



UDC 811.111
IRSTI 16.41.21
DOI 10.37238/1680-0761.2021.84(4).37

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**DISCUSSION AS AN EFFECTIVE TOOL
FORMATION OF FOREIGN LANGUAGE COMMUNICATIVE COMPETENCE
AND COGNITIVE DEVELOPMENT OF STUDENTS**

***Annotation.** The topic of this article is the consideration of methodological, communicative and cognitive possibilities inherent in the discussion as a form of educational work in the process of developing foreign language communicative competence in teaching a foreign language based on innovative technology of educational cooperation. The authors analyze the essential features of the discussion form of communication, its forms and varieties based on various criteria, signs and target orientation, the advantages and advantages of discussion forms over traditional ones in teaching foreign language and their psychological and methodological justification. In concrete terms, the use of educational discussion in a foreign language lesson significantly contributes to the development of significant communication skills and abilities, which include: performing a communicative act, convincing argumentation and defending the speaker's own position, adequate perception of the interlocutor's speech, the ability to concisely and substantially express thoughts in the foreign language being studied.*

***Keywords:** English, speaking skill, teaching methods, "discussion" method, educational work, foreign language communicative competence, forms, varieties, advantages, dignity.*

Introduction

Currently, within the framework of the theory and practice of developing foreign language communicative competence in teaching a foreign language, there is a growing interest in the use of discussion as a form of educational work based on innovative technology of educational cooperation. This form of educational work in practice has confirmed its significant potential, the use of which also allows to significantly activate the mental and cognitive activity of students, stimulate and maintain a steady interest of students in the educational process. Its main advantage is the possibility of creating an atmosphere of equal cooperation between students and the teacher in the process of creating meaningful communicative situations for them, as close as possible to life, requiring the use by students of such important forms of foreign language communicative activity as speaking, listening, documented formulation of their thoughts and views. As a result, students develop such communicative skills and abilities in an accelerated time, as performing a speech act in the language being studied, convincing presentation and defending the speaker's personal position, adequate perception of the interlocutor's foreign language speech, the ability to concisely and substantially express thoughts in the foreign language being studied, etc. With the expansion of the discussion forms of educational work used in the development of foreign language communicative competence, the authors of publications and publications on this topic began to offer their own classifications of forms and varieties of educational discussion based on various criteria, signs and targets. In particular, the authors distinguish such as public discussion;



reasonableness [1, p. 185]; absence of a thesis; the presence of a discussion topic; activation of the learning process [2]; research of a complex topic; dialogical communication, the formation of the experience of joint discussion [3]; solving theoretical and practical problems, a guideline for achieving a two-sided solution to the issue, etc. By its essential features, the debatable form of communication is a kind of dispute and covers a series of mental operations performed by the parties of this type of communication.

