THE USAGE OF THE CONCEPT OF "DEBATE" IN SCIENTIFIC LITERATURE AND OTHER DISCIPLINES

Summary. The article analyzes a concept "debate" and explores different approaches to use this definition are examined: debate as educational technology, as educational methodology, as a method of studies, as educational strategy. Educational potential of educational debates is revealed and efficiency of their use turns out to be in the forming of key competences of students in the process of social science studies. The "Debate" method is one of the most effective techniques to achieve successful speech interaction between communicants. This technique allows you to integrate and involve a large number of students in the process of speech interaction at the same time, and also with the help of it, you can consider and discuss current modern problems that students will be interested in. By integrating various kinds of debates in foreign language lessons, the teacher thereby contributes to the awakening of children's interest in the study of the subject. First of all, the "debate" technique forms all four basic language communication skills in students – listening, reading, speaking, and writing. In accordance with the normative documents, these skills must be developed by a foreign language teacher. In addition to the development of language skills directly, the "debate" technique forms the skills of public speaking. It has been proven that one of the main reasons for the fear of schoolchildren speaking a foreign language in public is their lack of communication skills and experience in public speaking their native language. Debate teaches such speech tactics which will allow students to communicate more effectively in the future, speak at international seminars and conferences, participate in discussions with foreigners, defend their own opinions aloud, and speak a foreign language publicly. In the senior classes, "debates" can be used to generalize, systematize and consolidate educational material, and also act as control speaking. However, it must be born in mind that not every topic can be a subject of discussion, it must be correctly formulated, as a rule, by a teacher. Some researchers believe that the purpose of their application in the educational process is to develop students' skills and abilities of civilized reasoned discussion, which is based on a thorough study of educational information. The debate is based on research, thinking, systematization and defense – skills that are the basis for public advocacy. Such learning activities help students improve their persuasion skills and learn the responsibilities associated with that skill. After all, the very concept of debate is based on the belief of the audience and the ability to quickly and thoroughly respond to arguments. The introduction of debate as a technology in education will increase the productivity of the learning process, will allow the direction of modern humanities education to acquire knowledge, develop skills, achieve its own goals and objectives.

Keywords: debate, debate as educational technology.

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ZASTOSUVANIA PONIATTA «DEBATI»
V NAUKOVIYI LITERATURI TA IINSHIH DISCIPLINIH

Анотація. У статті аналізуються поняття «дебати» та досліджуються різні підходи до використання цього визначення: дебати як освітня технологія, як освітня методологія, як метод дослідження, як освітня стратегія. Виявляється освітні потенціал навчальних дебатів та ефективність їх використання у формуванні ключових компетентностей старшокласників та студентів мовних і номових спеціалістів у процесі суспільствознавства. Автори вказують на тих учнів, які регулярно беруть участь у дебатах, якось змінюються у сприйнятті навчального матеріалу, що відрізняє їх від однолітків. Адже вони прагнуть бачити все з різних позицій: твердження та заперечення – шукають найбільш чіткі та точні формулювання. Учні відбивають більші аргументи, докази, під час своїх відповідей використовують додаткові засоби переокупити навчальні інновації, логічний наголошувати щодо значущих, основних моментів, зрештою зробити висновок виснажує. Універсальність не тільки слухати, але й чути, виділяючи головні слова вчителя, однакласника, визначаючи на слух своїх свідомих вимог у якості основи початки комунікації – слухання, читання, пояснення та письмове. Відповідно до нормативних документів ці навички повинні розвивати вчителя іноземної мови. Окрім безперервного розвитку мовних навичок, техніка «дискусії» формує навички виступу. Зазначено, що однією з основних причин страху школярів розмовляти іноземною мовою публічно є їх відсутність комунікативних навичок та досвіду публічної розмови номовною. У старших класах «дебати» може використовувати для узагальнення, систематизації та закріплення навчального матеріалу, а також виконувати роль контрольного виступу. Однак слід мати на увазі, що не кожна тема може бути предметом обговорення, її повинен правильно формулювати, як правило, вчитель. Декі дослідники вважають, що метою їх застосування у навчальному процесі є розвиток у студентів умінь та навичок інтелектуальної аргументованої дискусії, яка її грунтується на ретельному вивченні навчальної інформації. Дебати базуються на дослідженнях, мисленні, систематизації та захисті – навичках, які є основою публічної адво-кації. Така навчальна діяльність допомагає учням вдосконалювати свої навички переконання та засво-
Statement of the problem. The role of education is decisive, since it is the development of the educational sphere that makes it possible to renew society and guide young people to meet the needs of the time. Education "works" for the future, therefore, involves for the development of a new type of person, a person responsible and able of making independent decisions. School graduates need not only to have fundamental knowledge, they need to be able to apply it in practice, have the competencies necessary for life and work, be competitive and learn to live comfortably in an environment of constant change.

