



USING ADVANCED LEVEL VOCABULARY DURING DEBATES

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Abstracts:

The article examines the technology of educational debates in the development of the skills of monologue (in the process of presenting arguments) and dialogic speech (in the process of discussing issues) of students at the profile level. The effectiveness of the use of technology in the educational process is substantiated, the requirements and structure of the debate are described in detail.

Keywords: CEFR, general education, manifestation in speech.

The development of oral English-speaking skills is an important and complex process that plays an important role in the process of learning English. The formation of foreign language communicative competence is impossible without the development of students' skills of dialogic and monological speech. According to the requirements of the Federal State Educational Standard of Secondary General Education high school students need to be able to use language as a communication tool, as well as achieve at least a threshold advanced level of language proficiency (level B2 in accordance with CEFR), which indicates the need to develop oral speech skills, as well as the search for methods that they will make this process more efficient.

At the stage of secondary general education, students should master the ability to conduct a dialogue freely and without preparation, expressing and arguing their point of view. Students need to be able to produce coherent monologue statements, if necessary, using different supports and different communicative types of speech. It should also be borne in mind that the USE in English provides an oral part that tests the speaking skills of students. To successfully complete these tasks, students need to be able to express their thoughts in a structured and coherent manner, as well as be able to freely reason on various topics.

Thus, due to the growing importance of oral speech skills, there is a need for more effective teaching methods and technologies, and in this regard, the demand for such pedagogical technologies for the development of speaking skills as the "debate" technology is increasing. Debates are "a team–role intellectual game situation in which players prove their position and refute the position of opponents in a format strictly determined by the rules, which is characterized by the requirements for the





roles of speakers, the duration and order of their speeches and the specifics of the content of training".

In addition, as it is rightly noted in the work of Yu.E. Ivanova on the problems of speech influence and persuasion in speech, the most important characteristic of communication should be its targeting, that is, focus on communication partners in order to make the perception of information optimal, their communicative intentions understandable and convince interlocutors of their point of view.

From this it can be concluded that this technology encourages students to actively participate in the discourse offered in the classroom, as well as to build their speech in such a way that the arguments presented in it sound the most convincing. It is also worth noting that debates are an interactive technology that contributes to the "expansion of the general cultural outlook, the development of intellectual abilities: the formation of critical thinking, the ability to establish logical connections between phenomena; the development of creative qualities, communicative skills, oratorical abilities".

The use of this technology involves students searching and structuring the information necessary to present their arguments and establishing causal relationships for the most successful defense of their arguments. This technology also encourages students to use English to search for the information they need, which corresponds to the subject result of in-depth study of a foreign language of the Federal State Educational Standard "proficiency in a foreign language as one of the means of forming educational and research skills, expanding their knowledge in other subject areas".

It is also important to note the versatility of the debate technology, since it "allows minimizing the disadvantages of "classical" discussion as a form of learning. Debates, with their inherent elements of role behavior, team character and immersion in a situation of uncertainty, competition and competitiveness can develop the ability to think critically, reason, productively organize the discussion process, train the skills of independent work with literature, practice the ability to conduct discussions and defend their own point of view".

All this contributes to the creation of conditions under which work is most expedient, students actively participate in the created communication situation and develop their oral skills more effectively. It should also be taken into account that the type of temperament of the participants in the debate, "which is the primary and uncontrolled manifestation in speech" and which correlates with the verbal behavior of the communicant, can affect the manifestation of initiative and competition in teamwork. However, the criterion of equal participation in the discussion, as well as the



opportunity to try on different roles in the learning process, can contribute to the emancipation and disclosure of the potential of each student, the creation of a certain image according to the role and strategy being implemented during the debate, regardless of the type of personality.

Discussion of the problem is one of the methods of activating the oral speech of students, which is the activity of participants associated with the construction of a logical system of argumentation of their own point of view in order to solve the problem is the active interaction of its participants. Discussion of the problem is considered the most difficult among all forms of communication, since it involves the implementation of fundamental cognitive skills. The discussion of the problem is connected with reading, writing, solving problems in politics, argumentation defines the discussion of the problem as a special form of group work and group interaction that causes active intense mental activity of students. During the discussion of the problem, participants are involved in various life situations that are significant to them, causing a desire to talk and communicate and get the opportunity to express their point of view, their understanding of the issue under discussion and justify similar definition is given by He considers the discussion of the problem as an organized verbal communication in accordance with the available opinions and the logic of evidence.

Discussion of the problem is an important stage in preparing students for communication in natural conditions, develop and form analytical-synthetic and logical properties of speech thinking. Discussion of the problem is as natural and common form of dialogical communication as situational dialogue or thematic conversation emphasizes that the functionality of discussing the problem is very diverse: it acts not only as an important tool for explaining and cognizing the world, including the main means of obtaining new scientific data, but also as a way and form of developing intellectual abilities of a person. In addition, discussion of the problem as the most important factor in the socialization of participants, which is provided by the variety of social tests offered during the discussion of the problem, the novelty of the social position, the dynamics of social roles. Discussion of the problem provides participants with an opportunity for self-realization in the system of rapidly changing social relations. The multifunctionality and multidimensional nature of the discussion of the problem presuppose the presence of types and forms of discussion of the problem. The type of discussion of the problem describes the purpose, the intended result and the specifics of the discussion of the problem.

The very conduct of the debate involves dividing the class into two teams of three to five people: a team speaking "for" the statement given for discussion, and a team



speaking "against". Three speakers from each team present arguments, the rest of the participants prepare questions for a round of cross-questions. Each team needs to present its arguments in support of its point of view, counterarguments to debunk the arguments of the opposing team, as well as prepare questions and be ready to answer questions from opponents.

The judges, the timekeeper and the moderator also stand out in the debates. Either the students themselves or the teacher can act as judges and timekeeper, depending on the number of students in the class. The judges give the speaking teams an assessment, and the timekeeper monitors the time and acts as a moderator: announces new rounds, invites new speakers to speak, monitors the smooth and timely transition from round to round. The teacher always acts as the moderator – he monitors the order of the debates, ensures that all participants correctly perform their roles and the objectivity of the evaluation of the speaking teams. The teacher's active participation in the preparation and conduct of debates also requires him to observe speech etiquette. Since, as defined above, the characteristics of the debate genre include anthropocentrism, democracy in expressing and defending one's point of view, pragmatism and dialogism, it is important for the teacher to regulate the design of his utterance, especially at the prosody level, since prosodic characteristics play one of the key roles in the implementation of intentions, as well as politeness of communication [10]. The correctness of speech behavior in the discussion of the results will allow the teacher to observe the general principles of the debate: the absence of authoritarian judgments, the preservation of equality of participants, the maintenance of psychological comfort in the group.

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