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## USE OF THE “DEBATE” TECHNIQUE IN TEACHING SPEECH INTERACTION IN PRACTICAL ENGLISH CLASSES

Stepanenko V.G., Umurzakova T.E., Syrymbetova D.S.

(e-mail: vika.stepanenko.1967@mail.ru, suluayimau@mail.ru, dinaras81@mail.ru)

*M. Kozymbayev North Kazakhstan university, Petropavlovsk, Kazakhstan,*

### Abstract

This article refers to a technique that can be used to develop the skills of speech interaction in a foreign language. The “debate” technique can be applied in classes with students, as it is relevant and effective. Focusing on our experience, we can say that admission helps motivate students to further study a foreign language. The “debate” technique contributes to successful communication between participants who are involved in the discussion process, as well as increasing student interest in the study of the subject. When teaching the speech interaction of students in classes in a foreign language, the “debate” technique first of all forms all four main linguistic communication skills in them: reading, speaking, writing, and listening. About the debate, we can say that this is a kind of technology for teaching students to speak a foreign language and a kind of game at the same time, the task of which is to prove the chosen point of view. In the course of teaching a foreign language, it is permissible to apply debates to involve the whole group in the work. The technique of “debate” can be used for the purpose of systematization, generalization, consolidation of educational material and as a control speech. Based on personal experience, I would like to note that various formats of debates are productive in classes in a foreign language and bring good results in student communication. In addition, debates accustom students to the adequate use of language clichés in public speaking. And most importantly, it helps motivate students to further learn a foreign language and track feedback.

**Key words:** “the debate” technique, “modified” debate, communicative skills, speech interaction, effective reception, communicative competence, critical thinking, technology.

## АҒЫЛШЫН ТІЛІ БОЙЫНША ПРАКТИКАЛЫҚ САБАҚТАРДА ТІЛДІК ӨЗАРА ӘРЕКЕТТЕСУДІ ОҚЫТУДА «ДЕБАТ» ӘДІСІН ҚОЛДАНУ

Степаненко В.Г., Умурзакова Т.Е., Сырымбетова Д.С.

(e-mail: vika.stepanenko.1967@mail.ru, suluayimau@mail.ru, dinaras81@mail.ru)

*М. Қозыбаев атындағы Солтүстік Қазақстан университеті, Петропавл, Қазақстан*

### Аңдатпа

Бұл мақалада шет тілінде сөйлеу өзара әрекеттесу дағдыларын дамыту үшін қолдануға болатын «пікірталас» туралы айтылады. «Пікірталас» әдісін студенттермен сабақтарда қолдануға болады, өйткені ол өзекті және тиімді. Өз тәжірибемізге назар аудара отырып, қабылдау студенттерді шет тілін одан әрі оқуға ынталандыруға көмектеседі деп айта аламыз. «Пікірсайыс» қабылдау талқылау процесіне қатысатын қатысушылар арасындағы табысты қарым-қатынасқа қол жеткізуге, сондай-ақ студенттердің пәнді оқуға деген қызығушылығын арттыруға ықпал етеді. Шет тілі сабақтарында студенттердің тілдік өзара әрекеттесуін оқыту кезінде «пікірталас» әдісі ең алдымен олардың барлық төрт негізгі тілдік қарым-қатынас дағдыларын қалыптастырады: оқу, сөйлеу, жазу және тыңдау. Пікірсайыс туралы бұл студенттерді шет тілінде сөйлеуге үйретудің өзіндік технологиясы және бір уақытта ойын түрі деп айтуға болады, оның міндеті таңдалған көзқарасты дәлелдеу болып табылады. Шет тілін оқыту барысында пікірталасты бүкіл топты жұмысқа тарту үшін қолдануға болады. «Пікірталас» әдісін оқу материалын жүйелеу, жалпылау, бекіту және бақылау сөзі ретінде пайдалануға болады. Жеке тәжірибеге сүйене отырып, пікірталастың әртүрлі форматтары шет тілі сабақтарында нәтижелі және студенттердің қарым-қатынасында жақсы нәтижелер әкелетінін атап өткім келеді. Сонымен қатар, пікірталас студенттерді көпшілік алдында сөйлеу кезінде тілдік клишелерді дұрыс қолдануға үйретеді. Ең бастысы, бұл студенттерді шет тілін әрі қарай үйренуге және кері байланысты бақылауға көмектеседі.

