicative activities. According to the Concept of Language Education in Ukraine [9], globalisation trends impose new requirements on practical foreign language proficiency. Since the English language serves as a means of intercultural dialogue as an essential

phenomenon of human coexistence, mutual enrichment, and international communication, developing English language dialogic competence using an integrative approach becomes significant and relevant in the modern system of training prospective teachers at higher educational institutions.

Society has logically formed a social demand for learning foreign languages with high professional training. The integrative approach aims to help overcome the fragmentation and mosaic nature of students' knowledge, ensuring their mastery of both general and professional competencies, a system of human values and the formation of a holistic worldview. Integrated learning can solve specific educational challenges, such as the contradiction between the large volume of knowledge and limited human resources, theoretical knowledge and its practical application, etc. Educational material built on connections with everyday human activities and interdisciplinary parallels is more understandable to students. This approach is the key to forming professional and general competencies, particularly the ability to learn and apply acquired knowledge in everyday life and future professional activities [1].

Therefore, the *article aims* to explore the use of the integrative approach in creating optimal conditions for building students' competencies, expanding their horizons, and developing a holistic perception of the surrounding world while mastering English dialogic speech.

METHODS

While studying, the authors used theoretical methods and cognitive techniques such as analysis, synthesis, comparison, systematisation, and generalisation of the works of Ukrainian and foreign scholars who investigate using an integrative approach to teaching foreign languages.

It is worth noting that implementing integrated learning in the context of prospective specialists' training at higher educational institutions is not new in modern education. Among the main directions of current research on the problem of knowledge integration, the following areas of scientific inquiry should be highlighted: the methodological justification of integration issues (S. Konovalchuk, I. Khavina, I. Ivanchenko); the characterisation of theoretical and

methodological aspects of integrated learning (T. Pushkaryova, V. Kulishov, O. Moroz, N. Fesenko); the search for ways of implementing integration in the educational process (N. Padun, N. Andriiv, Ye. Boiko, H. Yukhymovych, N. Valuieva); the observation of the models of didactic integration (I. Kozlovska); the study of content-language integrated learning as a means of increasing motivation for studying (O. Rudyskyk); the usage of integrated learning as the primary means of developing foreign language communicative skills (I. Boichevska, L. Veremiuk, T. Bryk, N. Lebozhyna, O. Yaremenko-Hasiuk, D. Poltavchenko, Oleksandr Pasichnyk, Olena Pasichnyk, I. Levchyk, O. Mazur, V. Kryvochkina, A. Lubenska); the study of interdisciplinary connections (A. Zhukova, N. Kuhai, L. Sukhoivanenko, V. Sydorko, N. Tverezovska, T. Holionko, O. Hlobin) and others.

The methodological foundations for the development of dialogic speech in English classes have been the focus of research by O. Bihych, O. Vaskivska, O. Vyshnevskyi, N. Kantarzhi, T. Korobeinikova, N. Kuznetsova, O. Hordii, Yu. Hudyma, S. Nikolaieva, N. Skliarenko, V. Chernysh, A. Shemendiuk, and others. Among foreign works, notable contributions have been made by scholars such as R. Alexander, D. Armour, J. Baker, N. Bilbrough, E. Bruce, M. Gammidge, Ye. Passov, S. Perkas, A. Robin, L. Travkina, P. Freire, W. Hill, M. Charness, and others.

RESULTS AND DISCUSSION

The European integration processes and the reform of the education system in Ukraine aim to improve foreign language proficiency among prospective teachers, which determines the necessity of implementing an integrative approach in English classes at higher educational institutions. First, it should be noted that the integrative approach involves structuring the educational process to ensure the principles of systematisation and coherence. The rise of integration results from a high level of interdisciplinary connections. They include establishing and maintaining links between fields of knowledge to explore their shared and differing features [8]. The integrative approach relies on knowledge common to several specific scientific fields to fully understand a person as part of the surrounding world.

For the effective implementation of integrated learning, the following priority directions for introducing and implementing the approaches and models of interdisciplinary integration have been developed [9]:

- creating interdisciplinary pedagogical tandems and clusters;
- building a system of pedagogical support for learning foreign languages in professionally oriented disciplines;
- implementing interdisciplinary topics, projects, and educational-professional programs;
- forming a system of pedagogical support for content learning in foreign language classes;
- developing specialised courses in foreign languages, etc.

According to the priority directions, the following paths for implementing the integrative approach in the educational process are distinguished [5]:

- creating integrated courses (course development and planning that integrate educational material from several sciences);
- renewing class formats (implementation of interdisciplinary classes, binary and integrated classes in the educational process);
- implementing interdisciplinary educational projects;
- preparing and organising thematic days, weeks, etc.

Thus, using integrated teaching can make teaching dialogue speech a purposeful process for solving specific communicative tasks and ensuring a gradual transition to full integration.

Ukrainian scholar T. Kutsenko [7] identifies the following approaches to organising integrated learning at a modern educational institution:

- multidisciplinary (the integration of the content of several subjects on an equal basis);
- interdisciplinary (the interpenetration of educational material from different subjects);
- transdisciplinary (integrating many subjects to form a holistic view of a particular topic, idea, concept, etc.).

Consequently, different approaches have in common the idea of forming a student's holistic view of educational components and the world in general. It is undeniable that each approach has

advantages and disadvantages. Based on the mentioned ones and the primary regulatory documents for organising the educational process at a higher educational institution, a teacher can develop an integrated programme or implement integrated learning through interdisciplinary projects, thematic seminars, excursions, etc. The methodological and scientific literature analysis confirms the use of various integrated learning models in the educational process at Ukrainian higher educational institutions. They vary from fragmentary integration of foreign language courses to complete immersion when the entire educational programme is based on an integrated approach.