Materials and methods of research

An important condition for this form of communication process is compliance by the parties with the topic of discussion, as well as the relationship of its components. In the educational discussion, its topic is announced before the discussion begins. The main objective of the discussion is the achievement of a compromise by its parties through a joint search for the truth, acceptable answers to the problem under discussion. As a method of developing foreign language communicative competence of students, discussion is most compatible with active teaching methods that take into account the social and psychological characteristics of students. The discussion is embodied in a number of variants and varieties, of which the most frequently practiced, according to the classification of A.A. Leontiev, are the following: the dialogue of the participants of the discussion or groups of its participants, the so-called Socratic conversation, group discussion or "round table", "brainstorming", analysis of a specific situation or any other [4, p. 8]. D.A. Ivanov offers his own version of the expanded classification covering the following forms and versions of the discussion: "round table", expert group meeting, forum, symposium, debate, court session, group discussion, which, in his opinion, "have been spread in the world pedagogical experience [5, p. 19]. Based on such a scale of prevalence, it seems to us necessary to comment in a few words on the listed forms, variants and varieties of discussion forms of communication. The round table format assumes a relatively small number of participants in the discussion, exchanging opinions among themselves in equal conditions, and (in the full version), with the presence of an audience listening to them. Such a form as an expert group meeting is used in the so-called "panel discussion", which means that at the initial stage a relatively small group of experts discusses the problem, and at the next stage the formulated position is presented to the audience present. During the discussion forum, which is a variant of the "panel discussion", in addition to the above, a discussion with the participation of the audit is also held. The symposium, held as a variant of the discussion form of work, requires a high organizational level, assumes the presence of planned meetings of participants with subsequent debates, a clear schedule of events. Such a version of the discussion as a debate is close to a symposium according to the listed signs. The group forms of discussion do not have the above-mentioned level of regulation and formalization of the planned communicative event, since the signs of an unhindered, unplanned clash and presentation of different positions and points of view are freely compatible with them. Under these conditions, there is clearly a significant decrease, or even a complete disappearance, of psycho-emotional tension during the conduct of a dispute, communication, and the verbal formalization of existing opinions. Each of the considered options and varieties of discussion has its own resources to intensify the process of developing foreign language communicative competence of students. The usual structural components of the educational discussion are the statements of its participants on the topic under discussion or in response to the statements of others. The effectiveness of the discussion is due to strict compliance with its methodology, the absence of significant and prolonged deviations from the topic. Naturally, the defining role in debatable academic work, usually performed by the teacher, belongs to the leader, although this function can be replaced by one of the most prepared students according to the circumstances (and the teacher's idea). As practice shows, it is the use of discussion methods of teaching a foreign language that allows achieving the greatest effect in the context of the task of forming communicative competence, including the ability and skills of foreign language communication in the form of a dialogue.



From a didactic point of view, the educational discussion acts as an organized educational work, but this does not mean that an unplanned discussion with an uncontrolled orientation cannot arise in the learning process. The function of optimal resolution of such a communicative situation, it belongs to the teacher, who takes the "reins" into his own hands and controls the thought process of the participants in the discussion. The discussion is characterized by the presence of two significant modes of implementation - organized and spontaneous, between which, according to their main characteristics, there are clear differences, consisting in the following circumstances: an organized discussion proceeds on the basis of a pre-compiled plan with the regulation of the participants' speeches, the topic of the discussion and the duration of speeches, which in the full list is not inherent in the spontaneous type of discussion. The main thing here is that the participants comply with the established ethical and communicative norms, although it is possible in principle to establish the topic and regulate the duration of the speeches of participants in a spontaneous discussion. The use of the discussion method is able to provide the desired result at different stages of the formation of foreign language oral speech skills, and this is due to the dominant status of speaking among other types of speech activity in the educational discussion. Speaking includes a wide range of communicative skills, such as "the ability to build a monological utterance in accordance with a given communicative task; the ability to logically interact with communication participants; the ability to correctly select language tools in accordance with the sphere of communication and individual characteristics; the ability to compare and analyze the information received; the ability to independently conduct a discussion, express individual assessments and convey a personal attitude with full argumentation of the statements made; the ability to take into account the position of the interlocutor; the ability to use the formulas of speech etiquette required in a specific communicative situation; the ability to confidently conduct a dialogue, including initiating communication and summarizing what has been said; the ability to apply grammatical and lexical knowledge in practical implementation according to the tasks of the utterance" [6, p. 5]. The modern approach to the ways, means and methods of forming foreign language communicative competence among students is combined with a high assessment of the role, place and significance of educational discussion as a type of educational work with all its specific types. At the same time, it should be noted the greatest effectiveness of the use of group discussions in groups with limited occupancy (from 5 to 15 trainees). Another significant aspect of the educational discussion is to a certain extent the specific formation of the novelty of the problem, which is expressed in the fact that it is determined only by the participants of the study group. The organization of educational discussion, as a rule, is aimed at deeper assimilation of educational material with the most pressing problems of modern science, social life, youth problems, usually chosen as the subject of discussion, Most often as ways and means of developing foreign-language communicative competencies among students is the perception of various information coming from the participants of the discussion, mental processing of this information and, ultimately, the development and deepening of communicative skills and skills of the foreign language being studied. The common background on which this process takes place is the joint solution of problems that appear in the communicative and information spheres. It is the educational discussion that plays a leading role in the development of skills and abilities of authentic use of the material of the studied foreign language. Another advantage of the discussion form of speech interaction in the language being studied is the opportunity it opens up, if necessary, in the course of communication, to concretize issues understood differently by the participants of the discussion, to put into practice the accumulated language and other knowledge, to form prerequisites for the development of creative thinking of students, to improve the quality of foreign language speech in group foreign language communication, to improve the overall psychological climate, against which the process of learning a foreign language proceeds. The nomenclature of the leading goals and objectives of developing a communicative competence, successfully solved using the method of educational discussion, can be presented in the following list: achieving completeness and the required quality of mastering the



