

## СЕКЦИЯ: ПЕДАГОГИКА

УДК 378.147.88

Moiseienko Svitlana Mykolaivna  
National Technical University of Ukraine  
“Igor Sikorsky Kyiv Polytechnic Institute”  
(Kyiv, Ukraine)

### DEBATING TECHNIQUES IN ESP CLASSROOM

**Abstract.** *The article deals with the peculiarities of the implementation of the debating techniques of students in ESP learning which should improve their foreign language skills, help them obtain new job-related knowledge and practice their soft skills. It analyzes value and role of this kind of learning. The article also presents rhetorical techniques that can be used during ESP learning.*

**Keywords:** *debates, debating techniques, rhetorical techniques, rhetoric, tools.*

Мойсеенко Светлана Николаевна  
Национальный технический университет Украины  
«Киевский политехнический институт имени Игоря Сикорского»  
(Киев, Украина)

### ДЕБАТНЫЕ ТЕХНОЛОГИИ ВО ВРЕМЯ ИЗУЧЕНИЯ АНГЛИЙСКОГО ЯЗЫКА ПРОФЕССИОНАЛЬНОГО НАПРАВЛЕНИЯ

**Аннотация.** *В статье рассматриваются особенности реализации дебатных технологий студентов в процессе изучения английского языка профессионального направления, которые могут улучшить их знания иностранного языка, помочь им освоить новые знания, связанные с работой, и улучшить межличностные навыки. В ней анализируются ценность и роль этого вида обучения. В статье также представлены риторические приемы, которые можно использовать во время изучения английского языка профессионального направления.*

**Ключевые слова:** *дебаты, дебатные технологии, риторические приемы, риторические фразы, инструменты.*

The modern world is dialogical. Such dialogicity is caused by the cognitive and emotional interest of mankind, the need to transmit and perceive information, the need for continuous connection with processes, phenomena, objects. In any case, a person is constantly in a huge communicative and information field. Anyone who is ready for dialogue can open new horizons for their own thoughts and actions. Such a dialogue involves the production of something new, where everyone will win. All these aspects actualize the debate as a kind of information cooperation.

The task of a teacher is to reveal the intellectual potential of a student, to increase the efficiency of his/her thinking. One of the means of solving such problems is intellectual competitions (games) as an effective way to improve the cognitive and mental abilities of students in the chosen speciality.

A generalized definition of the term **debate** refers to a well-thought-out and planned exchange of views in public on a provocative topic. Debate interactive technology is a new pedagogical technology that activates the learning and cognitive activity of learners, intellectual and verbal mobility through the introduction of intellectual competitions, in which one team with arguments proves a certain position, and the task of another – to oppose. Debates are democratic because they involve tolerance, equality of opportunity, mutual respect and critical thinking. People who can think critically, successfully overcome existing doubts, ask questions, are able to judge on the basis of evidence, trace the relationship between events and phenomena, can separate the real from the false [1].

**The goal of this research** is to analyze debating techniques of students in ESP learning which should improve their foreign language skills, help them practice their soft skills and obtain new job-related knowledge. We also try to estimate value and role of this kind of learning.

Debates are chaired by a moderator, who presents the subject to be discussed, introduces the participants and informs speakers of the time that they have been allocated to present their points of view. The moderator or 'chair' is also responsible for making sure that both sides respect their speaking times. A statement or motion presents the issue that the two sides will address. This often takes the form *This house believes that...* At the end of the debate the moderator usually invites the members of the audience to vote in favour of or against the motion.

### **Debating techniques [2]**

**Preparation** This is one of the keys to effective debating and it is only once a student has done the research that he/she will be able to decide on the best arguments to use in support of his/her case and to select the key facts and figures that a student will refer to. To participate in a debate a student needs to present forceful, arguments in support of his/her position and a student also needs to counter the arguments of your opponents. To do this successfully a student not only has to prepare very carefully what he/she will say but also listen attentively to what is said by the other participants, especially those who oppose his/her point of view.

**Anticipation** If a student has anticipated the arguments his/her opponents will be using, he/she will be better able to counter and discredit what he/she has said.

**Memorising** One of the difficulties of debating is that a student will not normally be reading from prepared notes. A student will be expected to talk directly to the audience and therefore need to memorise what he/she intends to say. However, a student would take notes while other participants are speaking and use these to rebut or repudiate what they have said.

**Rhetoric** How a student phrase what he/she has to say will directly affect the impact that a student has during a debate. Using rhetoric means combining the structure of the arguments that a student will use with a convincing style and delivery in order to establish his/her credibility as a public speaker. Here are some examples of rhetorical techniques that a student can use:

- Presenting a logical sequence of ideas
- Pointing out flaws in arguments
- Referring to experts and renowned figures
- Drawing parallels
- Using rhetorical questions

- Illustrating with practical examples
- Referring to hypothetical situations
- Presenting key facts and figures

**The value of the debate is due to the fact that it is a tool:**

- teaching democracy and honesty;
- preparation of participants for mental confrontation and public speaking;
- conflict-free problem solving;
- better knowledge of yourself and the world.

**Debate technologies help:**

- intensify educational and cognitive activities;
- deepen and expand students' knowledge;
- develop critical, logical and structural thinking;
- develop informational, communicative and ideological competence of students;

- promote the social adaptation of students to the conditions of public life.

Unlike traditional education, **debate technology teaches:**

- observe the diversity of life;
- argue own point of view;
- refute the point of view of the opposing team;
- summarize the whole discussion.

In general, debate technology is an effective way to develop communication and critical thinking skills. However, the more convincing result will have the one who learns to produce meaningful arguments and support them, find differences in theses, listen carefully to counterarguments and consider the answers. The positive result will have the one who learns to think independently. Debate is not only a public speech, but also a pedagogical technology that teaches and develops personality. Debates teach oral and written speech, convincing argumentation, public speaking, promote effective communication. People who debate are able to process and evaluate information, consider different topics from different angles, respect national, cultural, religious, racial differences.

Debating styles vary widely from one country to another. In some countries debates are formal and the participants follow rigid guidelines concerning the form and delivery of their arguments. The degree of emotional engagement in a debate will also vary depending on whether the participants are from a high- or low-context culture. In the former, speakers will assume that the audience will extract a maximum amount of meaning from a minimum amount of information; in the latter, speakers will tend to give detailed explanations of the ideas and arguments that they are using. In our further research we will analyze different debating styles.

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