

PSYCHOLOGICAL AND PEDAGOGICAL DETERMINANTS OF THE ESTABLISHMENT AND FUNCTIONING OF THE EDUCATIONAL SPHERE

LINGUISTIC AND PSYCHOLOGICAL BASICS OF THE DISCUSSION

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In terms of the communicative approach, the discussion as a learning technology is considered an effective means of communication skills and abilities development. It creates necessary conditions for motivated speech and determines the conditions under which "in the center of the pedagogical process is not the attitude to the object, but the attitude of people to each other about the object" [2, p. 27]. That's why the subject matter is relevant now. The aim of the research is to describe and to analyze the fundamental linguistic and psychological features of discussions and their influence on the process of teaching foreign languages.

Material and methods. The material of our research involves scholars' theoretical works, their fundamental statements and conclusions (I. Zimniaya, A. Leontiev, E. Passov, S. Miloradov, W. Skalkin, etc.). The investigation includes the method of the analysis and synthesis of information, the comparative method and the descriptive method.

Findings and their discussion. The discussion is one of the most important forms of communication, a unique way of learning and a method of solving problems, concerning reality description. The discussion provides an opportunity to identify different points of view on the problem and ways to solve it. It is not a conflict of opposing views, but a form of cooperation. During the discussion, participants can understand their own opinion on the problem more clearly and find common features in different approaches, which allows them to reach an agreement.

Structurally the discussion is a series of statements united by the same subject matter and pronounced by several people. The subject matter is presented in the form of a talking point, the purpose of the discussion is to find the common solution of a controversial issue all the participants agree on. The following factors influence the discussion language: 1) the degree of formality;

2) the degree of preliminary preparation; 3) the ability to conduct a discussion; 4) the ability to build arguments, etc. Discussions are marked by special speech arrangement means: typical features are peculiar cliches expressing logical connections, concessive and causal clauses, a number of modal words, etc.

Discussions perform diagnostic and curative functions. During a discussion participants' individual characteristics, such as character traits, a propensity for leadership, conflicts, conformism, the level of culture and education, open-mindedness, etc., are clearly manifested. The discussion course and results provide grounds for defining an individual's psychological portrait and identifying the "problem areas", such as problems in relationships, statuses in the team, etc. An effective discussion helps to improve the psychological climate in the team, develop self-confidence, etc.

The discussion as a component of communication is characterized by three aspects: the communicative, interactive and perceptual ones [2, p. 57]. It is communication that starts interaction, thanks to communication, people can interact. However, specifically mutual relationships comprise the internal personal basis of interaction, and the latter is the implementation of the former.

The communicative aspect implies not only the exchange of information between a communicator and a recipient, but such an interaction in which there is a collaborative comprehension of the subject. It's remarkable for the interaction of linguistic and social aspects, the importance of pragmatic effect, the primordiality of the speech intent as compared to the speech act, etc. According to G.M. Andreeva view, communicative influence is no more than the psychological influence of one communicant on another one aimed at changing their behavior. The effectiveness of communication is measured by the extent to which this impact is achieved [1, p. 85]. The criterion for the discussion effectiveness is its successfulness and the attainment of consensus. Besides, the author describes two groups of communication barriers: the ones that may be caused by the absence of at least one of these factors and the barriers that are conditioned by social, political, religious and professional differences between partners.

Interaction is a collaborative verbal and cogitative activity aimed at solving a problem. Discussion participants should understand the team goals and be ready for collaboration. It is also important to take into consideration participants' role in it, to follow the rules and to implement fully discussion skills. One of the main criteria for the interaction effectiveness is "communication density", which means all participants' diligence and work at any stage of a discussion [4, p. 202].

Perception includes the participants' personal relationships. Discussion can be considered effective only if friendly atmosphere in the team is maintained. The negative one can appear due to arguments that inevitably lead to failure in finding a common solution, since it won't be mutually accepted.

Thereto, I. Zimniaya points out a three-phase structure of the discussion: the conative, orientational (tentative) and executive phases [4, p. 45].

The first phase is implemented by an interaction of needs, motives and goals. E. Passov analyzes two types of motivation: the communicative and situational ones. The communicative motivation often does not depend on the organization of the educational process (while people can be talkative and taciturn by nature), but it is the background for situational motivation, which is determined by the educational methods, technologies, the materials used, etc. On the basis of motives, a speech intention arises. Therefore, when organizing the educational process in general and the educational discussion in particular, a teacher needs to provide students with interesting and motivating activities. A student should feel satisfaction of their communicative and cognitive needs. I. Zimniaya points out that a person, engaged into educational activity through motives, recalls information better, analyzes the materials more thoroughly and expresses interest, doing the tasks given.

The second phase of the discussion is aimed at studying the conditions of activity, identifying its subject, revealing its features, etc. The phase involves selection and organization of necessary means and methods, as well as arrangement of ideas and arguments. This is a phase of planning.

The third phase is an executive one. It can be externally expressed (speaking) and externally unexpressed (listening).

E. Passov analyzes one more model of speech-based discussion activity, consisting of the following stages: 1) goals and motives setting, which involves stating a problem and creating conditions for its solution; 2) the analysis of the problem issue and planning; 3) hypothesis development; 4) argumentation; 5) proving; 6) reflection. Problem solving has two stages: a stage of individual solving and a stage of collaborative activity, which coincide structurally.

Conclusion. Thus, discussions are characterized by three aspects: the communicative, interactive and perceptual ones. They perform diagnostic and curative functions. The discussion includes three phases: the conative, orientational (tentative) and executive ones. All the features described should be taken into consideration while organizing an educational discussion.

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3. Passov, E. The communicative method of teaching speaking in a foreign language / E. Passov. – M.: Prosvestcheniye, 1991. – 223 p.
4. Zimniaya, I. Psychological aspects of teaching to speak a foreign language / I. Zimniaya. – M.: Prosvestcheniye, 1985. – 160 p.