program material of the foreign language being studied, effectively solving emerging communicative problems, stimulating the search activity of students and intensifying the process of acquiring linguistic knowledge by them. The specific purpose and task of the educational discussion is not to obtain ready-made knowledge by students, but to form their skills and abilities to effectively solve communicative and mental tasks formulated by the teacher. In fact, through the practice of students using the opportunity given to them to choose the right option at their discretion, they develop their analytical thinking, the ability to compare and critically comprehend the information obtained in this way, and form a personal opinion. In this regard, the essential function of the starting factor is carried out by a communicative, cognitive or social conflict, which gives impetus to the process of defending the positions and opinions presented by the participants of the discussion. At the same time, the maximum effect on a comparative background is observed when using the form of educational discussion with students of the senior stage of school education. This is explained by the fact that their age limit coincides with their sufficient psychological and communicative readiness to express and defend their own position. The educational conflict situation, from which the discussion begins, acts as a positive background for the development of communicative skills and abilities of students, optimal foreign language formulation of thought with the involvement of a conceptual apparatus compatible with the topic of the lesson. As the main advantage of the educational discussion, T.V. Samosenkova notes "the opportunity to purposefully and in an organized manner exchange various points of view, opinions, scientific views that contribute to the search for unambiguous answers and solutions provided for by the foreign language training program." The same author identifies as specific properties of the discussion "dialogicity, development of initiative, intellectual maturity and independence in identifying problems, interaction of participants, organization, identification of different points of view, consolidation of the received insights" [7, p. 24]. The educational discussion is essentially dialogical, since teaching a foreign language is a process of multifaceted communicative interaction between teachers and students. The possibility of verbal communication between the parties to the discussion itself is due to the question-and-answer form of communicative interaction, which forms the students' oral and grammatical skills of constructing a text in the language being studied. One of the leading signs of educational discourse is the dialogical position of the teacher who manages the communicative process. This position determines the tone of the discussion as a whole, its activity and intensity, following the rules of discussion. The accumulated experience of the systematic use of educational discussion in the process of teaching a foreign language shows that this form of educational work gives the maximum effect at the stage of consolidating the acquired linguistic and linguocultural knowledge, reflection, flexible interpretation of the object and subject of discussion. As immanent characteristics of the educational discussion, M.V. Nikityuk points out the following: "work in a group, involving the distribution of roles; unity of place, time and action, consisting in the coordinated work of the participants in the discussion; a communicative process implemented in the interaction of participants; the achievement of an educational goal." The educational discussion favors the optimal representation of the above factors related to the communicative teaching of a foreign language: the development of a personal point of view of the participants in the discussion; the exchange of information; the formation of skills of a collective form of activity; acceptance of the fact of coexistence of different interpretations of one studied concept or event; different interpretation of the communicative value of the studied material; the possibility of free realization of a critical attitude to this or that information, etc. Through the use of educational discussion in a foreign language lesson, the desired effect is achieved at different levels of learning. At the same time, at the advanced level of training, the possibilities of using the debatable form of educational work are significantly multiplied by combining it with traditional forms of conducting classes. At the same time, scientists and experienced teachers in their majority recognize the independent value and own effectiveness of discussion methods of conducting foreign language lessons. A significant advantage of discussion as a form of educational work over traditional forms when teaching a