In modern scientific works on professionally oriented foreign language training, the three most common approaches to teaching a foreign language based on an integrated approach are examined such as English for Specific Purposes (ESP), Content and Language Integrated Learning (CLIL) and English as a Medium of Instruction (EMI) [11]. In the context of prospective teachers' language training, foreign language learning begins with studying educational components based on the ESP. The next step may include integrating professional subjects with foreign language learning (CLIL). At the final stage, when the students have sufficient foreign language training, educational components can be taught in a foreign language (EMI) [4]. However, the analysis of scientific and methodological literature has identified specific challenges and difficulties in introducing EMI at higher educational institutions, such as the low level of foreign language proficiency of both students and teachers of specialised disciplines and the need to solve didactic problems related to the methods, techniques and strategies of teaching such disciplines according to the programme, etc. [2].

An essential competence for prospective teachers after graduating from higher educational institutions is the ability to have a face-to-face dialogue with an interlocutor, e.g. to understand and express a reaction to speakers' statements. Therefore, they can participate in discussions, get acquainted with modern teaching methods and practices, and follow the rules of speech etiquette using evaluative judgments within the spheres, topics and situations of formal and informal communication [3]. The Ukrainian scholar T. Korobeinikova [5] argues that building dialogic competence can be implemented with emotional, developmental, cognitive and educational goals.

Based on linguistic and socio-cultural competencies, dialogic competence involves students' mastery of linguistic, social, and cultural knowledge, dialogue speaking, and listening skills, and the ability to use them for interpersonal and intercultural communication.

It should be noted that dialogic speech is defined as both a productive and a receptive activity. Consequently, successful mastery of dialogic speech is impossible without speaking, learning, intellectual, organisational and compensatory skills that can be developed within the framework of an integrative approach. The level of formation of speech, phonetic, lexical and grammatical skills affects the development of students' ability to engage in dialogue [6]. Building dialogic competence takes place simultaneously with acquiring knowledge, mastering foreign language skills and the ability to speak in a dialogic manner. Nevertheless, the development of communicative competence is accompanied by the desire to communicate (internal motivation); the ability to listen without interrupting and respond adequately to a proposal; the ability to memorise statements and reflect on them; the ability to respect the interlocutors regardless of subjective reasons, and to identify their strengths and weaknesses, etc. [10]. Therefore, the main goal of building students' dialogic competence is to develop their ability to communicate verbally and non-verbally in dialogic form in various situations.

As with any speech activity, students may struggle to master dialogic speech. They can be caused by its specific features, the content and meaning of the statement, the correct grammatical, lexical, and stylistic design and the communication conditions [10]. While teaching dialogue speech using the integrative approach, it is worth paying attention to the factors determining the success of acquiring English language competence. For instance:

- consideration of students' individual and age characteristics;
- motivation to learn and communicate in English;
- the level of professional competencies using dialogue communication strategies;
- ability to consider the communication context;
- ability to use the experience and language skills acquired while studying the native language;
- learning conditions and organisation of foreign language classes (using technical teaching aids,

various types of supports, visibility, situational and problematic exercises).

An integrated approach to teaching content and language builds adequate competence in English dialogue for prospective teachers. The following methods provide the implementation of the strategy mentioned above:

Language immersion. The students should be introduced to English in an authentic context while discussing academic topics. By communicating in English in groups and with teachers, they improve their language skills and master specific subject vocabulary and professional concepts.

Interactive learning. The dialogue is used for interaction and cooperation. The CLIL approach requires students' active participation in professional discussions, debates and group activities in English. In this way, they develop their communication skills, especially listening and speaking, which are essential to any dialogue.

Content and language-integrated learning (CLIL). In integrated learning, students can participate in discussions about the subjects studied in their educational programme to develop critical thinking skills and improve language skills. The teacher can ask guiding questions to facilitate dialogue and encourage interaction.

Using authentic materials. CLIL encourages using authentic English-language materials that reflect the content of the subject, e.g. academic or vocational articles, videos, multimedia resources, etc. Through discussion of the content of authentic materials, students can practice expressing their opinions, present arguments and discuss professional issues to develop dialogue competence.

Cultural awareness. Integrated learning contributes to building intercultural competence by exposing students to different points of view and cultural contexts. The students can develop intercultural communication skills while studying global issues, comparing cultural practices or discussing historical events.

Formative assessment. Teachers can observe the level of students' dialogue, monitor their participation in communication, provide feedback on their communication skills, and encourage them to self-assessment and self-evaluation as a result of reflection and self-monitoring of language development in the integrated classes.

CONCLUSIONS

Thus, English-language dialogic competence is the ability to implement English-language communication in different spheres and situations of communication by communicative tasks in a dialogic form. It has several specific characteristics and features. The main goal of the integrated approach is to use interdisciplinary integration to create optimal conditions for the students' general, physical and mental development, broadening their outlook and holistic perception of the surrounding world. Consequently, the global task of integrated classes is to combine individual educational components and extend the principle of consistency and expediency to the entire content of higher education.

The effectiveness of building English language dialogic competence through an integrative approach largely depends on the restructuring of the content and forms of prospective teachers' training, considering the students' psychological and pedagogical characteristics, the student's motivation, the awareness of language as a learning object, and understanding the importance of using language in accurate and professional communication.

Prospects for further research can include the profound study of the state of implementing the integrative approach to building prospective teachers' English dialogic competence in Ukraine and abroad.

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