

Е.Е. Орешина, Т.В. Логина, Г.Л. Молибога

ИСПОЛЬЗОВАНИЕ МЕТОДА ДИСКУССИИ НА ЗАНЯТИЯХ ПО ИНОСТРАННОМУ ЯЗЫКУ

Аннотация. В статье рассматривается дискуссия как метод обучения иностранному языку. Дискуссия как одна из форм обсуждения проблемы является одним из самых распространенных и успешно применяемых методов, максимально соответствующих целям и задачам обучения иностранному языку. Использование метода дискуссии создает оптимальные условия для решения разнообразных коммуникативных и интерактивных задач, включая развитие у обучающихся интерактивных умений, необходимых для свободного владения иностранным языком. Несмотря на активное применение метода дискуссии на занятиях по иностранному языку, обучающиеся сталкиваются с рядом объективных и субъективных трудностей, которые существенно снижают его эффективность. В таких условиях роль преподавателя становится решающей – он четко формулирует и представляет тему дискуссии, отбирает соответствующий речевой и языковой материал, определяет цель и задачи дискуссии, распределяет роли участников и объединяет их в группы, разъясняет правила и проводит консультации, обеспечивает активное взаимодействие, аргументированность выступлений и планомерность дискуссии, структурно оформляет ее. Тщательная подготовка каждого этапа дискуссии, грамотный выбор темы дискуссии и организация групп участников дискуссии способствуют повышению эффективности обучения иностранному языку.

Ключевые слова: обучение иностранному языку, дискуссия, взаимодействие, интерактивность, тема дискуссии, этапы дискуссии.

Е.Е. Oreshina, T.V. Logina, G.L. Moliboga,

USE OF THE DISCUSSION METHOD IN FOREIGN LANGUAGE TEACHING

Abstract. The article addresses discussion as a method of teaching a foreign language. Discussion as one of the forms of problem solving is one of the most widespread and successfully used methods that maximally correspond to the goals and objectives of foreign language teaching. The use of the discussion method creates optimal conditions for fulfilling a variety of communicative and interactive tasks, including the development of students' interactive skills which are necessary for fluency in a foreign language. Despite the fact that the discussion method is actively used by foreign language teachers, students face a number of objective and subjective difficulties that significantly reduce its effectiveness. In such conditions the role of the teacher becomes crucial – the teacher clearly formulates the topic of the discussion and presents it to the class, selects the appropriate language material, determines the purpose and objectives of the discussion, structures it, assigns the roles of participants and forms groups, explains the rules and provides consultations, ensuring active interaction, argumentation of speech and orderliness of the discussion. Careful preparation for each stage of the discussion, competent choice of the topic of discussion and arranging groups of participants increase the efficiency of foreign language teaching.

Keywords: foreign language teaching, discussion, interaction, interactivity, discussion topic, stages of discussion.

Орешина Екатерина Евгеньевна

кандидат педагогических наук, доцент кафедры иностранных языков и профессионального перевода, Тамбовский государственный университет имени Г.Р. Державина, город Тамбов. Сфера научных интересов: педагогика, методика преподавания иностранных языков, межкультурная коммуникация. Автор более 20 опубликованных научных работ. ORCID: 0009-0009-7538-7338, SPIN-код: 4950-6903, Author ID 502606.

Электронный адрес: oreshekaterina@yandex.ru

Логина Татьяна Викторовна

кандидат филологических наук, доцент кафедры иностранных языков и профессионального перевода, Тамбовский государственный университет имени Г.Р. Державина, город Тамбов. Сфера научных интересов: когнитивная лингвистика, акциональные глаголы, интерпретация и оценка, перевод и переводоведение, преподавание английского языка. Автор более 20 опубликованных научных работ. SPIN-код: 5983-8434, AuthorID: 987436.

Электронный адрес: violet8905@rambler.ru

Молибога Галина Леонидовна

кандидат филологических наук, доцент кафедры иностранных языков и профессионального перевода, Тамбовский государственный университет имени Г.Р. Державина, город Тамбов. Сфера научных интересов: когнитивная лингвистика, перевод и переводоведение, межкультурная коммуникация, преподавание английского языка. Автор более 30 опубликованных научных работ. SPIN-код: 6628-1128, AuthorID: 769785.