foreign language is the reformatting in the natural mode of the traditional composition of the lesson, which makes it possible to create the necessary conditions for the correct determination (through generalization of the acquired foreign language knowledge and skills) of the level of communicative readiness of students, and ultimately, the development of foreign language communicative competence. According to the authors of this article, there are grounds, based on the experience of analyzing factual material, to conclude that the effectiveness of the use of educational discussion in a foreign language lesson (without questioning its own communicative potential) is largely determined by the combination of discussion forms with traditional forms of language teaching, as well as the formation of the skills of conducting a discussion in the studied language. On the other hand, in order to avoid the risk of reducing the expected methodological and, accordingly, communicative effect, it is not necessary to model foreign-language educational discussions in a rolled, template form.

Research results

Today, due to the development of information technologies and science in Kazakhstan, much attention is paid to the study of foreign languages. In this regard, the transition to new educational standards was made, new textbooks and training programs were created that meet modern requirements. As practice and personal experience of teaching shows, the existing problems in teaching speaking are one of the main reasons that make communication in English difficult. In this regard, the study of the causes of difficulties and ways to overcome them when teaching the skill of speaking English is relevant. In this article, we will consider the issues of the formation of speech skills and abilities and ways to overcome the difficulties that students face when teaching the skill of speaking in English classes. Also, the ways of developing the speaking skill for students of the philological direction through the method of "Discussion" are considered. As many researchers note, the speaking skill is one of the main components in teaching English, which is considered a productive type of speech activity, through which oral verbal communication is carried out [3, 8, 10, 11]. The purpose of teaching speaking is to form students' communicative skills such as: – understanding a foreign-language utterance in accordance with a specific communication situation, a speech task or a communicative intention; - implementation of speech behaviors taking into account the understanding of the national and cultural characteristics of the English language. To implement the above skills, classes in English should be aimed not only at mastering phonetics, grammar, vocabulary, stylistics and other aspects of the language, but also at forming language skills and developing speech skills. In this regard, E. V. Passov notes that all exercises in foreign language lessons should be speech to some extent [6]. Therefore, classes should be based not only on the theory of language knowledge, but also should be modeled in the conditions of speech practice, contributing to the development and development of speech skills and abilities. But as practice shows, university teachers face some difficulties in teaching the speaking skill, since speaking is interpreted as a complex integrated skill. As Penny Ur notes, there are four main types of difficulties in learning to speak English [11, p. 121]:

- Psychological discomfort. Students, as a rule, due to the fear of making mistakes and criticism from the teacher, are shy to speak English, because speaking, unlike other speech skills, requires emancipation and courage in front of the audience.

- "Nothing to say" Sometimes students have a problem-lack of thoughts, they can not concentrate and express themselves in English.

- Use of the native language. Students sometimes resort to using their native language, due to the lack of a sufficient stock of words and an unnatural environment in communication.

- Unequal level of student participation. Some students speak quite well and prevail in the group, for some it takes a long time to be heard and they say very little or nothing at all. Therefore, working in large groups makes it difficult to learn the skill of speaking. In addition to the above difficulties in learning to speak, there are also motivational problems: students do not understand the speech task, they are not involved in a collective discussion of the lesson topic, they are not



interested in learning English, they do not maintain the required amount of communication in English. In his methodological guide, Penny Ur gives the following ways to overcome difficulties in learning to speak [11, p. 122]:

- Use of group work with students. In this case, students can speak without experiencing discomfort, they discuss and perform the task in small groups, which contributes to the emancipation of students. They may speak with mistakes or use their native language, but in this regard they practice English and develop the skill of speaking.
- The use of motivating tasks and topics for classes. The teacher must correctly and clearly model the lesson plan and interest students in motivating tasks.

