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## **PROBLEMS OF EDUCATIONAL DIALOGUE IN THE CONTEXT OF DISTANCE EDUCATION**

Reformatting of human values system at the beginning of the III-rd millennium, the need for an overactive and dynamic rethinking of the spiritual heritage of humankind and the actualization of new, mobile and variational algorithms for self-realization of the individual are factors that determine global changes in the modern educational system. In the context of the information society, education is emerging as a fundamentally dynamic, mobile, open system of content formation, aimed primarily at developing skills for intellectual autonomy and adequate use of competences in the context of rapid changes in the labor market and the expansion of intercultural communication.

Actualization of the need for person-oriented learning, formation of individual educational trajectories and personal educational environment [1] is inextricably linked with the transition to a competent paradigm and active formation and development of the latest trends, techniques and technologies of education - distance, dual, e-learning, m-learning (learning using mobile devices), u-learning (all-pervading life-long learning, especially for educators), blended learning, flipped learning, etc. The specific feature of such models is not only the fundamental value of innovation but also the change of the dialogical (student-teacher) with polylogical (stakeholder-student-teacher-stakeholder) paradigm of communication, modifying the roles of communicators in the context of this paradigm.

This is particularly evident in the context of distance education. Its availability, timeliness, continuity of access, potential mobility of content updates, compliance with epistemological reflection, mechanisms for obtaining and processing information on the virtualization of the human living space and the need for constant updating of the knowledge and competence of the human "information society" as well as the crucial importance of the principles of academic mobility and democracy, as the underlying foundations of the modern European educational space, serve as unconditional impulses for its dissemination. Leaving beyond the limits of this intelligence problems related to the technical provision of distance education at the level of institutions of higher education, we note that the problematic of its development is not limited to the need for a high level of knowledge of teachers by information and communication technologies.

A problem, as demonstrated by the experience gained by the Ukrainian system of education in the field of distance learning, is, first of all, the transition to "corporative learning" and Computer Supported Collaborative Learning, which change the essence and orientation of communication in the educational process.

Distant education involves the formation of a communicative space marked by a permanent, conscious activity, autonomy, a high level of ethical standards and a high motivation of the student, on the one hand, and on the other - a constant updating of teaching resources by the teacher and his constant involvement in the course of the educational process, which is based on the principles cooperation. A teacher's monologue as a "carrier" - a "transmitter" of the amount of information provided by the program of a particular discipline, and a monologue student - a reproducer of this content, completeness and compliance with which requirements of the institution of higher education lead to an assessment of the level of knowledge of the student, replaced by a full and individualized to interests and needs student with an interactive dialogue-communication in the problem field of academic discipline.

The specificity of such communication is its potential magnitude - the involvement of many participants which primarily results not in the definition of "material" but in a joint exchange of ideas, as well as some debate. It is caused by the need to form students' critical thinking, to compare different points of view, to research contexts, and to substantiate their own position; this discussion ensures both the readiness of the student to master the "new" knowledge and the potential "predictive" prediction of new intellectual algorithms and competencies. It is an effective means of ensuring the competitiveness of the future specialist, his mobility and flexibility in labor market changes in a highly competitive environment.

It should be noted that the polylogy in the context of distance learning also affects the correlation of content and methodological guidance of specific academic disciplines in view of the academic autonomy of institutions of higher education as the basic principle of the national educational space, academic, in particular, international, student mobility and European integration tendencies that result from the formation of a transnational education.

However, the algorithm of test evaluation (in its transparency) in the context of distance learning, transferred from the real, individualized regime in the remote, contains a significant nuance of dissonance with the principles of partnership pedagogy and requires an informal, creative approach to content, in particular, visual materials, problematic teaching methods, formulation of the test control, in particular the final tasks (taking into account the need for independent work of the student, the mandatory formulation of questions which link educational material, reveal student understanding of its internal relationships, etc.). The compensatory form regarding the possibility of identifying the student's own position and forming the competence of work in the team, communicative competence serves as the form of group discussion of problem questions of the course in the video conferencing mode.

Particular importance of these problems is acquired in the context of disciplines of social and humanitarian direction which are called to form a new spiritual elite of the nation - "conscious and socially active citizens of the state which is assigned with a mission to resolve the spiritual conflicts of the modern era, determine the future of the state and its implementation in life" [2, p. 134]. Frequent transfer of these disciplines into the selective block under the conditions of academic autonomy of institutions of higher education and the priority of professional competencies significantly limits their role in forming a civic position, general cultural competence,

algorithms of intercultural communication in the space of modern transcultures, however, allows maximum individualization of the educational trajectory of the student, to identify "anthropocentric" essence of the modern paradigm of education and implement the newest principles of communication in the educational context.

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