

В связи с выявлением низкого уровня доверия к себе у лицеистов, возникла необходимость в организации коррекционной работы.

Вид тренинга – тренинг личностного роста для открытой группы

Цель тренинга – исследовать причины, влияющие на формирование доверия к миру; получить и осознать новый опыт взаимодействия с миром, исходя из позиции «доверяю» и «принимаю». Формат тренинга – 1 день, 8 часов. Упражнения: «Умные ручки», «Молекула», «Разведка».

Заключение. Доверие – это ожидания, предположения или веру (убеждение) в вероятность того, что будущие действия другого будут выгодными, благоприятными и, по крайней мере, не нанесут ущерба интересам другого (И.В. Антоненко).

Структура доверия к себе в юношеском возрасте включает аффективный, когнитивный и поведенческий компоненты. Критериями проявления аффективного компонента является само-го принятия, когнитивного, – сама ценность, поведенческого – сама благосклонность личности. Благодаря доверию к себе, человек приписывает себе определенный набор возможностей, стремится соответствовать миру и самому себе.

В ходе проведенного исследования было определено, что для большинства лицеистов характерен низкий уровень доверия к себе в интеллектуальной сфере (38%), в решении бытовых проблем (40%), в умении строить взаимоотношения с близкими людьми (40%), в умении строить взаимоотношения в семье (38%), в умении строить взаимоотношения с детьми (40%), в умении строить взаимоотношения с родителями (42%), в умении нравиться представителям противоположного пола (38%) и в умении интересно проводить досуг (38%).

При этом было выявлено, что для юношей характерен более высокий уровень доверия к себе по всем шкалам. Данный факт можно объяснить тем, что юноши более уверены в себе, чем девушки, привыкли рассчитывать на свои силы, а девушки чаще ищут социальной поддержки у окружающих.

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THE "DEBATE" TECHNOLOGY AS A WAY TO OPTIMIZE AND SYSTEMATIZE KNOWLEDGE IN TEACHING AND LEARNING A FOREIGN LANGUAGE (ENGLISH)

Introduction. According to the Oxford Advanced Learner's Dictionary “**debate** /di'beit/ n (a) a formal argument or discussion of a question, eg at a public meeting or in Parliament or Congress, with two or more opposing speakers, and often ending in a vote: ... to open the debate... (b) argument or discussion in general... The importance of this development has been the subject of much/some debate” [1, p. 299]. But this is not just a free exchange of opinions on any issue, it is a formalized dispute according to certain rules. Therefore, a distinctive feature of the debate is a high degree of standardization: the time limit for each participant's speech, clear role requirements and objective criteria for evaluating speakers.

The “Debate” technology is a universal educational method. It can be filled with any content, used in the study of any discipline, including a foreign language, as it is one of the ways to develop foreign language communicative competence.

It should be noted that the most significant for further education and professional growth, the communicative skills of modern students can be attributed to the skill of public speaking, since throughout their further studies and careers they will be evaluated precisely by the effectiveness of oral communication with others. As E.N. Zaretskaya writes, in the future, most students will have to speak publicly and make presentations to colleagues, subordinates, superior members of the board of directors, before the shareholders' meeting, the sales committee, the management committee, workers, customers, employees of the production, financial and balance sheet sectors of the company, etc. And in each of these cases, the reputation of a specialist will be at stake [2, p. 169]. Some of specialists also mention the great importance of oral speech in public: Antonova I. B., Berg E. B., Panchenko S. V., Fedeneva Yu. B., Volkov A. A., Grinko E. N., Dzyaloshinsky I. M., Pilgun M. A., Dzyaloshinsky I. M., Pilgun M. A., Klimova M. V., Mikhalkin N. V. and others.

The aim of this research is to learn how to present one's own thoughts and ideas in public, especially in a foreign language, linguistically and psychologically correctly while using the “Debate” technology. Often, during a public speech, people cannot structure their speech, clearly formulate ideas, spontaneously select the necessary language tools, they experience stiffness, a sense of insecurity and worry a lot, which affects their physical condition. It is no coincidence that such a concept as “oratorical fever” appeared in rhetoric [3].

