



USING THE VOCABULARY CHALLENGES AND DEBATES

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Abstract:

Debates originated in ancient Greece, where they were an integral part of democracy. In the Middle Ages, like public speaking courses, they were part of the training of university students and since that time they have often been included in the university education system of countries Western Europe and the USA.

Keywords: debates, speaking courses, vocabulary challenges.

The exceptionally conduct of the talk about includes separating the course into two groups of three to five individuals: a group talking "for" the explanation given for discourse, and a group talking "against". Three speakers from each group show contentions, the rest of the members plan questions for a circular of cross-questions. Each group should display its contentions in back of its point of see, counterarguments to expose the contentions of the restricting group, as well as prepare questions and be prepared to reply questions from adversaries.

The judges, the timekeeper and the arbitrator moreover stand out within the talks about. Either the understudies themselves or the teacher can act as judges and timekeeper, depending on the number of understudies within the lesson. The judges donate the talking groups an evaluation, and the timekeeper screens the time and acts as a mediator: reports modern rounds, welcomes modern speakers to talk, screens the smooth and opportune move from circular to circular. The instructor continuously acts as the mediator – he screens the arrange of the talks about, guarantees that all members accurately perform their parts and the objectivity of the assessment of the talking groups. A strong vocabulary, both written and spoken, requires more than a dictionary. In fact, it requires an educational commitment to overcoming four obstacles: the size of the task (the number of words students need to learn is exceedingly large), the differences between spoken and written English, the limitations of information sources including dictionaries, and the complexity of word knowledge (simple memorization is not enough). Learn more about these challenges to acquiring the 2,500 words a student needs to add each year to their reading vocabulary. Helping students to develop a strong reading vocabulary requires more than having them look up words in a dictionary. Rather, students need instruction





that will help them acquire new word knowledge and develop strategies to enable them to increase the depth of that knowledge over time. To help students develop word knowledge in breadth and depth, we must first recognize four fundamental obstacles, and then develop teaching practices to address those obstacles:

The size of the task. The number of words that students need to learn is exceedingly large. The differences between spoken English and written, or “literate” English. The vocabulary of written English, particularly the “literate” English that students encounter in textbooks and other school materials, differs greatly from that of spoken, especially conversational, English. Students-both English language learners and those for whom English is the first language-may have limited exposure to literate English outside of school. The limitations of sources of information about words. The sources of information about words that are readily available to students-dictionaries, word parts, and context-pose their own problems. Each can be difficult to use, uninformative, or even misleading.

The complexity of word knowledge. Knowing a word involves much more than knowing its dictionary definition, and simply memorizing a dictionary definition does not guarantee the ability to use a word in reading or writing. Adding to the complexity is the fact that different kinds of words place different demands on learners.

The teacher's dynamic cooperation within the arrangement and conduct of talks about too requires him to watch discourse behavior. Since, as characterized over, the characteristics of the wrangle about class incorporate anthropocentrism, popular government in communicating and guarding one's point of see, practicality and dialogism, it is vital for the instructor to regulate the plan of his articulation, particularly at the prosody level, since prosodic characteristics play one of the key parts within the execution of eagerly, as well as neighborliness of communication. The rightness of discourse behavior within the talk of the results will permit the educator to watch the common standards of the talk about: the nonappearance of dictator judgments, the conservation of uniformity of members, the support of mental consolation within the gather.

Debates help us do the following things in education technology:

- training helps us improve what we already know, learn new things and skills, and focus on the most important parts of a problem.
- learning helps you think better, talk better, and be more creative. debates help you think logically and critically. they let you see the problem in a organized way, find links between events and ideas, and look at things from different points of view.





- education helps people learn to discuss, accept different ideas, and understand that there are many ways to solve a problem.

In simple words: We learn by talking and working together with other people during educational activities.

Most types of debates give each participant the opportunity to answer questions. The ability to correctly formulate questions and skillfully answer them largely determines the effectiveness of debates and is one of the most important skills of participants. That's right, the question posed makes it possible:

- clarify the opponent's point of view;
- get additional information from your opponent;
- better understand his attitude to the problem under discussion;
- reduce the value of the opponent's arguments;
- detect gaps in the logical chain of reasoning of the opponent, that is, in the strategy of the opposing team;
- prepare a refutation of your team, that is, outline a strategic line of refutation. At the same time, a reasoned and accurate answer strengthens the debater's own position, strengthens the argumentation of the thesis put forward and does not allow serious damage to the strategy of his team.