- Developing clear instructions for each task will help students understand the speech task.

- The use of the language level during the discussion should be one level lower than the level of the tasks. This will help students to speak a fluent language without obstacles. Thus, overcoming difficulties in learning the skill of speaking, you can achieve positive results. Therefore, classes aimed at the formation and improvement of speaking skills should be held in a comfortable atmosphere, where the teacher guides students (facilitate) and helps them experiment with the language. The question arises, what training methods should be used to overcome the above-mentioned difficulties? What methods and techniques effectively affect the formation of speaking skills for first-year students of a language university? The analysis of psychological and pedagogical literature and the generalization of personal pedagogical experience allow us to assert that for the development of speaking skills it is necessary to use interactive and active teaching methods, by which we mean forms and methods that activate the mental and independent work of students, support attention and develop speech.

Conclusions

The interactive method of "Discussion" has become widely used in modern teaching methods for the development of speaking skills. The method of "Discussion" is one of the most widely used techniques in teaching English, which is aimed at ways of organizing joint activities of students, discussing the problems posed by the teacher and finding the right solution to a controversial issue. Discussion in the generally accepted sense (from the Latin *discussio* — consideration, research) is interpreted as a way of discussing an issue by a group of people. According to M. N. Pryakhin's discussion is a procedure for developing a common opinion, removing contradictions within the team [7, p. 2]. Discussion can be understood as a discussion of a controversial issue based on the art of reasoning and expressing one's thoughts according to the laws of reason, as well as a form of scientific communication and obtaining new knowledge [4, p.120]. Mastering the skills of conducting discussions will allow students not only to form speaking skills, but also help students to speak at public events, international symposiums and conferences. This method of teaching can be successfully used provided that the teacher is familiar with the method of their use. Therefore, university teachers should be familiar with the purpose, types, stages of discussion when organizing a lesson, in order to achieve maximum efficiency and purposefulness of teaching English. The purpose of using the discussion method in English lessons is the possibility of applying language/speech knowledge and skills in practice, as well as forming the ability to think clearly, critically perceive information, highlight the main idea in it and find means and arguments to confirm and justify it. Many methodologists note that the method of "discussion" is able to activate the speech-thinking activity of students, which contributes to the development of speaking skills and the ability to think in English. Therefore, students should not only master the language perfectly as a way of communication, but also be able to think in the language being taught. In the process of communication, they must directly interact with each other. In this regard, the use of the "discussion" method is important and necessary. The introduction of this technique, at the initial stage of studying at the university, will help to improve speaking skills and develop communicative competence, since in the first year students have different levels of training, motivation and abilities. According to some researchers, the use of discussion during classes contributes to the



effective creation of a natural motivation of the speech act in students, thereby stimulating them to creative utterance, leads to an organic fusion of teaching conversational topics and the development of unprepared speech. According to the type of discussion, they are spontaneous, free and organized. To date, the methodology of teaching English uses organized discussions, which are carefully prepared by teachers and conducted according to the regulations on a certain topic of the lesson in the order established in advance. There are paired, group and team types of participation (forms of conducting) discussions. To develop the speaking skill, it will be advisable to use such forms of discussions as: Round table, Forum, Symposium, Debate, Court session, Aquarium Technique, Brainstorming and others [1, 9, 5]. As for the stages of the discussion, there are no uniform requirements, but, as a rule, there are 3 stages: introduction to the discussion (preparatory), discussion of the problem (main stage) and summing up (final stage) [2, p. 1112]. Summing up all the above, it can be stated that the method of discussion as a whole can be used to form the speaking skill of students of a language university. The main thing is that to achieve this goal, teachers should carefully prepare the material taking into account the features of this method, the curriculum, the purpose of the lesson, the topic. In addition, it would be advisable to build training cycles in stages in accordance with the level of language training of students to the basic skills of discussion (reasoning and argumentation). The use of the "Discussion" method in English classes makes it possible: - to form both language and speech skills among students; - to prepare a thinking and knowledgeable specialist who is ready for an open and constructive dialogue with colleagues not only from his own country, but also from abroad; - to teach students to create models of scientific research, models of decision-making that they can apply not only in their professional activities, but also in everyday life, in the process of communicating with representatives of other cultures.