Being an educational technology, debates allow us to solve the following tasks:

training: they contribute to the consolidation, updating of previously acquired knowledge, mastering new knowledge, skills and abilities, form the ability to concentrate on the essence of the problem;

educational: They contribute to the development of intellectual, linguistic qualities, and creative abilities. Debates develop logical and critical thinking, allow you to form a systematic vision of the problem, detect the existence of a relationship between events and phenomena, and consider them from different positions;

educational: contribute to the formation of a culture of dispute, tolerance, recognition the multiplicity of approaches to solving the problem;

communicative: educational activities are carried out in interpersonal communication, learning takes place in the process of joint activities.

This versatility speaks to the undeniable advantages of the debate and is due to its structure. The format of the debate provides for the participation of two teams consisting of three or four people. One team approves the thesis (the topic of the debate), the other refutes it.

Depending on the goals and objectives set, debates in the classroom can take on various forms. T. V. Svetenko in her book "A Guide to debates" classifies debates as follows.

- "Classical debates". This is a format where two teams of three people participate, and the rest of the students are passive listeners, either "reviewers" or judges. However, it is difficult to involve everyone in such debates one way or another, so this type has a rather limited use in lessons.

- "Express debates". In them, the orientation and preparation phase is minimized. Preparation is carried out directly in the lesson based on the textbook material. This type of use of the debate format can be considered as an element of "feedback", consolidation of educational material, or as a form of activation of cognitive activity.

- "Modified Debates". They use separate elements of the debate format, or debates in which some rule changes are allowed [4, p. 123]. Making changes allows you to involve the whole group in the work. Here it is possible to change the rules, increase the number of speakers in teams, questions from the audience are allowed, "support groups" are organized, which teams can turn to during timeouts, a "group of experts" is created that can perform the functions of refereeing, summarize the game, analyzing the argumentation of teams and demonstrating a clash of positions, work out a compromise a solution that is often needed in the classroom to achieve learning goals.

The main elements of the debate.

Defining the topic. The first step in any debate is to formulate a topic. This is not an easy task. A "good" topic should:

- provoke interest;
- be balanced and give the same opportunities to teams in presenting high-quality arguments;

- have a clear statement;
- stimulate research work;
- contain the possibility of discussion at various levels.

The topic of the debate is formulated in the form of a statement and does not give advantages to either side, that is, the side "for" and the side "against" can equally effectively develop their arguments.

The argumentation system. Each team creates an argumentation system to prove its position, that is, a set of aspects and arguments in defense of its point of view, presented in an organized form. With the help of arguments, the team tries to convince the jury, not the opponents, that its position on the topic is the best.

Support and evidence. To create an argument, the thesis is put forward, then explained, proved and summarized (a conclusion is made). This logical chain (the structure of the argument) can be represented as follows: thesis (main idea, idea) – disclosure, explanation of this idea – proof (justification and reasoning) based on facts: definitions, quotations, laws of science, opinions of authoritative personalities, examples from the surrounding life, statistical data that are in the debate the name of the "argument support".

Cross-cutting issues (questions). Most types of debates provide each participant with the opportunity to answer questions. The ability to formulate questions correctly and answer them skillfully largely determines the effectiveness of the debate and is one of the most important skills of the participants. A correctly posed question provides an opportunity:

- clarify the opponent's point of view;
- get additional information from your opponent;
- better understand his attitude to the issue under discussion;
- reduce the value of the opponent's arguments;
- to find gaps in the logical chain of reasoning of the opponent, that is, in the strategy of the opposing team;
- prepare a rebuttal of your team, that is, outline a strategic line of rebuttal.

At the same time, a reasoned and accurate answer strengthens the participant's own position in the debate, strengthens the argumentation of the thesis put forward and does not allow serious damage to the strategy of his team [4, p. 53].

