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STUDY OF THE EFFECTIVENESS OF USING THE DISCUSSION METHOD FOR FORMING COMMUNICATIVE SKILLS IN ENGLISH LANGUAGE LESSONS

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Identifying the levels of development of foreign language communication skills of high school students is carried out in three stages:

– The ascertainment stage includes carrying out diagnostic methods to identify the level of formation of foreign language communicative abilities of high school students.

– The formative stage includes methodological work on the use of information technologies in English lessons.

– The control stage includes re-diagnosis according to the diagnostic methods of the ascertainment experiment; summing up.

The important conditions for the formation of communicative skills in the English language lesson during the discussion among high school students are:

– operational diagnosis of the state of the educational process;
– setting goals and their maximum specification;
– clear orientation of training to educational goals and guaranteed achievement of results;

– assessment of current results;
– training correction, ensures the achievement of set goals; final assessment of results;

– diagnosis of the level of formation of communication skills in the English language lesson among high school students as a result of the use of IT.

It is generally known that discussion is possible only if there is a certain lexical and grammatical background. That is why a large amount of lexical material is included in the development of each conversational topic, as it is the vocabulary that flexibly and quickly responds to all changes in social, cultural and social life, as it is a measure, an indicator of the general level of development of students.

The greater the vocabulary of students, the wider their opportunities for self-realization, revealing their creative potential with the help of the English language.

The first steps are very important for organizing a discussion. To start the discussion, a short introduction by the teacher is important. The teacher must carefully think through the task of the discussion, its possible course, options and, most importantly, the conclusions that the students should reach. The teacher should determine in advance the time frame of free discussion and sum up the results of the discussion with the whole class [1, c. 360].

The use of discussions in foreign language classes in high school is aimed at activating the educational and cognitive activity of students, developing an independent position, forming specific skills of argumentation and formulating an opinion. The basis of the discussion is a contradiction, which reflects the opposite views of the participants on the problem, forms the ability to clearly and clearly formulate their own opinions, build a system of evidence, teaches them to think critically, argue. The following forms of discussions are most effective in high school: "PRESS method", "take a position", "change position", "continuous scale of opinions", "talk show", "round table", "decision tree", "debate", "forum", "expert groups".

The main task of the discussion in the educational process is to awaken cognitive interest, involve students in active discussion of various problems from different scientific positions, encourage them to understand different approaches and argue their own and other people's points of view in a foreign language.

References:

1. Activity psychology and educational management: education. manual Kyiv: KNEU, 2008. 336 p.