When teaching a foreign language, debates form all four basic linguistic communicative skills of students – listening, reading, speaking and writing. Just before the event, serious preliminary training of students is needed. 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 debates, and rounds of cross-questions allow you to include not only speakers, but also the whole group in this process. Debates teach tolerance to 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. Although there is still debate over exactly how many and what words are essential for students to learn so as to become skillful readers, there is no question that skillful readers learn words by the thousands. There is also no doubt that without instructional intervention, the vocabulary gap between more and less skillful readers continues to widen over time. We know that, on average, students add 2,000-3,000 words a year to their reading vocabularies. This means that they learn from six to eight new words each day – an





enormous achievement. Individual differences in vocabulary size also involve large numbers. Some fifth-grade students may know thousands more words than other students in the same classroom. As a teacher, you know the difference this can make: students who know the meanings of many words catch on to and understand new ideas and concepts much faster than do those students with limited vocabularies.

Early in children's lives, differences in word knowledge levels begin to appear. This, in part, is due to the varying range of words children are exposed to within their homes and communities. Exposure to new words can differ dramatically among the children of families from different socioeconomic classes. It has been shown, for example, that young children of parents with jobs classified as "professional" can be exposed to 50 percent more words than are children of parents classified as "working class," and to twice as many words as children of parents who receive welfare support. This finding does not mean that all, or even most children from low SES backgrounds are condemned to lives of linguistic poverty. Rather, it underscores the importance of finding ways to provide children with more activities that promote language development and vocabulary growth, beginning in the earliest days of school. Children whose homes have not prepared them for the variety of English necessary for educational success can learn to master this language through well-designed school experiences.

The Differences Between Spoken English and Written English. Most spoken language, and especially the language of face-to-face conversation, is less rich and varied in vocabulary use than is written language. This is partly because speakers have a variety of communicative tools at their disposal — gestures, tone of voice, and facial expression — that are not available to writers. In addition, conversations between friends involve shared knowledge, which makes precise communication possible without precision in wording; "You know who" can identify the subject of a remark as precisely as a detailed physical description. In conversation, accuracy of communication depends more on feedback from listeners than on getting what is said exactly right.

In writing, and especially in literate writing, the primary communicative tool is precision in word choice. In fact, a conversation among college-educated adults contains, on average, less rich and varied vocabulary than does a typical children's book. The language of television is sometimes more varied than everyday conversation, but it seldom matches the level of language used in children's books.

The differences between spoken and written English can pose major problems for students learning English, whose vocabulary difficulties sometimes can be disguised by their conversational fluency. For example, children of immigrant parents can





become proficient in everyday conversation in less than two years. However, it may take a longer period of time for these children to become proficient in literate English. If teachers are not aware of the difference in the time it takes to achieve conversational fluency and proficiency with written English, they might diagnose as learning or reading disabled a conversationally proficient English language learner who has trouble understanding textbooks.

Learning the vocabulary of literate English can be a problem as well for students for whom English is the first language. Words such as renovate, restore, delve, and elude, which might appear in a story from a fifth-grade textbook, are rarely encountered in everyday speech. We cannot assume that children will be familiar with all the words they encounter in school and in textbooks just because they come from English-speaking homes or just because they are proficient in conversational English.

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. The preferences of the "Wrangle about" innovation incorporate the arrangement of students' discourse basic considering, separation of the substance of instructive fabric, guaranteeing the individualization of instructive exercises, a assortment of shapes and strategies of instructing, the arrangement of generalized viable aptitudes of understudies. The proposed strategy is all inclusive in nature, most specifically pointed at the advancement of communicative competence and shapes both discourse and social aptitudes of understudies. "Wrangles about", being a educational innovation, serve as an viable implies of educating and childhood, which decides the dynamic utilize of talks about within the instructive prepare. The capacity to conduct talks about will be valuable in life, will offer assistance within the advancement of basic considering, will instruct you to see at things from diverse focuses of see, address realities and concepts, consistently construct contentions and persuade, communicate. In arrange to attain a part both in science and in proficient life, it is essential to be able to show your point of see in a contemplated way and repel the contentions of rivals.

Talks about too frame students' understanding of the structure of speech. An illustration of a plot discourse in a wrangle about can be the discourse arrange of the primary speaker: welcoming the audience — presenting the group and himself — presentation (avocation of the significance of the subject) — characterizing the concepts of the subject — putting forward criteria — argumentation — conclusion — appreciation for consideration. Students' understanding of the auxiliary and plot plans of wrangle about discourse will permit them to create a clear arrange for most





open addresses within the future. The "Talk about" innovation is based on the taking after standards: keenness, all inclusiveness, inconstancy, introduction to the democratization of the instructive prepare, humanistic nature and helpful introduction; individual introduction; introduction to self-education of understudies.

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