The relevance of the study is undeniable. The debate method during online education is multifunctional and solves the following tasks: educational, because debates contribute to the expansion of horizons, consolidation, updating of previously accumulated knowledge, mastery of new knowledge, skills and abilities; developmental, because they contribute to the development of intellectual, linguistic qualities, creative abilities. Debates develop logic, critical thinking, allow to form a systemic vision of the problem, the presence of relationships of events and phenomena, their various aspects; educators, because they contribute to the formation of moral and ideological position and attitudes of behavior, civic qualities and life skills in a democratic society; socializing, because they involve in the norms and values of civil society, adapt to the conditions of modern society, contribute to the formation of cultures of communication, the ability to work in a team, tolerance for different views and points of view.

The subject of the study is the problem of using debate method at the classes of the English language, American literature and other disciplines.

The object of the research is the process of using the method of online debate at classes with senior pupils of secondary schools and students of language specialities.

The purpose of the study is to analyse the features of using the method of online debates.

Analysis of research on the issue. Student debates are the subject of research by a number of specialists. Domestic and foreign researchers have studied the features of such training, in particular – M. Brashaw, W. Willholt, I. Geiko, W. Foster, R. Kennedy, N. Klakson, E. Lamach, H. Limerman, H. Malcolm, J. Mini, A. Panchenkov, O. Pometun, L. Pirozhenko, T. Remech, D. Ross, V. Saul, S. Scott, D. Steinberg, I. Sushchenko, O. Frankivska, G. Freyman, O. Frilli, G. Sheynov, A. Schneider, K. Schuster, and others. In the works of researchers, debate is considered as a type of interactive teaching methods and as a separate pedagogical technology. In addition, debates were seen as intellectual competitions for a long time, and they were introduced only in the extracurricular activities of pupils and students, which indicates a certain narrow view of them, making it impossible to determine their educational value and potential, effective introduction to the educational process.

Statement of the objective. The experience of many teachers in our country and abroad shows that the introduction of debate as a learning technology in the teaching of various disciplines (including the study of a foreign language) has a positive effect on the education of an active citizen, capable of discussing various issues. In our opinion, the use of debates in the educational process is more effective compared to the introduction of other pedagogical technologies, because it promotes the development of critical thinking skills of students and the formation of their reasoning skills. Eventually, students participating in a debate ask questions, look for answers, conclude statements, construct arguments, draw conclusions, etc. They learn to analyze, to base their own judgments on convincing evidence, to separate the real from the fictional.

Domestic experts (O. Pometun, I. Sushchenko, etc) note the extensive educational opportunities, their importance for future professional development. Therefore, the introduction of debate technology can make learning more effective, productive and connected to life.

However, debate is used infrequently in the educational process. In our opinion, there are several reasons for this: firstly, teachers have insufficient knowledge about their organization and application; secondly, there is a widespread among them so it is difficult to achieve the expected results in this way. Therefore, the need to draw attention to the essence of the concept of "student debates" has become urgent, their introduction in foreign language classes.