Электронный адрес: g.l.moliboga.88@mail.ru

Modern approaches to foreign language teaching provide a wide range of methods, which take into consideration different levels of proficiency, personal characteristics of students and specifics of the learning process. Two types of methods are distinguished:

- passive (reproductive) methods focus on transferring ready-made knowledge to students;
- active (productive) methods are aimed at developing students' independent learning skills.

Active (productive) methods of teaching foreign languages help to master the main types of speech activity and to develop interactive skills. Problem solving as an interactive method plays an important role in the organ-

isation of foreign language teaching. Problem solving is a specific form of group work and group interaction, characterized by intense cognitive activity of students [1]. It is known that interactivity (interaction) is the basis of foreign language teaching. Interactive approach is the creation of such a situation in the classroom, when it is impossible for students not to be involved into communication. *Interactivity* is a complex of three mutually connected aspects:

- 1) interaction between students and the content of the discussion/interactive task;
- 2) interaction between students and the teacher;
- 3) interaction between students.

Problem solving as a method of teaching a foreign language creates favorable con-

ditions for the implementation of all these types of interaction, as it causes active intensive cognitive activity of students, allows them to get involved into a variety of true to life situations. Types of problem solving include discussion, debate, polemic and dispute. Each of them has its own specific features. Discussion can be singled out as the most frequently used type of problem solving in foreign language teaching. Discussion is a method based on group communication over a proposed problem, the purpose of which is to compare different points of view and find a common solution [2–4].

The experience of practicing teachers shows that discussion is the most effective method of problem solving, because unlike polemics, discussion does not divide but unites participants; unlike debate, it implies the presence of opposing, not just diverse points of view; unlike dispute, discussion is aimed at finding a compromise, not at convincing opponents of their rightness.

The potential of using the discussion method is diverse – according to D.I. Izarenkov, ‘discussion acts not only as the most important tool for explaining and exploring the world, including the main means of obtaining new scientific data, but also as a way and form of development of intellectual abilities of an individual’ [5, p. 105]. Organisation of a discussion in foreign language classes creates conditions for the fulfillment of a variety of tasks that can be conditionally divided into two groups:

- 1) general (interdisciplinary) tasks;
- 2) specific tasks, directly related to foreign language teaching.

General tasks include:

- development of skills of expressing one’s opinion in an oral and written form;
- development of argumentation and counter-argumentation skills;

- development of group work skills, especially in situations of conflicting opinions;
- development of respect for opposing opinions;
- development of the ability to find several solutions to a problem;
- development of public speech skills;
- development of the ability to find weak spots in the opponent’s position.

Specific tasks include:

- development of all types of speech activity;
- development of skills of selecting lexical and grammatical units to arrange effective interaction;
- development of skills of working with authentic texts, audio and video materials in a foreign language to search for necessary information;
- consolidation of previously learnt material and mastering new lexical and grammatical material;
- study and practical application of stylistic norms of a foreign language [6, p. 171].

The widespread use of discussion as a method of teaching a foreign language has led to the emergence of a large number of variants of their organisation, such as brainstorming, conference/press conference, round table, expert group meeting, court session, talk show, symposium. Such a variety helps to adapt this method to the peculiarities of the academic group, goals and objectives of each stage of learning.

However, the effectiveness of using discussion in foreign language classes is significantly reduced if students are not prepared to participate in it or have significant difficulties in arranging it. Such difficulties may have the following reasons:

- students have underdeveloped group work skills and are unable to work in a team and find compromises;
- students have little motivation to participate in a group discussion;

- students have a fear of public speaking and criticism, they are afraid both to present their team's point of view in front of the group and to defend their opinion during the group discussion. In addition, they are afraid of making mistakes in their speech, and this makes their speech short and superficial.