There is a certain order of debate. The unification of the rules of the game is followed by the timekeeper, who talks about the speakers, how much time has passed before the game, or the timeout (no card: 2 min, 1 min). The debates are judged by a panel of judges consisting of 3-5 people. During the debate, they fill out special protocols and determine whose arguments and method of proof were the most convincing. Each team member has certain responsibilities, which, according to the rules, they perform during the game. The speeches of the first speakers are constructive, the speeches of the second speakers are refuting (developing), the speeches of the third speakers are final (comparative analysis of the positions of the parties).

The rest of the students in the group help to make a case for their team (select materials) during the preparation for the game, and during the game they cheer for their team.

Debates in a foreign language (English) can have three rounds.

1. The opening round. The first speakers declare; no questions are asked. The time set for each speaker is two minutes.

2. Round of cross-questions. The second speakers are speaking. The duration of the round is 15 minutes.

3. The final round. The third speakers give a closing speech for two minutes.

When teaching a foreign language, debates form students' four basic linguistic communication skills – listening, reading, speaking and writing. Serious preliminary training of students is needed immediately before the event. At the preparation stage, the speakers and the support group analyze the literature, prepare supporting summaries, annotations, abstracts, notes, collections of quotations, briefly record the structure of speech, which develops reading and writing. Listening and speaking skills are improved directly during the debate, and rounds of cross-questions allow you to include not only the speakers, but also the entire group in this process.

Debates teach you to be tolerant of someone else's view of the problem. Since the participants in the dispute convince not each other, but a third party, this allows them to maintain a respectful attitude towards their opponents. It is very important to be able not only to speak well and prove, but also to listen and understand well, to be able to manage your emotions, to be objective and impartial.

The specificity of a foreign language imposes its own characteristics on the assessment of debates. General evaluation criteria can be identified:

- reasoned presentation of points of view;
- the ability to ask problematic questions;
- The behavior of the participants in the debate.

It is also necessary to take into account the speech of students, that is:

- observance of speech etiquette;
- lexical design of speech;
- grammatical design of speech;
- pronunciation.

When teaching a foreign language, debates can be used both for the purpose of generalization, systematization and consolidation of educational material, and for the control of acquired knowledge. It is most advisable to use debates at the final stage of studying any material or topic.

It is very important that debates teach students to use language clichés appropriately in public speaking. For example, in English, the most commonly used expressions include the following:

This makes it clear ...,
From this it can be concluded ...,
To give just one example ...,
Under the condition ...,
It must be assumed that ...,
It is to be expected ...,
From this the conclusion can be drawn ...,
In any case ...,
As has already been said ... and others.

Debates also form students' understanding of the structure of speech. An example of a plot speech in a debate can be the speech plan of the first speaker: greeting the audience – introducing the team and himself – introduction (justification of the relevance of the topic) – defining the concepts of the topic – criterion movement – argumentation – conclusion – gratitude for attention. Students' understanding of the structural and plot patterns of debate speech will allow them to further draw up a clear plan for most public speeches.

The “Debate” technology is based on the following principles: integrity, universality, variability, orientation towards the democratization of the educational process, humanistic character and humanitarian orientation; personal orientation; orientation towards self-education of students.

Conclusion. The advantages of the “Debate” technology include the formation of students' speech critical thinking, differentiation of the content of educational material, ensuring the individualization of educational activities, a variety of forms and methods of teaching, the formation of generalized practical skills of students.

The proposed method is universal in nature, is most directly aimed at developing communicative competence and forms both speech and social skills of students.

“Debates”, being a pedagogical technology, serve as an effective means of teaching and upbringing, which determines the active use of debates in the educational process. The ability to conduct debates will be useful in life, will help in the development of critical thinking, will teach you to look at things from different points of view, question facts and ideas, logically build arguments and convince, communicate.

In order to achieve a lot both in science and in professional life, it is necessary to be able to present your point of view in a reasoned manner and parry the arguments of opponents.

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