

## PSYCHOLOGICAL AND PEDAGOGICAL DETERMINANTS IN ACADEMIC AND SOCIAL SPHERES

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### THE IMPLEMENTATION OF DISCUSSION TECHNOLOGY INTO THE PROCESS OF TEACHING FOREIGN LANGUAGES

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According to the communicative approach, there are a great number of technologies used in foreign languages teaching: role-play, case methods, debating, etc. One of the most effective and relatively simple of them is a discussion. It is public controversy, the purpose of which is to clarify and to compare different points of view, to find the right solution to a debatable issue [4, p. 6]. The discussion doesn't lead to confrontation, it's a form of cooperation, collective work, which is extremely important for the educational process. Discussions are based on mutual respect and allow to identify different points of view on the problem and ways to solve it.

The aim of the research is to describe and to analyze the classifications of discussion types and their implementation into the process of teaching foreign languages.

**Material and methods.** The material of our research involves scholars' theoretical works, their fundamental statements and conclusions (E. Passov, I. Zimniaya, S. Miloradov, W. Skalkin, T. Panina, L. Bobyleva, etc.). The investigation includes the method of the analysis and synthesis of information, the comparative method and the descriptive method.

**Findings and their discussion.** There are a vast number of classifications of educational discussions. The teacher chooses the type of discussion basing on the goals and objectives of teaching, the level of formation of speech and language skills, interests and horizons of students, etc. In our research, we identify the most interesting types of discussions, which are easy to implement in the educational process.

One of the most common and widely known classifications is the one created by M.V. Clarin, who identifies the following types of discussions:

1) a "round table", or a conversation in which a group of students participates and shares their opinions as equals;

2) a panel discussion, or a meeting at which the debatable issue is discussed by an expert group (four to six students and the chairman), and then their conclusions are presented to the audience;

3) a forum is a discussion during which the students of an expert group exchange opinions with the audience;

4) a symposium is a strictly formalized discussion where participants make presentations representing their points of view, after which they answer the audience's questions;

5) a debate is a clearly formalized discussion based on pre-fixed speeches of two opposing groups representatives and refutation of their points of view;

6) a "court hearing" is a discussion dramatizing a trial [2, p. 108–109].

According to the typology of educational discussions in foreign sources, there is a unison discussion, an opinion exchange discussion and a confrontational discussion. The unison discussion aims at justifying some points of view on the subject of discussion. It is conducted in the form of a round table discussion and presupposes strictly limited educational material and full individual management by means of role cards.

The opinion exchange discussion aims at consideration of a wide range of views on a problem. That's why it should be arranged on the basis of a variety of educational material.

The confrontational discussion is conducted in the form of negotiations on a relevant issue or debates. It requires in-depth knowledge of the two main viewpoints on the subject under consideration. Consequently, the material should contain a large number of details that could be used to justify or to refute a certain point of view.

One more classification by T.S. Panina and L.N. Vavilova includes extremely creative types of discussions [3, p. 45–62].

1. A snowball discussion is the development and systematization of solutions to the controversial problem, which are presented by the participants. The discussion takes place successively in pairs, fours and finally in microgroups. As a result, only the most effective solutions are selected, their effectiveness is justified during the general discussion.

2. The feature of a quadro discussion is the initial identification of the participants' opinions with the help of digits in the cards (1 – "agree", 2 – "agree, but...", 3 – "disagree, but...", 4 – "disagree"). The opinions of the participants are compared in the course of the further discussion.

4. A priority discussion is based on ranking theses on the controversial issue and the subsequent discussion of the results.

5. A circle discussion is a variation of the aquarium technique, in which students form inner and outer circles and move clockwise to a new group to discuss and defend their point of view.

6. The discussion, called "in the firing line", is one of discussion types, in which students stand in two rows and exchange arguments "for" or "against" with a direct "opponent". After 3–4 minutes, they switch roles and defend the point of view they opposed earlier.

7. The “thinking hats” discussion is a variant of a role-playing discussion in which the colour of “hats” identifies students’ roles. Thus, the “white” presents neutral facts, statistics, and factual information; the “red” expresses emotions and feelings; the “black” indicates difficulties, negative assessments; the “blue” presupposes control over oneself and over other “hats”; the “yellow” is characterized by optimism, positive and constructive intentions, etc.

However, no matter which type of discussion is chosen, a teacher should follow the general structure, organizing several stages of training: the pre-discussion period, the discussion itself, and the stage of control and correction.

At the pre-discussion stage connected with a text analysis which is the basis of the upcoming discussion students are invited to do a set of preparatory tasks (the Bingo game, crosssens, role-playing, debating, writing position papers, etc.).

On the pre-discussion stage organized, the discussion itself should be conducted, according to the projected plan or students’ roles, if a discussion game is arranged. The main problem of this period is discussion management. All other issues are solved in the process of its preparation.

At the stage of control and correction it is important to analyze the discussion course, the contribution of each participant to its development, as well as the mistakes made. It is desirable to record the discussion with the help of a dictaphone, which helps to analyze and to conduct a detailed analysis of the discussion subsequently.

The control and correction of the discussion should be carried out in the following sequence: a proper analysis of the discussion and a postponed analysis, including thorough revision and correction of errors, made by students in the course of the discussion.

**Conclusion.** Thus, choosing the type of discussion to organize in class, a teacher should follow the general structure (the pre-discussion period, the discussion itself, and the stage of control and correction), be guided by the goals and objectives of teaching, the level of formation of speech and language skills, interests and horizons of students. The most interesting and effective types of discussions are the “thinking hats”, “in the firing line” and “court hearing” discussions, as well as snowball and round table discussions.

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