Other problems include lack of information on the topic of discussion and insufficient vocabulary and grammar knowledge to express their opinions.

The teacher plays a crucial role in overcoming the difficulties mentioned above when using the discussion method. The effective use of this method depends largely on how well the teacher is familiar with the stages of arranging a discussion, on the teacher's ability to choose the right topic for discussion and to form teams of participants. Let us consider each of these aspects in more detail.

Topic formulation

Formulation of the topic of discussion is a key step. The topic of discussion should be presented in the form of a statement that does not favour either side, thus providing an equal opportunity for argumentation. When choosing a topic, the teacher is advised to consider the following criteria:

- clarity and comprehensibility of the topic formulation for all students;
- relevance of the topic, width of coverage to bring in new interesting information;
- balance between the proposed topic and the potential for the problem solving;
- corresponding level of complexity [7, p. 306].

Teams formation

There are several approaches to teams formation. Students can form teams independently based on personal preferences.

Groups can be formed by drawing lots or by the students' seats in the classroom. The most effective approach is the one in which the teacher forms teams taking into consideration the level of language skills and personal qualities of the students, trying to avoid a constant composition of teams, giving the participants of the discussion the opportunity to interact with different people.

Stages of discussion arrangement

To increase the effectiveness of discussions in foreign language classes, careful preparation of each stage by the teacher and each student is required. The main stages of a discussion are:

1) warm-up: the teacher's explanation of the topic and rules of the discussion, initial discussion, search for possible solutions, teams formation;

2) group work arrangement: presentation of the task to the students, search for its optimal solution, exchange of opinions and summing up the results of group work;

3) presentation of the results of the work;

4) summarising the results: discussing the success of the problem solving;

5) reflection: analyzing the procedure and the result (what aspects students liked, what aspects they did not like, what caused difficulties, how to improve the process), evaluation of the effectiveness of the task, analysis of students' attitude to the task, self-analysis of students and the teacher.

It is obvious that the teacher plays the most significant role at all stages of arrangement and implementation of discussion. The teacher states the objectives of the students' activities, helps them to form teams, and gives a clear and precise description of the topic of the discussion [8, p. 17]. At each stage of the discussion organisation, the teacher performs different functions – from active control to

active observation – in order to identify areas where possible mistakes need to be corrected. The teacher arranges and directs group interaction, supports the students and works with them to find ways to make the discussion more effective for foreign language learning.

Thus, discussion as a common method of teaching a foreign language creates favourable conditions for achieving academic goals and objectives. Despite the difficulties

associated with personal characteristics, different levels of language proficiency, fear of public speaking and fear of making a mistake and being criticized, poor knowledge of the subject of discussion, careful preparation of the teacher and students, competent choice of the topic of discussion and proper teams formation help to increase the effectiveness of using the discussion method in foreign language teaching.

