APPLICATION FEATURES METHOD IN PROCESS OF EDUCATIONAL DISCUSSION IN THE FOREIGN LANGUAGE CLASSROOM

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ABSTRACT

Teaching a foreign language includes various types of speech and mental activity, contributes to the formation of the ability to think clearly, perceive information critically, highlight the main idea in it and find means and arguments to confirm and substantiate it, and, therefore, facilitate the understanding of any theoretical material. Conscious mastering by students of the relevant material presented by the teacher presupposes the possession of the skills of argumentative perception of speech. In addition, mastering the norms of rational speech communication, the rules for conducting discussions forms a responsible attitude to speech, which is one of the most important requirements for a modern specialist in any field of activity. In addition, the formation of debatable and argumentative skills is necessary for the full development of the communicative and intellectual self-sufficiency of the individual. The discussion method, as one of the methods of problem-based learning, is increasingly used in foreign language classes, including professionally oriented learning, mainly because it allows you to seamlessly integrate the knowledge of students from different fields when solving a problem, makes it possible apply language knowledge and skills in practice, while generating new ideas.

Key words: teaching foreign language, speech, language skills, speech activity, interactive methods of teaching.

INTRODUCTION

The term "discussion" in translation from Latin means "explore" [5]. This type of argumentation always strives for a comprehensive discussion of the subject of disagreement, and its means are not the opinions of the parties, but positions characterized by convincing logical justification. In our understanding, a discussion is a discussion during which, by comparing different points of view, a common opinion is sought for

the possibly correct solution of a controversial issue. The fundamental component of the discussion is the presence of a practically and theoretically significant problem for discussion (from social, cultural, political and other points of view), but the existence of the problem in itself will not ensure a fruitful discussion. In order to participate in the discussion, it is necessary to have a certain set of skills, including both intellectual skills and speech skills.

LITERATURE REVIEW AND METHODOLOGY

In addition to proficiency in linguistic means, the ability to adequately argue one's statements, convincingly present one's point of view, and easily prove one's views is necessary for a discussion. Argumentation is an intellectual and communicative activity based on the implementation of communicative actions to create a text or its fragments aimed at explaining or proving a particular point of view and at persuading a partner. The reasoning is based on cause-and-effect relationships. The style and methods of argumentation are often nationally justified and dictated by the cultural identity of both the individual and society. A successful discussion requires certain skills to present, argue and discuss one's position, as well as respect for all its participants, for their views and culture. However, one cannot ignore the fact that behavior during a discussion, including not only the selection of means of speech activity, but also the means of persuasion and argumentation, will be culturally determined, as a result of which, when teaching discussions, it is necessary to organize your speech behavior not only according to the tasks communication, but also in accordance with the cultural norms of the language being studied. As you know, the goal of any discussion is to achieve the maximum possible degree of agreement of its participants on the problem under discussion under the given conditions. All its participants must recognize the means used in the discussion. The outcome of the discussion should not be reduced to the sum of the points of view expressed, but expressed in a more or less objective judgment supported by all the participants in the discussion or by their majority. Thus, a more precise and clear formulation of the solution to the problem is gradually formed in the discussion, the moment of subjectivity is removed, eliminated to a certain limit: the beliefs of one person or group of people receive due support from others and thereby become objectified.

The organization of the educational process based on discussion is focused on the implementation of active learning, aimed at the formation of reflective thinking, updating and organizing the experience of students, as the starting point for active communicative activity aimed at the joint

development of the problem. The following are distinguished as characteristic features of the method:

1. Group work of participants, interaction,

2. Active communication of participants in the process of work,

3. Verbal communication as the main form of interaction in the process of discussion,

4. An orderly and directed exchange of views with the appropriate organization of the place and time of work, but based on the self-organization of the participants,

5. Aimed at achieving learning goals [4].

RESULTS AND DISCUSSION

The following forms of discussion have become widespread in the world pedagogical experience:

– A round table is a conversation in which a small group of students (usually about 5 people) participates "on an equal footing", during which an exchange of opinions takes place, both between them and with the rest audience.

– A meeting of an expert group ("panel discussion"), in which all group members (4-6 participants with a pre-appointed chair) discuss the identified problem, and then they state their positions to the entire audience.

– Forum - a discussion similar to a meeting of an expert group, during which this group speaks in exchange of views with the audience (class, group).

– A symposium is a more formalized discussion in which participants make presentations representing their points of view, and then answer questions from the audience.

– Debate is a clearly formalized discussion built based on pre-fixed speeches of participants - representatives of two opposing, rival teams (groups) - and rebuttals.

– A variant of this discussion is the parliamentary debate in the UK. A court session is a discussion imitating a trial.

– The aquarium technique is a special variant of the organization of the discussion, in which, after a short group exchange of views, one representative from the team participates in a public discussion. Team members may assist their representative with advice given in notes or during a timeout.

– Brainstorming is a discussion in which participants are asked to express as many possible solutions as possible, including the most fantastic ones. Then, from the total number of ideas expressed, the most successful ones are selected that can be used in practice [3].

In general, the discussion can be used in teaching a foreign language both as a method and as a form, that is, it can be carried out within the framework of other classes, training events, being their element. For example, the discussion method, along with role-playing games, may precede the project method or be part of the project work. In higher education, any kind of discussion can be used. The appeal to this method is due to the fact that it makes it possible to focus the student's attention not on the language, but on the problem, to shift the focus from the linguistic aspect to the content one. Of course, it is assumed that students will explore the problem and reflect on its solution with the help of a foreign language, which implies the presence of certain language knowledge and skills. In this regard, it would be advisable to build training cycles in stages in accordance with the level of language training of students, to begin with, forming the basic skills of reasoning and argumentation. This requires specially designed tasks aimed at mastering various discussion skills: the ability to formulate one's own idea about the problem under discussion in a concise and demonstrative form; ability to listen to partners; the ability to support the discussion, stop the discussion in accordance with the requirements of speech etiquette; the ability to argue your point of view; the ability to reach consensus and formulate a joint decision. Then, on this basis, it is possible to develop an active position of students in the implementation of social roles through role-playing games and, finally, through the project, achieve the highest degree of student autonomy in organizing their future activities.

When using discussions in the educational practice of universities, in particular when teaching a foreign language, it is necessary to take into account the specifics of this method. A discussion in a foreign language class as an element of a training course differs from discussions taking place in real life, for example, in politics, science, public life, primarily in its goals [1]. Here it is not so much important to find a solution to a problem, but to acquire certain skills, experience, apply and consolidate existing knowledge and skills in the course of the discussion.

CONCLUSION

Thus, the method of educational discussion not only allows educating speech culture, but also encourages students to search for an independent solution to the problems discussed which, in turn, is a stimulus, the driving force of cognitive activity. The use of this method in teaching a foreign language forms a culture of creative thinking among students, creates conditions for using personal life experience and previously acquired knowledge to learn new ones [2]. In the process of discussing and solving problems within the framework of

controlled group communication, participants develop the ability to act in the interests of the group; there is an attentive attitude towards interlocutors, interest in other points of view, and respect for the opinions of others, which contributes to the formation of a team. The use of this method in conjunction with other research and problem methods makes it possible to prepare a thinking and understanding specialist who is able to navigate rapidly changing information flows and is ready for an open and constructive dialogue with colleagues not only from his own country, but also from abroad. Thanks to these methods, future specialists will learn how to create models of scientific research, decision-making models that they can apply not only in their professional activities, but also in everyday life, in the process of communicating with representatives of other cultures.

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