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## **DISCUSSION AS AN EFFECTIVE WAY OF TEACHING A FOREIGN LANGUAGE**

**Key words:** discussion, reasoning, communication, speech.

**Introduction.** Learning a foreign language includes different types of speech and mental activity; it contributes to the formation of the ability to think clearly, critically perceive information, highlights the main idea and finds the means and arguments for its confirmation and reasoning and, therefore, facilitates the understanding of any theoretical material. Mastering the norms of rational speech communication, 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. Also, the formation of argumentative skills is necessary for the full development of the communicative and intellectual self-sufficiency of a personality.

**Methodology.** The discussion method is increasingly used in foreign language classes, including vocational-oriented education, mainly because it allows you to integrate students' knowledge seamlessly from different areas when solving a problem and it provides an opportunity to apply language knowledge and skills to practice, while generating new ideas. The term "discuss" in translation from Latin means "investigate". In our understanding, discussion is a way of speaking in the course of which, by comparing different points of view, a search for a unanimous opinion is sought for a possibly correct solution of a controversial issue. In order to participate in the discussion, it is necessary to have a certain set of skills, including both intellectual and speech skills. This type of argumentation always seeks a comprehensive discussion of the subject of disagreements, and its means are not the opinions of the parties, but positions characterized by a convincing logical reasoning. In addition to acquiring linguistic means, for the discussion it is necessary to have the ability to adequately argue one's statements, to present one's point of view convincingly, to articulate one's views so that to be easily understood. Discussion involves speaking about an issue by a group of people. A conversation of two or more people always has something to do with the discussion: a dialogue of disagreements, contradictions. The need to find a common language, come to the agreement is a prerequisite for the existence of human society. Discussion is a procedure for developing a common opinion, removal of contradictions within the team. In essence, each of the participants in the discussion often has his own point of view, his own view on the solution of the problem. The goal of any discussion is to

achieve the maximum possible degree of agreement of the participants on the problem under given conditions. The means which are used in the discussion should be recognized by all the participants (Bazarova p.306-308).

The characteristic features of the discussion method include group work of participants, active communication of participants in the process of work, verbal communication as the main form of interaction in the process of discussion, directed exchange of views with the appropriate organization of the place and time of work, but based on the participants' self-organization, focus on achieving of learning goals. The following forms of discussion are spread around the world of pedagogical experience: round table is a conversation in which a small group of students (usually about 5 people) participate “on equal terms”, during which opinions are exchanged, both between them and the rest of the audience; an expert group meeting (“panel discussion”), at which the intended problem is discussed by all participants of the group (4-6 participants with a previously appointed chairman), and then they set out their positions to the entire audience; forum is a discussion similar to the expert group meeting, during which this group speaks in exchange of views with the audience (class, group); symposium is a more formalized discussion, during which participants make presentations representing their points of view, after which they answer questions of the audience, debate is a clearly formalized discussion, built on the basis of pre-fixed speeches of the participants-representatives of two opposing, rival teams or groups (Bazarova p. 306-308).

**Results and discussion.** The effectiveness of the discussion largely depends on the mastery of the art of argumentation. The ability to prove one's point of view is a necessary condition for a culture of discussion. In the debate, participants constantly have to prove or refute certain provisions, to convince opponents. 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 one or another point of view and the beliefs of a partner. The basis of the argument is a cause-effect relationship.

Teachers should take into account the following tips of organizing a discussion. It is very important to create a comfortable, non-threatening environment, to plan and prepare the discussion, to develop clear goals and a specific plan for each session, to compose specific questions that will move the discussion forward, illuminate major points, and prompt students to offer and to write an outline or list of guiding questions on the board before you begin the discussion. Each session should have a clear beginning, middle, and end. After the discussion a teacher can summarize the major ideas and write them on the board and give students 5-10 seconds to think and formulate a response (4).

The style and methods of reasoning are often justified nationally and dictated by the cultural identity of both the personality and society. Successful discussion implies the presence of certain skills to represent, argue and discuss their position, as well as respect for all its participants, their views and culture (Ivin p. 203).

The problem of the culture of speech behavior lies in the area covering the answers to the following questions: what we are talking about, what we want to say, what means we use and what is the reaction to our speech. The answer to the first question determines the purpose of speech, the answer to the second question – the design of the future speech, to the third – the specific text of the speech, to the fourth – the level of adequacy of the reaction of the listeners to the speaker's goal. It is clear that the goal must be achieved; otherwise it is the conversation when we are not heard. The goal is the motivation that underlies any speech act. The idea is the information that you want to convey to the listener, because this information in itself works to realize your goal. The idea consists of a thesis, the very idea that you are going to convey and arguments in defense of this thesis. The reaction is the concrete behavior of the listener in speech communication (Zareckaja p. 2).

**Conclusion.** Thus, in the discussion, a clearer and distinct formulation of the problem is gradually formed, the moment of subjectivity is eliminated to a certain limit: the beliefs of one person or group of people receive the proper support of others and thereby objectified. The organization of the learning process on the basis of discussion is focused on the implementation of active learning, aimed at the formation of reflective thinking, actualization and organization of the experience of students aimed at joint development of the problem. The use of discussions in the classroom contributes to the effectiveness of the learning process, since it stimulates thinking, independent information retrieval and a desire to analyze and generalize.

#### Literature:

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