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USE OF THE METHOD OF DISCUSSION IN THE PROCESS OF FOREIGN LANGUAGE TEACHING IN A HIGHER EDUCATIONAL INSTITUTION OF THE MINISTRY OF INTERNAL AFFAIRS

The article deals with the relevance of the use of innovative pedagogical technologies in order to improve the quality of training specialists in a higher educational institution. The method of discussion is defined as an effective means of expanding the information space of students and improving the pedagogical capabilities of foreign language teachers.

The dynamics of innovation in personal-oriented teaching, changing of approaches to the content and methodological support of the educational process, as well as the emphasis on the role of the instructor in the involvement of students in parity interaction require the intensification of efforts to optimally and rationally select the methods and technologies used in the foreign language teaching.

Innovative forms of methodological support of the training process are aimed at improving the quality of a specialist training in a given field. Irrespective of the specific objectives of the foreign language teaching and the contingent of students, the main criterion for the selection of a methodological system is the successfulness of the teaching process intensification in the conditions of an educational institution. Intensive foreign language teaching is being implemented by means of traditional and newly developed methodological technologies based on recent scientific research. They are united by the focus on the development of the cognitive and creative potential of students, as well as on the formation of a certain level of foreign-language professional communicative competence.

By integrating traditional and modern approaches to education, methods and means of learning a foreign language are diverse and complementary. Linguo-sociocultural, communicative and individual approaches remain at the heart of their prevailing majority as the basis for the development not only of linguistic knowledge, but also of the expansion of the students' world outlook. Without denying the im-

portance of the fundamental methodology and classical approach to teaching, by means of which the complex development of the ability to understand and create foreign language speech is ensured, it should be noted that the psychological factor in the study of foreign language (changes in people's minds, development of new thinking) determines the leading position of innovative teaching methods. The emergence of innovative pedagogical technologies is also greatly facilitated by a competent approach designed to ensure the realization of the acquired professional knowledge in situations of foreign language communication, when practically oriented skills become the most important.

The term «innovation» is being interpreted differently, but in general, it implies the introduction of new elements in order to achieve effective results. Innovations in educational technologies are defined and classified with respect to the degree of change or adaptation of already existing training models: from «zero» (direct reproduction of a traditional model or its properties) to «higher», when the most basic principle of the model is transformed, resulting in a «new level of educational systems» [1]. Innovative methods, quite often demanded and used at the current stage of pedagogical practice development, are rather intermediate in nature, since, for the most part, they demonstrate quantitative transformations, rearrangement of individual elements, new variations of rules and their application sequence and the like.

Among the most popular innovative technologies, interactive teaching methods are considered to be the most successful in organizing the inclusion of students into a single semantic space (language environment), close to real situations of professional and nonprofessional communication. In the implementation of interactive forms of communication, the ability of the participant to work in cooperation with other students and collectively to solve problems, but for all this to have their own opinion of what is happening and to determine the strategy of their own actions assumes ever greater importance. At the same time, the teacher himself, as the direct organizer of the dialogue, should not only possess effective innovative methods of teaching a foreign language, but also be sufficiently knowledgeable in the specialty that his students are mastering. The teacher's ability to create and maintain a positive and cognitive atmosphere, to promote collective interaction and to take into account the individual characteristics of participants in foreign language communication is also one of the factors determining the choice of any given methodological technology.

The large number of publications on innovative methods in educational activities, and in particular in teaching a foreign language, show that the most widely spread format for practical training is the use of a variety of elements of problem and dialogue learning. The latter include discussions, presentations, role-playing, brain-

storming, situational challenges and other forms of group learning that contribute to the effective obtaining of foreign language knowledge.

Discussion as a model of substantive and social relations seems to be the most popular method of teaching students spontaneous and unprepared communication. Interpersonal interaction is a characteristic feature of the discussion. In the course of mastering the norms of rational speech communication, discourse and argument skills are formed, and that meets the requirements of training specialists in the field of any activity. By means of the method of discussion students learn to perceive information, express and defend their ideas and opinions, analyze and refute with deep arguments the position of the opponent. Thus, they determine their goals and strategy for their implementation, i. e. design their activities, demonstrating a high and productive level of intellectual personal activity [2].

The educational goal of the method of discussion is the formation of foreign-language communicative skills. The compositional basis of the discussion is evaluation and reasoning. An indispensable condition for the organization of the discussion is both the existence of a disputable issue that demands the discussion and the expression of different opinions and the willingness of participants to express them in a foreign language. Successful implementation of the method in the educational process requires the inclusion of such basic principles of discussion as a professional-oriented approach in the selection of the topic, the definition of the main purpose and sequence of tasks, compliance with the topic and the problems. Use of arguments at statement of opinions and comparison of one's own arguments to the statements of other participants of a discussion, as well as manifestation of tolerance to various opinions and respect for stylistic and grammatical standards of a foreign language are also of great significance [3].

In order to participate successfully in the discussion, students must have a definite understanding of the subject of the discussion, as well as own the techniques of influence on the opponent and the management of the conversation. It can be argued that the supposed spontaneity of speech and the reasoned position require a high level of communicative speech skills development, and therefore the method of discussion may be applied only at the final stage of working with the educational topic as final control. However, the practice of teaching a foreign language shows that forms of discussion work are successfully used at any stage of work with the topic under certain conditions.

First, it is necessary that the application of the method of discussion should take place on a permanent basis and not acquire the elements of play simulation activities. Second, students should be provided with tools necessary to take part in the discussion, that is, they should in advance familiarize themselves with introductory

speech clichés to express an opinion, consent or disagreement with the assertion of the opponent, the beginning and completion of a conversation, etc. Third, the creation of a situation of «compulsory participation in the discussion», provided with various pedagogical means of influence, motivates participants to independently form a point of view and find arguments to defend their position.

Holding a discussion, as a rule, has variable character, but stages of its preparation are traditionally consecutive: acquaintance with the rules of holding a discussion, reviewing the approximate list of problematic issues, a selection of study literature and other sources of information, streamlining and assessment of the obtained information, determining the most relevant and interesting topics. Professionally oriented authentic or adapted texts for reading and translation, fragments of feature films and study videos, sets of lexical exercises, including those in the form of dialogues, can be used while preparing for the discussion. Compiling a thematic lexical minimum, a short thematic message, questions and possible answers can be considered as individual assignments. A necessary condition is the existence of a problem for the solution of which the discussion is taking place. The problem itself should be rich in content and linguistically available for the discussion, have specific wording, the possibility of alternative interpretation, and be of interest to trainees.

As approximate topics for organizing discussions with the participation of the first-year and second-year students learning English at any Law Institute of the Ministry of Internal Affairs we consider such topics like *Legal Education*, *Crime Detection*, *Crime Investigation*, *Crime Prevention*, etc. The content of controversial issues should not immerse students in the narrow specificity of their future professional activities, but should only stimulate them to express their perceptions of law enforcement activity that they have developed at this stage of their studies and formed on the basis of information available to the general public. The discussion of such issues as «What makes a good law institute?», «Why is the profession of a lawyer so popular in our country?», «Is it possible to prevent all sorts of crimes and antisocial behavior?», «Do you agree with the idea that good detectives are able to solve most crimes?», «Is criminal investigation the keystone of the police service?» and others arouse genuine interest among students.

The need for participants to establish and adopt some special guidance on the holding of the discussion does not raise doubt. In particular, for the widest possible participation of students in a conversation, the possibility for each of them to speak only once is specified in advance. In order to solve such study problems as numerous repetitions of lexical units and grammatical models, the directive can be used, according to which such responses as clarification, summarization or refutation of the opin-

ion of the opponent are possible only after repeating the main idea of his or her statement.

The initial educational objectives — the formation of a culture of free communication, tolerance, willingness to listen and participate in collective learning activities — can also be realized through discussion. The method of discussion applied cyclically and with longer duration could be effectively used as an independent educational technology. But in the educational space of the university it is usually considered as an integral component of other technologies presented in the format of problematic training.

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2. Postalyuk N. Y. Design of innovative educational systems [Electronic resource]. URL: <http://psychology/narod.ru/121.html> (date of access: 11.04.2020). [Вернуться к статье](#)

3. Sidakova N. V. Group discussion as a universal method of increasing the degree of creativity in foreign language teaching [Electronic resource]. URL: <http://cyberleninka.ru/article/n/> (date of access: 11.04.2020). [Вернуться к статье](#)

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Использование метода дискуссии при обучении иностранному языку в вузе МВД

Появлению инновационных педагогических технологий способствует компетентностный подход, призванный обеспечить реализацию приобретенных знаний в профессиональной сфере в условиях иноязычной коммуникации, когда наибольшее значение приобретают практико-ориентированные умения. В данной статье рассматривается метод дискуссии как современная технология преподавания иностранного языка, в основе которой лингвосоциокультурный, коммуникативный и индивидуальный подходы, как основа не только для развития языковых знаний, но и для расширения общего мировоззрения обучающихся.

Среди наиболее востребованных инновационных технологий именно интерактивные методы обучения наиболее успешно организуют включение студентов в единое смысловое пространство (языковую среду), приближенное к реальным ситуациям профессионального и непрофессионального бытового общения. Большое количество публикаций, посвященных изучению инновационных методик в образовательной деятельности, и в частности в преподавании иностранного языка, свидетельствуют о том, что наиболее распространенным форматом проведения практического занятия является использование разнообразных элементов проблемного и диалогового обучения. К числу последних

можно отнести дискуссии, презентации, ролевые игры, мозговой штурм, решение ситуационных задач и другие виды групповых форм организации обучения, способствующих эффективному получению иноязычных знаний.

Дискуссия как модель предметных и социальных отношений представляется наиболее популярным методом обучения студентов спонтанному, неподготовленному общению. Характерной особенностью дискуссии указано межличностное взаимодействие, в процессе которого формируются дискуссионные и аргументативные умения. Образовательной целью метода дискуссии обозначено формирование иноязычных коммуникативных навыков. Оценка и аргументация рассматриваются как композиционная основа дискуссии, а наличие спорного вопроса, вызывающего потребность в обсуждении и высказывании разных мнений, — как обязательное условие реализации данного метода.

Авторы утверждают, что для успешного участия в дискуссии студенты должны иметь определенное представление о предмете дискуссии, владеть приемами воздействия на оппонента и управления беседой, а формы дискуссионной работы могут быть успешно использованы на любом этапе изучения темы при соблюдении определенных условий.

Делается вывод о том, что средствами дискуссии также могут быть реализованы первоначальные воспитательные цели — формирование культуры свободного общения, толерантности, готовности слушать и участвовать в коллективной познавательной деятельности. Метод дискуссии, применяемый циклично и с увеличением продолжительности, может быть эффективно использован как самостоятельная образовательная технология. Но в условиях образовательного пространства вуза он обычно рассматривается как интегральный компонент других технологий, представленных в формате проблемного обучения.