

## **THEORETICAL ASPECT OF DIALOGIZATION OF EDUCATIONAL PROCESS: CONTENT OF PRINCIPLES FOR FORMATION THE CONDITIONS OF EFFECTIVE USE**

*In the study of the theoretical aspects of the educational process's dialogization there were identified key factors that affect its efficiency within the professional interaction between the subject and object of teaching and learning activities. The decrease of the effective use of dialogue in the learning process may be due to:*

- *professional unsuitability of subjects of educational process and their reluctance to establish partnerships with the object of the educational process (due, on the one hand, the inadequacies career guidance, that person is acting as the subject of the educational process in its moral-business, mental-cultural and socio-psychological characteristics can not or will not take on the role of organizer, teacher, tutor, etc. within the whole plenitude of its multi-faceted content, on the other - with the imperfection of the mechanism of state order for training specialists with higher education in terms of determine the need for quality and the necessary number of specialists with higher education);*

- *lack of sustained motivation in both subjects and objects in the learning process, which in turn are supported by a fully functioning system stimulation (organization of dialogue usually involves spending a subject of learning activities much more mental, physical and emotional effort compared to traditional teaching methods, dialogue involves establishing partnerships which due to non-professional management can become a mechanism for destroying the authority of the subject of educational activities);*

- *excessive bureaucracy of the educational process and mismatch of curriculums because of knowledge that is offered to assimilate the object of the educational process (a situation arises whereby an educational activity, even with a desire to dialogization of the learning process, given the lack of time allotted the absorption of suitable material);*

- *reluctance of objects of real learning process in a constructive dialogue within a specific meaningful direction (lack of conceptual maturity becomes a significant obstacle to the establishment of an effective communication channel that is the object of educational activities that can perceive heuristic conversation (kind of dialogic learning) as a weak entity of learning process, the dialogue needs a thorough preparation on the part of any and all future participants of communication, as the effectiveness of dialogue with unprepared audience is relatively low, and the results - unsatisfactory, the presence of the learning process of object desire to take on the additional burden and opportunities to act as communicator).*

**Keywords:** *dialogization of teaching process, the quality of education, the subject and object of the educational process, the effectiveness of the dialogue.*