American scientists Schneider A. and Schnuer M. in the teacher's manual "Learning through debate: diversity of views" interpret this definition as specially organized, a clearly structured public exchange of thoughts between the two parties. Researchers point out that this type of public debate is about convincing a third party, not each other, that they are right. Therefore, the verbal and non-verbal means that are used by participants in the debate have the goal of obtaining a certain result – to form a positive impression of the proposed position among the listeners.

The authors point out those students who regularly take part in debates, have a qualitative change in the perception of educational material, which distinguishes them from their peers. After all, they seek to see everything from different positions: assertions and objections – looking for the clearest and most accurate formulations, select more arguments, evidence, during their answers use additional means of persuasion: gestures, facial expressions, oral intonation, logical emphasis on meaningful, basic moments, in the end draw conclusions. Students are able not only to listen but also to hear, highlighting the main words of the
teacher, classmate, identifying by ear the strengths and weaknesses of the speech of the speaker.

Another researcher R. Trepp considers the debate as "a process of argumentation of certain statements in situations where the result must be determined by the judge". The author notes that the theory of debate involves the disclosure of the basic principles of communication, rhetoric, argumentation and debate itself, a thorough definition of the procedure for proposing and supporting arguments "for" and "against", refutation of proposed positions, support arguments (arguments) to reject opinions, statements and more [10, p. 21].

Curriculum consultant in Ireland, author of programs and textbooks based on the widespread use of debate, N. Claxton defines that educational debate is the formal content of the argument between two teams, when one team supports the proposal and the other denies it. Thus, in his opinion, the debate begins with the formulation of the topic, a simple statement that is the subject of critical analysis for the two teams. Therefore, the researcher believes that "debate is a learning tool that can be used to achieve certain educational goals. They develop communication and speech skills, allowing students to make both prepared and spontaneous presentations depending on needs. Debate involves a certain structure, established limitations. The timing and presentation of the material thus demonstrate control elements that define a clear pattern of organized exchange of ideas and encourage and support beginners, which promotes peaceful and tolerant communication and respect for the opinion of others.

Thus, despite the differences in defining the essence of the debate, we note that all authors pay attention to their main elements: the presence of a relevant topic, its reasoned consideration from opposite positions to persuade a third party and a clear algorithm of discussion with ethical and rhetorical rules. At the same time, the debate gives students the opportunity to deeply analyze the issue and determine its essence, to establish criteria for evaluating the resolution, to reach an unbiased conclusion based on evidence; evaluate the benefits of alternative strategic decisions [3, p. 11]. Thus, the debate "teaches not only the content but also the process of thinking, promotes the development of skills of possession and application of information". Defending opinions, positions also motivates students to the process of cognition, changes their attitude to learning and their perception of the world.

Considering the purpose of the debate some researchers believe that the aim of their application in the educational process is to develop students' skills and abilities of civilized reasoned discussion, which is based on a thorough study of educational information. Other authors emphasize that the purpose of the debate is not to determine the winners and losers, but to help students practice formulating statements and supporting them with arguments, defending ideas and arguing with opponents, not perceiving them as rivals [4, p. 28]. It should be highlighted that these abilities and personality qualities are elements of critical thinking.

For the first time in Ukraine, the term "pedagogical technology" was used by O. Pometun for debates. In the preface to the Ukrainian edition of A. Schneider's and M. Schnurer's textbook "Learning through debate: diversity of views", the scientist notes that teachers rarely turn to classroom debates not only because of the overload of curricula, traditional textbooks, lessons focused on "knowledge" learning outcomes, but also due to poor awareness of the nature and features of the conduct, lack of training of teachers to organize such training and a number of prejudices about the results that can be achieved by involving students in the debate during the lesson [4, p. 90].

