

to the rules Ukrainian pronunciation, Playlist modern Ukrainian realities.

Key words: Ukrainian as a foreign language, an audio-visual method, a video, children's audience.

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DISCUSSION – BASED CLASSROOM IN TESL FORMAT

The article deals with the theoretical analysis of innovative teaching strategies fostering real-life communication skills in the English language classroom. The article focuses on the most effective ways how to facilitate language learning acquisition naturally. Accordingly, main characteristics of the active learning principle have been studied and presented in the article. Learning through discussion strategy and benefits of using discussion in lectures and seminars have been described in the article. The role of discussion-based classroom in teaching English as a foreign language has been analyzed.

The main points of the discussion – based learning have been provided. It has been proved that the method improves communication skills, develops creative, confident, cooperative, tolerant and articulate learners.

Key words: active learning principle, interactive lectures, discussion- based teaching/ classroom, benefits of discussion

Nowadays, it is widely recognized that foreign language teaching concerned with the target language, particularly its spoken form, is of utmost importance. Language learners often consider a speaking ability to be the measure of knowing a foreign language. The learners define language fluency as the ability to converse with other people rather than the ability to write, read or understand oral language. Speaking is regarded as a key language skill.

While all learning requires an active intellect and interest, active learning methods are those which encourage students to take part in verbal or even physical actions and to engage in activities that help them approach information differently.

Employing active learning may mean that you will cover less material, but your students should have a deeper understanding of the content covered in class as long as guidelines and goals are set at the beginning of the semester [4].

The topicality of the article is stipulated by the necessity of using the active learning principle (i.e. learning through action, in particular, learning through discussion) in the student – centred classroom.

If students are engaged in the activities suggested, their attention is concentrated on what is going on around them, they will definitely enjoy it and, what is more, they will be always ready for responding whenever they are asked to take part. Active learning is highly motivational in the process of language learning acquisition. Interactive discussions provide great opportunities to encourage active learning in practice.

A number of foreign and Ukrainian methodologists and linguists have dedicated their investigations on learning the target language to the problem of teaching interactive discussions in the English language classroom. Among them are H. S. Davis, Stephen D. Brookfield, Stephen Preskill, P. Ur, S. Thornbury, de McKeachie, S. Gaponova, G. Kitaigorodskaya, S. Korosteleva, N. Toptygina, L. Ukhanova, N. Andronik, I. Zaitseva, I. Simkova.

The goal of the article is to analyze the role of discussion-based classroom in teaching English as a foreign language and to prove its efficacy.

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The tasks of the article are to study and give characteristics of the active learning principle, to highlight the main points of the Harkness method of teaching effectively used in the USA and to point out the benefits of using discussion as an interactive speaking strategy in lectures and seminars in TESL format.

The term 'discussion' is defined in the following ways in Meriam Webster Dictionary:

«Discussion is the act of talking about something with another person or a group of people; a conversation about something».

«Group discussion is a discussion involving a number of people who are connected by some shared activity, interest, or quality» [6].

«Classroom discussion is a collaborative activity that requires students to actively participate, apply critical thinking to their questions and responses, and «negotiate meaning across texts and in relation to their individual experiences... fulfilling adult learners' need to find relevance in their studies» [3, p. 70].

Active Learning' is anything that students do in a classroom other than merely passively listening to an instructor's lecture. This includes everything from listening practices which help the students to absorb what they hear, to short writing exercises in which students react to lecture material, to complex group exercises in which students apply course material to «real life» situations and/or to new problems.

The term 'cooperative learning' covers the subset of active learning activities while learning techniques employ more formally structured groups of students assigned complex tasks, such as multiple-step exercises, research projects, which students do as groups of three or more, rather than alone or in pairs [8].

Active learning provides students with opportunities to enhance skills, improve their critical thinking, and «gain knowledge in an efficient way». Active learning provides students with opportunities to apply their own background knowledge or prior experience, and instructors with the opportunity to assess existing student knowledge. Active learning is universally considered to be an effective teaching strategy [7].

