ТЕОРІЯ І МЕТОДИКА ПРОФЕСІЙНОЇ ОСВІТИ

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DISCUSSION AS STEPPING-STONE
TO STUDYING ENGLISH LANGUAGE
BY STUDENTS OF TECHNICAL SPECIALITIES

High professional skills of specialists, the ability to make reasonable and practical decisions are impossible nowadays without knowledge of a foreign language. Therefore, the reforming of modern education requires the search and implementation of effective teaching technologies to form a modern competitive specialist proficient in computer technology and thoroughly versed in English as one of the international languages. The students of technical specialities are not left out, as their foreign language training is combined with their primary speciality, ensuring professional-oriented communicative competence and the perception of language as a sucker for professional needs.

One of the ways to intensify students' cognitive activity is the use of interactive learning technologies, namely, the technology of discussion questions, because it promotes critical thinking, deepens knowledge on the problem under discussion, contributes to a deeper understanding of professional issues [3].

Thus, the main point in the technological process is the goal of learning as ideal anticipation of its results. We are convinced that the diagnostics of the goal will help the teacher choose exactly those content, methods and forms of cognitive activity of students, which will guarantee the achievement of quality results. Diagnostics of the objective consists in clearly identifying the list of the system of competencies that should be formed by future engineers in the process of studying each English language topic; determining the methods for

diagnostics of future engineers' development of the predicted system of English-language competencies. Depending on the objective, the content, methods, and forms of learning are selected.

Interactive learning technologies, which are based on interactivity as cooperation, co-creativity, the prevalence of dialogue between the subjects of the educational process, contribute to students' effective mastery of English-language competencies. Let us dwell on the analysis of the effectiveness of discussion question processing technologies in learning English by technical students.

Technologies of discussion questions processing, as A. Pometun points out, are aimed at developing the future specialists' abilities for critical thinking, formulating their point of view and its justification in the course of the discussion [3]. The discussion is based on the contradiction, reflecting the participants' opposite views on the same problem, forming the students' ability to formulate their thoughts clearly and understandably, build a system of evidence, and teach them to think and argue.

The analysis of the approaches of scholars (O. Pometun, L. Pirozhenko, L. Momar) to the definition of the technology of discussion questions processing allowed to refer to this group the following interactive methods and techniques: press, take a position, brainstorm, change of position, carousel, open/ closed discussions, evaluation discussion, discussion swing. Alongside these methods and techniques, collapsed types of discussion: roundtable, expert group meeting (panel discussion), forum, symposium, parliamentary session, court session, debate [1, p. 27].

Thus, the success and effectiveness of a discussion depend on the correctness of the language, logical presentation of opinions, the variety of grammatical structures used, and the correspondence of the content of the statement to the problematic situation. A successfully conducted discussion in English classes has a great educational and teaching value because it contributes to a deeper understanding of the problem, the ability to defend one's position, and taking into account the opinions and points of view of other students.

References:

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