A. Schneider and M. Schnurer consider debate as a method of teaching, but repeatedly use the term "technology": "We will show that debate in many cases can be useful as a method of teaching and describe the conditions that must be considered by teachers to use debate in his class"; "We also believe that debate is a strong innovative technology that captivates, stimulates students, helps them learn, encourages them to take responsibility for their own learning" [4, p. 88].

Debate as a method of teaching and S. Scott, arguing that the debate as a learning tool is a pedagogical method because they contribute to the development of critical thinking of students based on the study of arguments, research, information gathering, analysis, evaluation of arguments, consideration assumptions and interpersonal communication [9, p. 20].

A. Crawford, W. Saul, S. Matthews, and D. McInister agree with the above opinion, who believe that the "Debate" method teaches students to take a certain position on a controversial issue supporting their position with arguments, defending it, refuting counter-arguments, and focus on criticizing ideas rather than opponents [3, p. 16].

L. Martini in the article "Using debates as a learning tool to enhance critical thinking skills in social studies lessons" also emphasizes that debate is a good method of teaching because they arouse students' interest in social issues [8, p. 20].

N. Klakson has a slightly different position, considering the debate not only as an educational methodology, but as an integral part of scientific democratic institutions, starting from the times of Ancient Greece [5, p. 76].

As already mentioned, participation in debates teaches students to prove and defend their opinions, which is an important skill for the formation of civic competence, because it helps to prepare citizens who think critically and are supporters of positive social change. The debate is based on research, thinking, systematization and defense – skills that are the basis for public advocacy. Such learning activities encourage students to improve their persuasion skills and learn the responsibilities associated with that skill. After all, the very concept of debate is based on the belief of the audience and the ability to quickly and thoroughly respond to arguments [4, p. 101].

Scientist R. Edwards as an experienced trainer and judge of school debates, author of numerous scientific papers on debates draws attention to the importance and complexity of the argumentation process and notes that students during debates learn to find the right amount of information to build an argument. In his opinion, the main provi-
sions of the processed information form the strongest logical reasons and evidence in support of various positions [6, p. 78].

The ability to take a position on a controversial issue and support it with justification is an aspect of critical thinking. They are useful in terms of preparing a person to participate in the life of an open society. Thus, the ability to gather and organize evidence in logical unity is a very important skill for the development of critical thinking, and it is highly valued for decision-making in any social sphere.

In addition, participation in the debate allows students to perceive the material they already know in new aspects. As students become responsible not only for passing on knowledge to each other, but also for presenting it to the rest of the class, the debate makes them want to understand the nature and causes of a problem based on the age-old question “Why?” Such a change in the perception of educational material occurs because the student turns from a person whose interests in the essence of the problem were based only on his own curiosity, who is responsible for the protection of ideas. And this, in turn, requires the participant of the debate to have a deep knowledge of the essence of what he is talking about [4, p. 101].

In addition, because debates provide an opportunity to publicly present the defense of their ideas, students learn to structure and use information during intensive communicative interaction, which ensures that they receive a way of applying knowledge that would be difficult to reproduce in class by other methods. By planning and systematizing information, and then implementing these plans as needed, students begin to comprehend and understand their own and others’ arguments (and the topic of debate) at a complex, high level. This operation of knowledge allows them to have a new understanding of the essence of the subject and a significant increase in real learning outcomes [4, p. 208].

Thus, student debates provide an opportunity for the teacher to check the soundness of students’ knowledge of the course material, to assess their understanding of the conceptual and theoretical provisions presented in the curriculum. Therefore, in our opinion, student debates can be considered as an effective pedagogical learning technology.

Conclusions. Thus, based on the analysis of scientific and methodological literature, we conclude that there are different approaches to the categorization of “debate”: debate as a learning technology, as a teaching method, as a learning strategy, as an educational methodology – but despite the difference in terms, the importance of debate for the learning, education and development of the student is emphasized. Thus, the introduction of debate as a technology in education will increase the productivity of the learning process, will allow the direction of modern humanities education to acquire knowledge, develop skills, achieve its own goals and objectives.

References: