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Discussion method as a way of foreign language communicative skills development

Abstract. *The article highlights the problem of the importance and necessity of foreign language knowledge and skills. The article deals with the development of foreign language communicative skills of high school students by using the method of discussion at foreign language classes as one of the active methods of teaching foreign languages to students. Analysis of scientific and theoretical sources is made; the content, structure, conditions and features of the organization and conduct of the discussion are revealed on the subject of the research. A typology of the method of discussion is presented, as well depending on the form of its presentation, the nature of the studied material, aim of its conducting examples of the use discussion method are given on specific topics according to the standard program for senior school stage of studying. Teaching of foreign language has particular relevance, since foreign language communication in the professional activities of modern specialists is characterized by increasing importance in the context of globalization and providing for the formation of students' ability to speak foreign languages in specific professional, business, scientific fields and situations taking into account the features of professional thinking. The teacher creates a situation and sets an activity, but his role during the activity is not direct, he can serve as a guide, advisor or observer, but the main responsibility for coming to a conclusion lies on his students in the discussion method.*

Keywords: *foreign language communication skills, discussion, active learning method, discussion, debate, round table, interaction, method.*

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Introduction

Integration of the countries to the world community in various fields, the intensive growth of intercultural contacts in all spheres of life makes it necessary to study, master and speak foreign languages. Knowledge of foreign languages is one of the conditions for successful adaptation in the social space, active communication between specialists from different countries at different levels. The First President of the Republic of Kazakhstan N.A. Nazarbayev emphasized the special role of the English language in world

society and noted that knowledge of the language is one of the ways of human success. [1]

The demand in foreign language teaching and learning has achieved around the world as a result of globalization. There are many different reasons that explain this phenomenon, and among those we could point out the entrance to a broaden labor market, the access to information, the increased commercial exchange between countries, the establishment of relationships between cultures and societies.

The English language assumes a high level of development of foreign language speaking

skills, thanks to which a person can actively communicate with native speakers of another culture and actively interact with them. The development of foreign language communicative skills is the goal of teaching foreign languages to secondary school students. One of the productive means of improving students' foreign language speaking skills is the exchange of thoughts, ideas during their interactive communication in solution various kinds of tasks and problems, which is the most productive way of stimulating students' speaking and thinking skills activity. This can be done in an educational course of discussion, dispute. Discussion is the most productive way to stimulate students' speech-thinking activity.

Methodology

In the framework of discussion methods, which enable discussion participants to influence the opinions, positions and attitudes through the use of logically justified arguments in the process of public debate. [2] Discussion method is based on complicated theoretical and practical problems discussing, for exchanging experience among learners, clarifying and coordinating the positions of the participants in the discussion, developing a unified approach to the study of a certain phenomenon, and etc. The method of group discussion improves and consolidates knowledge, increases the amount of new information, develops the ability to argue, prove, defend one's opinions and listen to the opinions of others. [3] R.S. Appatova emphasizes that «a group discussion is one of the most productive ways of organizing communication in a foreign language lesson» [4]. Thus, discussion is an active learning method which cultivates their moral qualities, and also improves their knowledge and skills.

Discussion (lat. Diskussio - research, consideration, analysis) is a public dispute, the purpose of which is to clarify and compare different points of view, search, reveal a true opinion, find the correct solution to a controversial issue. [5]

According to M.N. Pryakhin, a discussion is a procedure for developing a common opinion,

removing contradictions within a team. [6] Discussion is not a new concept. The history of the discussion goes back to ancient times. Even in ancient Greece, great importance was attached to the discussion; the ability to discuss was considered as a great skill. It was believed that the discussion was a good method of finding out the truth, during the dispute, each participant could express his point of view and defend his position, which helped gain knowledge through reflection, general discussion of the problem and finding the right solution.

The main purpose of the discussion is to reach an agreement, come to a single solution of the discussing problem. Consequently, the result of the discussion should be one point of view that is most acceptable in this situation, which is supported by the majority of the participants in the discussion. One of the points of view becomes a solution to the problem under discussion, thanks to the more concrete arguments of the participant in the discussion. For a successful discussion, the following conditions are necessary: initial common positions; a clearly expressed view point on the issue under consideration; a common goal, a desire to find the truth in a controversial issue.

An important condition for a successful discussion is the ability to clearly and correctly express opinion, skillfully apply terms and basic concepts. During a discussion it is necessary to clearly define the conceptual apparatus, clarify the meanings of all terms. Differences in the interpretation of terms can cause difficulties in finding a single solution. [7] The participants in the discussion need to tolerate the opposite viewpoint, try to understand their opponent and position. With the help of discussion, we may develop the speech culture of students and contribute to their all-round development, since it can raise questions from different areas of knowledge, as well as practical issues.

Discussion

Discussion can be viewed as a communicative approach that includes speech orientation, situational awareness, personal individualization and novelty. As an effective method of developing

communicative competence, discussion may be performed in an interactive form of work, which is based on the innovative technology of educational interaction. Discussion enhances students' thinking activity, stimulates cognitive processes, and forms a strong interest in learning.

The educational discussion is aimed at increasing the cognitive activity of students, the leading feature of the discussion is an active collaboration in the learning process. Discussion involves students in the process of recalling meaningful life situations that develop speaking, listening, and argumentative presentation of their views in the target language. A positive indicator in the formation of communicative skills is the opportunity to develop unprepared speech based on existing knowledge. The learning discussion forums significant communicative skills: conducting a speech act, defending one's own position, listening to and understanding the speech of the speaker, concise statement of thought. In pedagogical science, discussion is interpreted on the basis of the leading indicators of communication. The existing approaches allow us to single out the main indicators of discussion as a method of communicative teaching: public discussion; argumentation; presence of a theme discussion; activation of the learning process; solution of theoretical and practical problems, the desire to achieve a mutual solution.

The situational character of communication should also be taken into consideration in Foreign Language teaching and learning process. Personal orientation of communication is understood as the individual orientation of speech. The novelty manifests itself in different components of the lesson, it can be the novelty of speech situations (change of the subject of communication, discussion problems, etc.), as well as the novelty of the use of the material. Novelty involves the use of texts and exercises that contain something new for the learner. [8]

There are different approaches of researchers to the typology of the discussion method. For example, according to N.T. Oganessian, the discussion is divided into the following types according to the form of its conduct:

1. Discussion in debate format
2. Round table discussion
3. Brainstorming discussion
4. Discussion in the form of a court session [9]

According to the level of organization, I.V. Vachkov distinguishes structured (discussion with a pre-planned topic, with a certain fixed time and order of conduct) and unstructured types (spontaneous, unlimited in time discussions) discussions. [10]

Results

For a successful discussion, its proper organization is necessary, since a methodologically competent organization of the discussion has a significant impact on its further course and successful completion. The organization of the discussion consists of the following stages:

1. Preliminary explanation of the discussion topic, familiarization of the participants with the subject of discussion, their roles and the rules of the event;
2. Brief preliminary discussion of the issue in small groups;
3. Introduction of the topic through a pre-assigned task for the participants;
4. A short preliminary survey on the topic;
5. Distribution of roles;
6. Presentation of positions, brainstorming;
7. Summarizing.

To justify the need to use this teaching method, let's identify its advantages, they are:

1. Ensuring active and deep assimilation, understanding of the material;
2. Active interaction between students, during the discussion, students can check and compare their points of view;
3. Development of communication skills
4. Improving intellectual abilities and critical thinking skills of students.
5. Solving cognitive tasks in the process of searching new knowledge
6. Stimulating the speech activity of students

However, in addition to the advantages, there may be some difficulties that the teacher

may encounter in conducting and organizing a discussion in the educational process. Learners face following difficulties in developing Foreign Language speaking skills:

- Psychological barrier. Students are shy to speak in English, due to the fear of making mistakes and criticizing a teacher's side, moreover they are ashamed to speak, unlike other speech skills, which requires openness and courage in front of the audience.

- «Nothing to say». Sometimes students have a problem; as: lack of thoughts, they cannot concentrate and express thoughts in English.

- Use of the native language. Students sometimes resort to use their native language, due to the lack of sufficient vocabulary in a foreign language and the natural environment of communication.

- Unequal student participation. Some students speak well enough and are more prevalent in the group; for some, it takes a long time to be heard and they say very little or nothing. Therefore, working in large groups makes it difficult to develop speaking skills. [11]

The teacher, as the coordinator of activities and moderator of the discussion, should:

1. Formulate the topic of the discussion, create the necessary motivation, show the urgency of the problem;
2. Create a supportive atmosphere;
3. To acquaint students with the rules for conducting a discussion;
4. Keep students active;
5. Guide students, summarize intermediate results.

The most common types of educational discussion are:

- round table,
- brainstorming,
- debate.

Debates are used to train students to defend their view point, defend their position with arguments, speak in public, etc. «Brainstorming» and «round table» are mainly used to unite the participants, develop the ability to work in a group. Next, we will consider the features of the listed types of discussion.