**Түйінді сөздер:** қабылдау «дебаттар», «модификацияланған» дебаттар, коммуникативтік дағдылар, сөйлеу әрекеттестігі, тиімді қабылдау, коммуникативтік құзыреттілік, сыни ойлау, технология.

## ИСПОЛЬЗОВАНИЕ ПРИЕМА «ДЕБАТЫ» ПРИ ОБУЧЕНИИ РЕЧЕВОМУ ВЗАИМОДЕЙСТВИЮ НА ПРАКТИЧЕСКИХ ЗАНЯТИЯХ ПО АНГЛИЙСКОМУ ЯЗЫКУ

Степаненко В.Г., Умурзакова Т.Е., Сырымбетова Д.С.

(e-mail: vika.stepanenko.1967@mail.ru, suluayimau@mail.ru, dinaras81@mail.ru)

*Северо-Казахстанский университет им. М. Козыбаева, Петропавлоск, Казахстан*

### Аннотация

В данной статье говорится о приеме «дебаты», который можно использовать для развития умений речевого взаимодействия по иностранному языку. Прием «дебаты» может применяться на занятиях со студентами, так как он актуален и эффективен. Ориентируясь на свой опыт, мы можем сказать, что прием помогает мотивировать студентов на дальнейшее изучение иностранного языка. Прием «дебаты» способствует достижению успешной коммуникации между участниками, которые вовлечены в процесс обсуждения, а также повышению интереса студентов в изучении предмета. При обучении речевому взаимодействию студентов на занятиях по иностранному языку прием «дебаты» прежде всего, формирует у них все четыре основных языковых коммуникативных умения: чтение, говорение, письмо и аудирование. О дебатах можно сказать, что это своеобразная технология для обучения говорению учащихся на иностранном языке и своеобразная игра одновременно, задачей которой является доказать выбранную точку зрения. В ходе обучения иностранному языку является допустимым применять дебаты для вовлечения в работу всей группы. Прием «дебаты» можно использовать в целях систематизации, обобщения, закрепления учебного материала и в качестве контрольного говорения. Исходя из личного опыта, хочется отметить, что различные форматы дебатов продуктивны на занятиях по иностранному языку и приносят хорошие результаты в коммуникации студентов. Кроме того, дебаты приучают студентов к адекватному использованию языковых клише в публичных выступлениях. А самое главное, что он помогает мотивировать студентов на дальнейшее изучение иностранного языка и отслеживать обратную связь.

**Ключевые слова:** прием «дебаты», «модифицированные» дебаты, коммуникативные умения, речевое взаимодействие, эффективный прием, коммуникативная компетенция, критическое мышление, технология.

### Introduction

The main goal of studying a foreign language today is to form a communicative competence, therefore, according to domestic and foreign methodologists, it is advisable to use the “debate” technique to form the basic skills of public speaking in foreign language lessons. According to some methodologists, such as N.I. Smetanina, M.V. Gerner, N.N. Plotnikova, during oral speeches and interaction with a partner or partners, students experience difficulties in expressing their thoughts, building speech, and defending their point of view. All of this affects the emotional state of students: they feel insecure and uncomfortable, and experience stiffness in communication and interaction. In this case, speech interaction cannot be effective and productive. N.I. Smetanina argues that in addition to the development of language skills directly, debates contribute to the formation of critical thinking and the development of educational and social skills, such as teamwork, the distribution of responsibilities, and the determination of the sequence of work [1].