One of the teacher's main goals is to actively engage students with the material studied. It is common knowledge that students learn more when they take part in the learning process. Discussion is one of the most effective interactive strategies which can be successfully applied to TESL to get good results either in seminars or lectures.

It brings considerable contrast to traditional styles of teaching, where students were expected to passively sit in classrooms, listening, making notes and supposedly learning the information presented by the lecturer.

Discussions work well at a seminar table with 10-15 students, as well as in a lecture hall with 60-90 students and even more.

It is a good idea to try to incorporate active learning strategies into different aspects of the course. Short partner discussions (i.e., think- pair - share), pyramid discussions (pair – two pairs – four pairs – whole class) during lectures, problem- solving sessions, debates and small-group critical discussion-based exercises during seminars are all great ways to actively involve students in learning [9].

Traditional lecture formats do not include a great deal of interaction between the lecturer and the students or the students with other students. This is one of the negative aspects of the lecture. However, there are ways in which a large lecture can be made more interactive. Some purposes of interactivity are the following ones:

1. Interaction can engage and motivate students by decreasing the chance to get bored.
2. Interaction can deepen learning because it can stimulate cognitive engagement.
3. Interaction can be a way of reflecting in action in that you can gauge their level/s of learning and adjust your approach accordingly.

4. Interaction can develop a sense of community and connection when it involves students talking to each other.

Interactivity can be constructed between the lecturer and an individual student, between students only as they co-develop responses or communicate with each other, and between groups of students and the lecturer.

Some ways to get interactivity in your lectures:

1. Questioning. There are different ways in which students can be questioned during a lecture in order to stimulate their engagement with the lecture topic. They may not all include students giving answers directly to the lecturer. Some suggestions include asking students: what they already know about a particular topic; to put something into their own words; to consider a problem and a possible solution to that problem; questions about a case that you put forward for consideration; what they need to know or do not already know for a given situation; for their impressions of a picture, diagram or chart; for their feelings about something.

2. Group work. It may seem impossible to do group work in a lecture situation. However, if the activity is well structured and timed, it can be an excellent way to stimulate interest and engagement.

Activities that can be used in lectures include: Buzz groups, Syndicate groups, short partner discussions (i.e. think- pair - share), pyramid discussions (pair – two pairs – four pairs – whole class) and debates [1].

Seminars - discussions are common practice of teaching ESL. Discussion- based teaching (Harkness Learning, the Harkness method) is widely spread among prominent schools and universities of the USA, Canada, Japan (Andover, Lawrenceville, Stevenson School, Noble Academy, Kent Denver School, the USA; Upper Canada College, Toronto, Canada; National Center for University Entrance Exams, Tokyo, Japan).

Table-based seminars are fairly common in American private schools. It is considered to be one of the principles of a radical American Pedagogy. The method can be incorporated in any classes ranging from maths or history to foreign language practice. It's curious that Harkness teaching hasn't been much imported into the UK education system.

The Method originated at Phillips Exeter Academy in New Hampshire in 1932 when philanthropist Edward Harkness challenged the Exeter faculty to create an innovative way of teaching. It was introduced to replace traditional, teacher-led classes with small groups where discussions around the oval table were the focus.

The Harkness method of teaching and learning is a discussion-based education method involving small groups of students (usually 8-12) seated around an oval table to share thoughts and ideas and to learn good reasoning and discussion skills. These discussions involve minimal interjection from instructors in order to encourage student [9].

The use of the method is rather challenging for each participant. Students who tend to be the centre of everyone's attention, who are naturally outgoing and can comfortably speak in front of their peers are challenged to listen more and encourage introverted students to share their thoughts. The educational aim of the method requires students to share their points of view listening to each other and, besides, treat each other with respect.

Students learn how to discuss rather than passively digest, how to discover answers and defend conclusions. The Harkness Method creates creative, confident and articulate learners.

What is more, the method improves communication skills. Students learn to express thoughts and ideas clearly and effectively as part of a larger discussion with their peers and instructors. The method helps to increase confidence. Students are encouraged to put forth their ideas in a supportive and engaging environment. This is particularly beneficial for students who are naturally introverted. It also builds mutual respect. No one is in a position to dominate in the conversation in a discussion - based classroom.

The Harkness discussion develops and motivates critical thinking. Students play an active role in learning through discussion. They exercise more critical thinking than is usually needed in a traditional lecture setting.

Besides, Harkness learning requires independent preparation. Students must come to class ready to discuss the assigned topic. If a student is unprepared, it will be very apparent to his instructor, and he will get far less out of the discussion than his peers [5].

The method is quite favourable for the development of speaking and listening skills. It was mentioned above that students cannot come to class unprepared. It means that reading and writing skills are also practised for the further efficient participation.

The Harkness Method can be effectively incorporated in our classrooms. Holding foreign language Olympiads, the oral round is organized alike. Students sit around the table or two desks joined and dwell on the chosen situation. The next step is discussing the situation with other students. The question-answer technique is used to promote a group discussion. The instructors do not participate in the discussion process, they simply observe and assess students' communicative skills. The use of the technique results in provoking scorching discussions. Discussion – based learning can be used at any course aspect (Conversation, Grammar, Basic/ Practical English Course, Home Reading, Phonetics, seminars in Methodology of Teaching English as a Second Language etc.)

Moreover, discussions can be an excellent strategy for enhancing students' motivation, fostering intellectual agility, the benefits of using discussion as an interactive speaking activity in lectures and seminars. Discussions create opportunities for students to practice and sharpen a number of skills, including the ability to articulate and defend positions, consider different points of view, and enlist and evaluate evidence.

Benefits of the discussion can be summarized as the following:

1. It helps students explore a diversity of perspectives.
2. It increases students' awareness of and tolerance for ambiguity or complexity.
3. It helps student recognize and investigate their assumptions.
4. It encourages attentive, respectful listening.
5. It develops new appreciation for continuing differences.
6. It increases intellectual agility.
7. It helps student become connected to a topic.
8. It shows respect for students' voices and experiences.
9. It helps students learn the processes and habits of democratic discourse.
10. It affirms students as co-creators of knowledge.
11. It develops the capacity for clear communication of ideas and meaning.
12. It develops habits of collaborative learning.
13. It increases breadth and makes students more empathetic.
14. It helps students develop skills of synthesis and integration.
15. It leads to transformation [2, p. 22].

We should take into consideration that discussion-based learning also requires considerable effort from the instructor. It's very important that the teacher guides the learners through the process until they have a clear understanding of what is expected of them and how they can succeed in a discussion-based classroom.

Active learning is a student-centered approach. It presupposes students' engagement with the material, their active participation in the learning process inside and outside the classroom. It is important as learners cooperate with each other developing their language skills. Students do not simply listen and memorize which was characteristic of a traditional way of learning. They are active participants of the learning process.

In addition, according to the active learning principle the role of the teacher is different from what it used to be formerly. Now the teacher is an instructor, observer, facilitator,

interlocutor and partner. The teacher demonstrates a process, analyzes an argument and applies a concept to a real-world situation.

Discussion – based learning (the Harkness method of teaching) is crucially important for the development of a spoken form of the target language. The method fosters learning through discussion and discovery. It teaches language learners to collaborate rather than to compete with each other. It demands students' thorough preparation for the class correspondingly. Students use critical thinking skills to come to a better understanding of new material. Discussion – based learning is challenging for both a teacher and a student. It can be easily and effectively incorporated in seminars and lectures.

Our further research will be dedicated to the problem of factors and strategies facilitating a successful discussion.

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ДИСКУССИЯ КАК ФОРМА ПРОВЕДЕНИЯ ЗАНЯТИЙ В ФОРМАТЕ TESL

Статья посвящена теоретическому анализу современных технологий обучения, а именно дискуссии, которая способствует развитию навыков говорения во время обучения английскому языку как второму иностранному. В статье рассматриваются принципы и наиболее эффективные способы формирования навыков устной речи. Обоснована эффективность принципа активного обучения. Описана методика применения технологии обучения английскому языку посредством дискуссии во время семинарских и лекционных занятий.

Доказано, что обучение, основанное на дискуссии, очень важно для развития умений устной речи. Использование этого метода мотивирует студентов, вызывает интерес и приносит эффективные результаты.

Ключевые слова: принцип активного обучения, интерактивные лекции, обучение, основанное на дискуссии, преимущества дискуссии.

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ДИСКУСІЯ ЯК ФОРМА ПРОВЕДЕННЯ ЗАНЯТЬ У ФОРМАТІ TESL

Статтю присвячено теоретичному аналізу новітніх технологій навчання, а саме дискусії, що сприяє розвитку навичок говоріння під час навчання англійської як другої іноземної мови. У статті висвітлюються принципи й найбільш ефективні шляхи формування навичок говоріння. Відповідно обґрунтовується ефективність принципу активного навчання.

Принцип активного навчання передбачає активне залучення студентів до опрацювання матеріалів, які вивчаються. Студенти стають активними учасниками процесу навчання, під час якого вони не конкурують, а співпрацюють.

Активна модель навчання передбачає застосування методів, які стимулюють пізнавальну активність, критичне мислення та самостійність студентів. На відміну від пасивної моделі навчання, де використовуються методи, за яких студенти слухають і вчать матеріал напам'ять, активна модель навчання вносить значний контраст, де студенти постають «суб'єктом» навчання.

У статті описано методiku застосування дискусії, що активно використовується в практиці зарубіжних приватних шкіл і вищих навчальних закладів. Досвід може бути апробовано та запозичено під час викладання іноземних мов у вітчизняних вищих навчальних закладах.

Дискусія формує навички аргументації та відстоювання власної думки. Доведено, що навчання, яке базується на дискусії, є ефективним і таким, що мотивує розвиток навичок говоріння іноземною мовою.

Ключові слова: принцип активного навчання, інтерактивні лекції, навчання, яке базується на дискусії, переваги дискусії.

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ПРОБЛЕМА ІНТЕГРОВАНОГО ФОРМУВАННЯ ЛЕКСИЧНОЇ КОМПЕТЕНТНОСТІ В ПІДГОТОВЦІ МАЙБУТНІХ УЧИТЕЛІВ

Статтю присвячено проблемі інтегрованого формування лексичної компетентності в читанні, говорінні та писемному мовленні. Висвітлено поетапне функціонування лексичного механізму в рецептивних і продуктивних видах мовленнєвої діяльності (спонукально-мотиваційна, аналітико-синтетична, виконавча та регульовальна фази); здійснено розподіл лексичних навичок відповідно до фази дії лексичного механізму; визначено та схарактеризовано етапи організації роботи з автентичним художнім твором як засобом формування лексичної компетентності – дотекстовий, текстовий, післятекстовий та продуктивний. Ураховуючи мету та завдання кожного етапу, проаналізовано формування мовленнєвих та навчальних умінь і навичок.

Ключові слова: лексична компетентність, інтегрованість, лексичний механізм, навичка, етапи, автентичний художній твір.

На сучасному етапі розвитку іншомовної освіти першочергового значення набуває формування компетентностей, визначальною рисою яких є системний характер оволодіння іноземною мовою як «акумулятором культурних цінностей, складним і багатим своїм змістовим наповненням та способами його передачі» [8, с. 19].

У методиці викладання іноземних мов помітнішою стала тенденція визнання першочергового значення лексики як засобу комунікації та обсягу словникового запасу для формування іншомовної комунікативної компетентності (ІКК). Формування

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