Литература

1. Муссауи-Ульянищева Е.В. Организация обучения дискуссии с применением проблемных ситуаций на занятиях по иностранному языку в высшей школе // Мир науки, культуры, образования. 2022. № 6 (97). С. 130–132. EDN FECKUI. DOI: 10.24412/1991-5497-2022-697-130-132
2. Бободжонова М.Ю. Дискуссия как метод обучения общению на уроках английского языка // Вестник педагогического университета. Серия: Педагогика и психология, методика преподавания гуманитарных и естественных дисциплин. 2020. № 1. С. 215–218. EDN RCNWQA.
3. Пономарева Е.Ю. Дискуссия на занятиях по иностранному языку как средство развития коммуникативной компетенции у студентов технического вуза // Материалы LXI отчетной научной конференции преподавателей и научных сотрудников ВГУИТ. Воронеж, 08–09 февраля 2023 г. Ч. 3. Воронеж : Воронежский государственный университет инженерных технологий, 2023. С. 63. EDN ONFVYT.
4. Пушкарева С.А. Дискуссия как способ организации речевого взаимодействия на занятиях иностранного языка // На перекрестке культур: единство языка, литературы и образования – I: Сборник научных статей I Международной научно-практической интернет-конференции, Могилев, 03–17 декабря 2018 года / Под ред. А.К. Шевцовой. 2019. Могилев : Могилевский государственный университет имени А.А. Кулешова, 2019. С. 170–172. EDN HJGYGA.
5. Изаренков Д.И. Основания полемического общения. Направления развертывания дискуссии // Русский язык за рубежом. 1992. № 4 (138). С. 105–110. EDN UQEPBP.
6. Карцева М.Ю., Рюмина В.А. Организация учебной дискуссии на уроке иностранного языка // Немецкий язык в эпоху глобализации: вызовы и перспективы : Материалы Международной научно-практической конференции. Ульяновск, 27–28 марта 2014 г. / Отв. ред. Л.А. Иванова, Т.А. Полуянова. Ульяновск : Ульяновский государственный педагогический университет им. И.Н. Ульянова, 2014. С. 166–181. EDN STPUQV.
7. Базарова А.А. Особенности применения метода учебной дискуссии на занятиях по иностранному языку в вузе // Теория и практика образования в современном мире : Материалы Международной научной конференции, Санкт-Петербург, 20–23 февраля 2012 г. СПб. : Реноме, 2012. С. 306–308.
8. Гаврилова О.В. Ролевая игра в обучении иностранному языку // English: Methods of teaching : Журнал издательского дома «Первое сентября». 2008. № 1. С. 12–19.

References

1. Moussaoui-Ulyanishcheva E.V. (2022) Organization of discussion training using problem situations in foreign language classes in higher education. *Mir Nauki, Kultury, Obrazovaniya* [World of Science, Culture, Education]. No. 6 (97). Pp. 130-132. DOI: 10.24412/1991-5497-2022-697-130-132
2. Bobodzhonova M.Yu. (2020) Discussion as a method of teaching communication in English language class. *Herald of Pedagogical University. Series: Pedagogy and psychology, methods of teaching humanities and natural disciplines*. No. 1. Pp. 215–218. (In Russian).
3. Ponomareva E.Yu. (2023) Discussion in foreign language classes as a means of developing communicative competence among students of a technical university. In: *Proceedings of the LXI reporting scientific conference of teachers and researchers of VSUET*. Voronezh, February 8–9, 2023. Voronezh : Voronezh State University of Engineering Technologies Publ. Pp. 63. (In Russian).
4. Pushkareva S.A. (2019) Discussion as a way of organizing speech interaction in foreign language classes. In: Shevtsova A.K. (Ed) *Na perekrestke kul'tur: edinstvo yazyka, literatury i obrazovaniya – I* [At the crossroads of cultures: The unity of language, literature and education – I] : Proceedings of the I International Scientific and Practical Internet Conference. Mogilev : Mogilev State University Publ. Pp. 170–172. (In Russian).
5. Izarenkov D.I. (1992) Foundations of polemical communication. Directions for the development of the discussion. *Russian language abroad*. No. 4 (138). Pp. 105–110. (In Russian).
6. Kartseva M.Yu., Ryumina V.A. (2014) Organization of educational discussion in a foreign language lesson. In: Ivanova L.A., Poluyanovа T.A. (Eds) *Nemetskii yazyk v epokhu globalizatsii: vyzovy i perspektivy* [German language in the era of globalization: Challenges and prospects] : Proceedings of the International scientific and practical conference. Ulyanovsk, March 27–28, 2014. Ulyanovsk : Ulyanovsky State Pedagogical University Publ. P. 166–181. (In Russian).
7. Bazarova A.A. (2012) Features of the implementation of the method of an academic discussion in a foreign language class at a university. In: *Teoriya i praktika obrazovaniya v sovremennom mire* [Theory and practice of education in the modern world] : Proceedings of the 1st International scientific conference. St. Petersburg, February 20–23, 2012. St. Petersburg : Renome. Pp. 306–308. (In Russian).
8. Gavrilova O.V. (2008) Role play in teaching a foreign language. *English: Methods of teaching : Journal of Moscow Publishing House 'First of September'*. No. 1. Pp. 12–19. (In Russian).