This problem has long been widely studied in the literature, and various methodological developments because it is of great practical importance in the domestic and foreign teaching methods. Let’s say that our object of research will be: the process of teaching speech interaction in classes in a foreign language, the subject of research: the use of the “debate” technique to

develop the skills of speech interaction in classes in a foreign language, the purpose of the study: to identify and justify effective training in speech interaction in classes in a foreign language using the “debate” technique. And of course, we will talk about one of the main tasks of teaching foreign language communication. For students to achieve successful communication, that is, they can exchange certain information with each other, they need to learn how to interact with each other. This technique allows you to integrate and involve a large number of students in the process of speech interaction at the same time.

### **Research methods**

The “debate” technique is the most effective technique to achieve successful speech interaction between students. Using the “debate” technique to address and discuss pressing issues of modernity that will be of interest to students. The use of various kinds of debates in foreign language classes to arouse interest among students and to study the subject, develop the skills of speech interaction in a foreign language and achieve successful communication.

Currently, the center of the lingua didactic paradigm is the communicative competence of the individual, which includes linguistic, sociocultural, and pragmatic (interactive) competencies [2, p.350]. First of all, the “debate” technique forms all four main linguistic communicative skills among students - listening, reading, speaking, and writing, it is these skills that, by regulatory documents, should be developed by a foreign language teacher among students [3, p. 141].

In the student environment, the “debate” technique can be used both to generalize, systematize and consolidate educational material, and to act as a controlled speech. However, it must be borne in mind that not every topic can be the subject of discussion, it must be correctly formulated, as a rule, by a teacher. In the methodological work of George Mac Callum: “101 Word Games for Students of English as a Foreign Language” [4, p. 162], the following possible topics are given for discussion in the format of “classical” debates in English classes: “Environment is more important than heredity”; “There is too much violence on television today”; “Examinations are unnecessary and should be eliminated”; “Population is not an as serious problem as we are led to believe”; “Childhood is definitively the happiest period in one’s life” [McCallum 1989:131].

The preparation and behavior of the debate involve the organization of work in groups (teams). E.G. Kalinkina names the following possible principles for the distribution of students by the group. The teacher can create teams himself by distributing roles, or students create groups on their own, and roles are distributed by mutual agreement or by lot. You can group neighbors on desks or rows. Before the debate itself, serious pre-training of students is needed. At this stage, techniques are often used to stimulate students’ creative and critical thinking, such as “brainstorming” or taking “mental cards” (memory cards). Brainstorming is applied at the stage of direct generation and selection of ideas and involves the observance of a number of principles. First of all, goals, objectives, and limitations are clearly formulated.

Participants in the discussion are given maximum freedom: giving everyone a word (encouraging the shy, “adhering” to the most active and authoritative), as well as complete freedom of opinion, encouraging “crazy” ideas and analogies. The discussion is carried out hierarchically: first - as wide as possible, then assessing the prospects of the options and selecting the best, then again “wide”. When using the brainstorming method, the roles of a leader who controls the course of discussion and a fixer of ideas are important. However, despite the productivity of the method, its results are extremely dependent on the preparation and implementation [5]. The main idea of receiving a “memory map” (“mind mapping”) is to abandon ordinary “linear” records and fix information in a graphical form in the form of a

branching tree crown, using illustrations, symbols, and patterns (samples, patterns) and associations. Nancy Margulies in the work “Maps of the Inner Space” cites the principles of creating memory cards developed by their creator Tony Buzan. The main topic is located in the center of the sheet, after which the most important aspects of the topic are mentally selected, for which branches from the main problem are drawn. There is a separate main branch for each subtopic, and one word is used for each concept. Where possible, the concept is accompanied by an illustration. Nancy Margulies recommends making “mental” maps for at least thirty minutes without being distracted. After the creation of the memory card, the “smart reading” phase follows, when before the speech, speakers fluently check the main ideas and note key factors and important details on the map. As a result, the method serves to find, structure, and timely use of ideas [6, p. 158].

In the course of teaching a foreign language, it is permissible to apply “modified” debates, in which some rule changes have been made, which allows the entire group to be involved in the work. In the modified debates, it is possible to change the rules, increase the number of players in teams, questions are allowed from the audience, “support groups” are organized, discussion of the problem continues after the game, etc. [7]. Other formats of debates are productive in classes on a foreign language: express debates, debates as a form of work with written or oral text, “high-speed” debates, etc. Express debate is a debate for which preparations are kept to a minimum. They are based on textbook material or handouts and closely overlap with debate as a form of text work. An example is the discussion of the topic: “Sport damages our health” (“Sport harms health”) after reading the thematic text. When holding “high-speed”, or mini-debates “one on one”, each of the participants has the right to ask two questions to his opponent. The topic of the lesson is some general problem, which is divided into components. For each mini-issue, a pair of competing speakers (two minutes each) and their questions to each other are heard, and the conclusions of each speaker are recorded in writing and then discussed by the group. T.V. Oshchepkova, M.M. Prolygina, and D.A. Starkova [8] give the following types of debates as examples:

1. Controversial ideas. The teacher divides students into 3 groups. The first group must come up with arguments in support of the following statement: “Marriage is a perfect social institution” (“Marriage is an excellent social institution”). The second group, on the contrary, must refute this statement and come up with arguments in support of another statement: “Marriage should be abandoned”. The task of the third group of students is to take a neutral position on this issue. Students in the third group speak on the following topic: “Marriage laws need performing”. At the end of the debate, each student must decide on what position they hold and why.

2. Text-based debate. Students read text on a particular topic, such as “Money makes the world go round”. After reading the text, students exchange their views, expressing their consent or disagreement on this issue.

3. Book-based debate. After reading a book, such as “The Picture of Dorian Gray”, students are invited to speak on the subject: “Our face or our soul?” (“What is more important than appearance or soul?”)

4. Mini-debate (Mini-debate). The teacher gives students a sheet on which certain controversial statements are written. The task of students is to agree or disagree with them and explain their choice [8, p. 381]. The fact that debate is a means of formalizing discussion seems significant. This is especially important in the process of learning a foreign language since conversational topics more often than in other subjects affect the personality of the student. Students often struggle with the situation when it is necessary to present their opinion to the

class on such problems in an informal and unformatted discussion. A means of overcoming this situation is the formalization of the discussion, i.e. its translation into the debate.

In addition, debates accustom students to the adequate use of language clichés in public speaking. Among the most commonly used are the following: we suggest, we must confess, we suggest, we believe, the thing is, the fact is, we wonder, the point is, in our opinion, there is something in what you are saying but, we appreciate, thank you for your attention, thank you for the questions and several others. Debates also shape students' perceptions of speech structure. An example of a story speech in a "classic" debate is the plan of the speech of the first speaker: greeting the listeners - representing the team and himself - entering (justifying the relevance of the topic - determining the concepts (definitions) of the topic - dominating the criterion - arguing - concluding - gratitude for attention. Students' understanding of the structural and plot schemes of debate speech will allow them to draw up a plan for most public speeches in the future.

I.N. Nikulitsa considers debate as a kind of technology for teaching students to speak a foreign language and as a kind of game, the task of which is to prove the chosen point of view and, observe the logical line of speech (thesis, argument, link-support), convince the opponent. The author highlights voluntary debates in which students choose their team; authoritarian, in which the teacher divides children into teams on his own, and random, in which the draw is used [9, p.100]. Creative techniques for teaching speaking in FL classes include various discussions and debates. When studying the topic: "Education" within the speech situation, students are invited to discuss and find out: "Which school is better: traditional or alternative?" To do this, they are invited to split into two teams supporting different types of schools; time is given for them to prepare statements "for" their school and "against" opponents' school. The regulations are announced that a discussion will take place within ten minutes, and the goal is set: "Convince your opponents that the school of your team is better". During the discussion, the teacher fixes points on the board for the convincing arguments of each team. After the discussion is completed, the question is asked: "Are there such team members who were convinced by the rivals, and wanted to join them?", and the result is summed up by the number of arguments. Then the teacher gives an analysis of the errors that were met during the discussion. [10, 11, page 219].

### **Results of a research**

The "debate" technique is relevant and effective and can be applied in classes with students. "Debate" can be considered a kind of technology for teaching students to speak a foreign language and a kind of game, the task of which is to prove the chosen point of view. In the course of teaching a foreign language, it is permissible to apply debates to involve the whole group in the work. The "debate" technique allows students to form four main linguistic communication skills - listening, reading, speaking, and writing. The technique of "debate" can be used for generalization, systematization, consolidation of educational material, and as a controlled speech. I would like to note that various formats of debates are productive in classes in a foreign language. In addition, debates accustom students to the adequate use of language clichés in public speaking.

### **Discussion**

It is not uncommon for panelists, and polemics, to be intolerant of people who adhere to different views and stand in other positions. Thus, the respectful attitude of opponents towards each other, the desire to understand the views and beliefs of the enemy, to delve into the essence of his position - are the necessary conditions for the productivity of the dispute, fruitful discussion of problems. Let's dwell on some of the requirements of the culture of the dispute.

Psychologists have established that if an attempt is made to impose an opinion on an opponent that is sharply different from his views, then in contrast he perceives the opposite point of view offered to him as unacceptable. Therefore, it is not recommended to contradict the enemy in everything. It is sometimes useful to agree with the opponent's suggested arguments before saying no, or saying yes. This will demonstrate to everyone present your impartiality, the desire for an objective consideration of the issue. But, agreeing with the arguments, you need to be able to show that they are not directly related to the subject of the dispute and do not prove the opponent's correctness. In other words, you need to find a successful combination of understanding and attacking intonations. It is not recommended to get excited about the dispute. Observations show that of the two polemicists who are equal to each other in all other respects, the winner is the one who has more endurance and self-control. Yes, this is understandable. A cold-blooded man has clear advantages: his thought works clearly and calmly. In an excited state, it is difficult to analyze the position of the opponent, select strong arguments, and not violate the logical sequence in the presentation of the material.

### **Conclusion**

In conclusion, it should be noted that the "debate" technique is relevant and effective and can be applied in classes with students. This technique helps motivate students to further study a foreign language. The use of debate in teaching the speech interaction of students in foreign language classes contributes to successful communication between participants who are involved in the discussion process, as well as increasing the interest of children in studying the subject.

This period of student development is accompanied by a further formation of the worldview, determination of its role, and its significance in the team. Professional self-determination of students, their future profession, comes to the fore. Parents and teachers at this stage of student development need to support, guide them, assist in the event of difficulties, in no case hinder, but only suggest, be a mentor and adviser. The process of speech interaction in a foreign language lesson also plays a very important role for students. Direct communication in a foreign language helps students to function normally in a modern information society, develop in it, cooperate and interact with each other, find their place in the team, and consolidate their status and authority in it. For speech interaction in a foreign language among students to be productive and effective, various techniques are used with which students learn to work in pairs, groups, frontally, or as a whole class. The reception "debate" seems to be one of the most effective because it stimulates the creative activity of students, their cognitive activity. This technique is interesting and unique. It can be implemented at any stage of the lesson, for example, as a warm-up, or at the stage of working out or fixing the material. Without a doubt, by getting acquainted with this technique and completing various tasks on its basis, each student will be able to discover something new and interesting when learning a foreign language. As a result, the use of the "debate" technique should help students in drawing up dialogues, and monologues and in carrying out communication in general. In addition, the introduction of this technique in a foreign language class can help students in the process of memorizing educational material, as well as motivate them and arouse interest in further learning a foreign language. The teacher, on the other hand, using debates in classes on a foreign language will help not only track the dynamics of students' mastering of any educational material but also diversify their occupation: to make it more saturated, interesting, and memorable for both sides of the educational process.

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