A round table is one of the types of discussion, the purpose of which is to unite the group, develop empathy, create a warm and friendly atmosphere in the team, exchange information and create a workable team or group. [12] The main distinguishing feature of this activity is that, according to the name itself, the participants are seated around a round table. The optimal number of participants is 6-12 people, since a smaller number makes the atmosphere more tense, and a larger number can cause the lack of involvement of all participants [12, p. 150]. Unlike debate, this view should not contain controversy. Let's consider this view using the example of the «Traveling» theme. After locating the students around the table, the moderator can ask the following questions to the group: «What country would you like to visit and why?», «Have you ever been to foreign countries?», «What surprised you?», «What do you think: what country is perfect for rest?», «What new amazing things did you discover while traveling?», «What are the differences between our country and the country you have been visited?», «Which country is your favorite?», «What is the most interesting city in your country to visit?». During the round table, students will be able to share their experiences, memories and opinions. This type of discussion does not have strict rules and regulations. memories and opinions.

Another example may be the topic «Environmental Protection». The students sitting around the table will discuss the following questions: «What are the most serious problems connected with the environment?», «What are the names of the environmental problems of today?». During this activity they will discuss the problem of the environment, try to give the reasons and find the ways of the given problem.

Brainstorming is a team-group work, creative thinking procedure, a means of obtaining a large number of ideas from participants in a short period of time. [13] The optimal number of participants is 8-12 people. During a brainstorming session, all ridiculous ideas are put forward and written down, everything that comes to the participants' minds, there is no regulation,

dispute and criticism. Consider conducting a brainstorm on the topic "Environment", "Food and diet". Discussion questions: «How can we save the environment?», «What can we do to lose weight?» Ideas can be as follows: grow trees more; use other fuels, which don't pollute the air, begin recycling garbage and so on; the answers can vary. On the topic «Food and diet», you can suggest a discussion question «What can we do to lose weight?» and the answers may be as follows: eat less, run more, go in for sport, drink much water, keep a diet, do not eat sweets, dance and more. Further, the students express all their ideas within the framework of these questions, in turn, the leader writes all this on the board. According to the sociologist P. A. Starikov, the advantage of this method is the creation of a synergistic effect «qualitative knowledge improvement», in which the joint activities of specialists who differ from each other in experience, knowledge, vision of the near future are carried out. [14]

Debate is a special kind of discussion that involves the collision of polar points of view on the same issue. For the debate, first of all, a topic is selected that contains a contradiction, which can cause several controversial positions. It is also necessary to select a leader, an expert and two teams of participants. The teams are located opposite each other, and a tribune is set up in the center of the hall for performances. According to the method of drawing lots before the start of the game, the government team and 2 opposite teams are chosen.

Teams are given time to prepare and build arguments. The expert evaluates the course of the game, the arguments of the opponents and the points of view of the participants; the presenter establishes a time schedule. Participants listen carefully to each other, take notes and put forward counterarguments. At the end of the debate, the moderator sums up the results and thanks the participants. Consider conducting a debate on «Money rules the world». The topic suggests two opposite positions, one team may contradict the topic, arguing that "Money doesn't rule the world", "There are a lot of things, that money can't buy, etc.", while the second team

can express their position as: «We live in the 21st century, in which money can solve all of our problems ...». Also, this type of the discussion can be used when discussing the topic «Internet: it's advantages and disadvantages» on the example of the question: «Does Internet do more harm than good?» As noted above, government and opposition teams are represented in the proposed debate. The government team can put forward their arguments as follows: "Internet makes good more than harm, because, thanks to the Internet, we have free and unlimited access to information, different books, we can read the news, communicate with each other, send important documents in a short time, learning languages, watching the movies, learn and even work distantly; now it's impossible to imagine our life without it, because the Internet gives us everything.

Counter-arguments from the opposition team: "The Internet replaced everything in real life communication; people usually prefer to write messages in social networks than meet with each other. It wastes our time, and men become addicted to the Internet. We don't agree with the given statement. «

The advantage of this type of discussion is:

1. Improvement in the art of persuasion and eloquence;
2. Improving the defense of your own position;
3. Learning to use the techniques of influencing a partner and opposition to influence.

Conclusion

Summarizing all above mentioned we note the big role of the discussion method. The student gets the necessary perspective for self-realization and the revealing of his creative potential with the help of a foreign language. The given method fosters not only the speech culture of students, but also creates the necessary conditions for finding independent solutions to the discussed problems, which it needs through the improvement of foreign language skills. [15]

Using the method of discussion in teaching a foreign language, also improves the

communicative skills of students, develops their critical thinking, and creates conditions for applying personal life experience and background knowledge for obtaining new ones. As an active teaching method, discussion is used in the framework of practical problems. The main task solved by this method is the exchange of opinions between the students, clarification and coordination of their positions, and the development of a unified approach to the problem. This method allows successfully enhancing knowledge, expanding it and forming the ability to conduct a dialogue. These active methods of discussion are used frequently in

teaching and the number of students depends on the specialty, it can vary from 15 to 20 students. The participants' can be different due to the conditions of foreign language teaching at university.

