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## **A DISCUSSION AS A TEACHING METHOD**

**Abstract:** *the article attempts to characterize a method of discussion in interactive learning. The author analyzes the place that this method occupies in the educational process, indicates the forms and criteria of effective application of the method of discussion in interactive learning.*

**Keywords:** *discussion method, interactive learning, teaching method, discussion.*

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## **ДИСКУССИЯ КАК МЕТОД ОБУЧЕНИЯ**

**Аннотация:** *в статье предпринята попытка охарактеризовать метод дискуссии в интерактивном обучении. Автор анализирует место, которое занимает данный метод в учебном процессе, указывает формы и критерии эффективного применения метода дискуссии в интерактивном обучении.*

**Ключевые слова:** *дискуссионный метод, интерактивное обучение, метод обучения, дискуссия.*

Discussion methods of interactive learning are a group of teaching methods based on a collective discussion of a topic. Discussion teaching methods allow students to consider the topic from different points of view. The discussion usually sufficiently motivates students and involves them in the learning process.

A discussion is a consideration of some controversial issue, each participant of which has his own opinion and defends it. A fairly large number of students are usu-

ally directly involved in an educational discussion, for example, the entire class or the entire study group. Most often, when conducting a discussion as a separate teaching method, and not as part of, for example, a round table, there are no key speakers whose speeches are considered during the discussion. However, the discussion assumes some familiarity with the topic, since the position of the participants must be argued. The discussion is formed based on a common problematic topic. However, no initial thesis is made beforehand. When introducing the topic, various points of view regarding the general issue of the discussion can be listed, however, the participants have the right not to adhere to any of these points of view, but to defend their own.

There are several main types of discussion that can be used in the classroom. First of all, there is a discussion led by a teacher. In such a discussion, the teacher plays the role of a topic starter and moderator. The teacher introduces students to a problematic and controversial topic, identifies possible points of view regarding the problem, and then directs the discussion in a constructive direction, first of all, by asking relevant questions. It is very important that at the beginning and during the discussion the teacher does not indicate his own position on the topic under discussion, since the pressure of his authority can incline students in one direction or another, and this reduces the heuristic potential of this method. Nevertheless, at the end of the discussion, it is quite acceptable for the teacher to indicate his own position.

The second type of educational discussion is a discussion led by one of the students. Here the students perform all the functions that the teacher performed in the previous version, that is, they indicate the topic of the discussion and moderate the discussion process. The teacher can take on the role of one of the participants in the discussion, and, in general, keep order. Unlike the previous option, in this case, the discussion leader can indicate his own opinion at the very beginning, since he does not yet have a certain authority that can influence the opinions of the participants.

Finally, another type of discussion is a discussion without a leader. Such a discussion is self-organized due to the fact that when studying a certain topic, students themselves are aware of its problematic nature. The teacher can introduce students to such a topic, without designating it as a debatable one, but showing all the contradic-

tory points of view on this issue. After that, as a rule, discussion arises spontaneously, at least this is how it should look for students.

The formulation of the rules for participation in the discussion depends on how structured the discussion is supposed to be, whether it can take a sufficiently long period of time or the time allotted for the discussion is very limited. The rules regulate whether all participants can compete at any time or only a certain group of participants. It indicates how much time is allotted for each individual performance.

For example, the teacher can offer the following discussion rules.

1. To speak, you need to raise your hand.
2. No more than 2 minutes are allotted for each performance.
3. Do not interrupt other participants.
4. Don't repeat yourself.
5. Each opinion must be supported by an argument.

When summing up the results of the discussion, the main points of view expressed during the discussion are summarized. Most likely, it will turn out that all the opinions expressed can be reduced to a common denominator of several positions. In this case, it is possible to divide students into groups, each of which supports one or another position. Next, the teacher can listen to the arguments about the position that seems to be the most reasonable. However, there may be a situation when there will be no winners in the discussion. At this stage, the teacher can express his/her own point of view regarding the position being discussed, as well as lead the participants to accept a certain position.

Reflection assumes that the participants in the discussion analyze how successful the discussion was and consider the problems that arose during the discussion.

To sum it up, the use of discussion methods of interactive learning forms a number of general cultural and general professional competencies in the field of communication skills and the ability to argue a person's position.

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