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Абилтаева А. Н., Анарбекқызы Н.
ТАЛҚЫЛАУДЫ ТИІМДІ ҚҰРАЛ РЕТІНДЕ
ШЕТ ТІЛДІК КОММУНИКАТИВТІК ҚҰЗЫРЕТТІЛІКТІ ҚАЛЫПТАСТЫРУ
ЖӘНЕ ОҚУШЫЛАРДЫҢ ТАНЫМДЫҚ ДАМУЫ

Аңдатпа. Бұл мақаланың тақырыбы білім беру ынтымақтастығының инновациялық технологиясы негізінде шет тілін оқытуда шет тілін коммуникативтік құзыреттілікті дамыту процесінде тәрбие жұмысының нысаны ретінде пікірталасқа тән әдіснамалық, коммуникативтік және танымдық мүмкіндіктерді қарастыру болып табылады. Авторлар қарым-қатынастың пікірталас формасының маңызды ерекшеліктерін, оның әр түрлі критерийлерге, белгілерге және мақсатты бағытқа негізделген формалары мен түрлерін, шет тілін оқытудағы дәстүрлі формалардың артықшылықтары мен артықшылықтарын және олардың психологиялық және әдістемелік негіздемесін талдайды. Нақты жоспарда шет тілі сабағында оқу пікірталасын қолдану маңызды қарым-қатынас дағдылары мен дағдыларының дамуына айтарлықтай ықпал етеді, оған мыналар кіреді: коммуникативті актіні орындау, сенімді дәлелдеу және спикердің өз ұстанымын сақтау, сұхбаттасушының сөзін барабар қабылдау, зерттелген шет тілінде ойларды қысқаша және нақты білдіру мүмкіндігі.

Кілт сөздер: ағылшын тілі, сөйлеу дағдысы, оқыту әдістері, "пікірталас" әдісі, тәрбие жұмысы, шет тіліндегі коммуникативтік құзыреттілік, формалар, сорттар, артықшылықтар, артықшылықтар.

Абилтаева А.Н., Анарбекқызы Н.
ДИСКУССИЯ КАК ЭФФЕКТИВНЫЙ ИНСТРУМЕНТ
ФОРМИРОВАНИЕ ИНОЯЗЫЧНОЙ КОММУНИКАТИВНОЙ
КОМПЕТЕНЦИИ И КОГНИТИВНОЕ РАЗВИТИЕ УЧАЩИХСЯ

Аннотация. Темой данной статьи является рассмотрение методологических, коммуникативных и когнитивных возможностей, присущих дискуссии как форме воспитательной работы в процессе развития иноязычной коммуникативной компетенции при



обучении иностранному языку на основе инновационной технологии образовательного сотрудничества. Авторы анализируют существенные особенности дискуссионной формы общения, ее формы и разновидности, основанные на различных критериях, признаках и целевой направленности, преимущества и преимущества дискуссионных форм перед традиционным видом в обучении иностранному языку и их психологическое и методическое обоснование. В конкретном плане использование учебной дискуссии на уроке иностранного языка значительно способствует развитию значимых коммуникативных навыков и умений, которые включают в себя: выполнение коммуникативного акта, убедительную аргументацию и отстаивание собственной позиции говорящего, адекватное восприятие речи собеседника, умение кратко и по существу выражать мысли на изучаемом иностранном языке.

Ключевые слова: английский язык, разговорный навык, методы обучения, метод "дискуссии", воспитательная работа, иноязычная коммуникативная компетенция, формы, разновидности, преимущества, достоинства.