The improvement of students' foreign language communicative competence is one of the fundamental bases for the formation and development of a future specialist, which gives rise to the competitiveness of a graduate in his professional field. So, the formation of this competence is possible to achieve the required level of competence formation, relying on the main rules of the state educational standard.

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Пікірталас әдісі негізінде шетел тілі қарым-қатынас дағдыларын дамыту

Аңдатпа. Бұл жұмыс қоғамның барлық салаларындағы әлеуметтік-саяси, экономикалық және мәдени байланыстардың қарқынды өсуіне байланысты шетел тілдерін білудің маңыздылығы мен қажеттілігі мәселесін көрсетеді. Мақалада студенттерге шетел тілін оқытудың белсенді әдістерінің бірі ретінде сабақ барысында пікірталас әдісін қолдану арқылы студенттердің шетел тілін коммуникативті дамыту мәселелері қарастырылады. Зерттеу тақырыбы бойынша ғылыми-теориялық дереккөздерге талдау жасалу нәтижесінде жұмыс мазмұны, құрылымы, шарттары, талқылауды ұйымдастыру мен өткізу ерекшеліктері ашылды. Пікірталас формасына, талқыланатын материалдың сипатына және талқылау мақсатына байланысты пікірталас әдісінің типологиясы да көрсетіледі. Пікірталас әдісінің типологиясы талқылау формасына, талқыланатын материалдың сипаты мен талқылау мақсатына байланысты беріледі. Білім берудегі типтік бағдарлама бойынша белгілі бір тақырыптар бойынша пікірталас жүргізу мысалдары келтірілген. Шетел тілін оқыту ерекше, себебі қазіргі заманғы мамандардың кәсіби іс-әрекетіндегі шетел тілдік қарым-қатынас жаһандану жағдайында өсіп келе жатқан маңыздылығымен сипатталуымен, студенттердің белгілі бір кәсіпте, кәсіптік ойлау ерекшеліктерін ескере отырып, іскерлік, ғылыми салалар мен жағдайларда шетел тілдерінде сөйлеу қабілетін қалыптастыруды қамтамасыз етеді. Оқытушы талқылау әдісі барысында жағдайды жасайды және әрекетті белгілейді, бірақ оның сабақ барысындағы рөлі тікелей емес, ол бағыттаушы, кеңесші немесе бақылаушы қызметін атқара алады, бірақ ортақ пікірге келудің негізгі жауапкершілігі пікірталасқа қатысушыларға, тыңдаушыларға жүктеледі.

Түйін сөздер: шетел тілінің коммуникативті дағдылары, пікірталас, белсенді оқыту әдісі, пікірталас, пікірталас жүргізу, дөңгелек үстел, интерактивті, әдіс.

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Развитие иноязычных коммуникативных умений посредством использования метода дискуссии

Аннотация. Настоящая работа освещает проблему значимости и необходимости владения иностранными языками в связи с интенсивным ростом социально-политических, экономических и культурных контактов во всех сферах жизни общества. В статье рассмотрены вопросы развития иноязычных коммуникативных студентов посредством использования метода дискуссии на занятиях по иностранному языку как одного из активных методов обучения иностранным языкам учащихся. По тематике исследования проделан анализ научно-теоретических источников, раскрыты содержание, структура, условия, особенности организации и проведения дискуссии. Также представлена типология метода дискуссии в зависимости от формы проведения, характера обсуждаемого материала, цели проведения. Также представлена типология метода дискуссии в зависимости от формы проведения, характера обсуждаемого материала, цели проведения. Приведены примеры проведения дискуссии по отдельным темам согласно типовой программе на старшем этапе обучения в школе. Обучение иностранному языку имеет особую актуальность, поскольку иноязычное общение в профессиональной деятельности современных специалистов характеризуется возрастающей значимостью в условиях глобализации и предусматривает формирование у студентов способности владеть иностранными языками в конкретных профессиональных, деловых, научных сферах и ситуации с учетом особенностей профессионального мышления. Преподаватель создает ситуацию и устанавливает действие, но его роль во время занятия не является прямой, он может служить в качестве проводника, советника или наблюдателя, но основная ответственность прийти к единому мнению, возлагается на участников, на обучаемых в методе обсуждения.

Ключевые слова: иноязычные коммуникативные умения, дискуссия, метод активного обучения, обсуждение, дебаты, круглый стол, интерактивность, метод.

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