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A DEBATE AS A TEACHING METHOD

Abstract: *the article characterizes a debate as a discussion method of interactive learning. The author studies the key features of this teaching method, reveals the forms and criteria of effective application of the debate in teaching process.*

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

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ДЕБАТЫ КАК МЕТОД ОБУЧЕНИЯ

Аннотация: *в статье дебаты характеризуются как дискуссионный метод интерактивного обучения. Автор исследует ключевые особенности данного метода обучения, раскрывает формы и критерии эффективного применения дебатов в учебном процессе.*

Ключевые слова: *дискуссионный метод, интерактивное обучение, метод преподавания, дебаты.*

Discussion teaching methods include not only a discussion, but also a whole range of methods that involve the interaction of several participants in the process of solving a problem, discussing a topic.

A debate is a discussion method of interactive learning, which, unlike the usual discussion, assumes that there is not just a collective discussion of some problematic topic, but a certain key position is proved or refuted. At the beginning of the debate, such a key position is put forward in the form of a thesis. Among the participants in

the debate there will be defenders of this thesis, its opponents, as well as a third party that evaluates the argument pro and contra. In fact, during the debate, the participants seek to convince not each other, but this third party, which makes an assessment of the validity of the arguments.

The debate takes place in several stages. We can list the main stages, the implementation of which, in fact, is an algorithm for conducting a debate. These include the definition of a learning goal, the choice of a topic, the formulation of requirements for the preparation of participants, the distribution of roles, the formulation of rules, the development of criteria for evaluating participation, an introduction to the topic, discussion of the problem, summing up, reflection, grading students.

The definition of a learning goal is based on the role debate plays in the learning process. This method can be applied at the beginning of the study of a particular topic, then its purpose will be to identify knowledge and ideas on the topic that students already have. Also, the purpose of the discussion or debate may be an intermediate control of knowledge in the middle of studying the topic. The purpose of this method may be the final control of the assimilation of the material.

Such general goals should be specified using the subject content of the discipline being studied, as well as focusing on personal and meta-subject learning outcomes.

The choice of the topic of debate is due to the very nature of this teaching method. The topic should be chosen controversial, about which its researchers do not agree. Suppose there are various hypotheses regarding the causes of a phenomenon, one of these hypotheses can be chosen as the topic of the debate or the debate can be designated as a search for the cause of the phenomenon. Another option is to choose polemical questions concerning the study of a topic in the past, while at the moment the researchers came to unambiguous conclusions. This approach is used to study the historical process of development of knowledge about a particular subject. You can also have a discussion about a phenomenon that is difficult to give an unambiguous assessment (ethical, aesthetic, etc.). The general requirement is that the topic should be narrow enough, clear, covering one problem, and not a wide range of problems.

As a rule, the topic of the debate is formulated according to the principle of the excluded middle. The thesis underlying the debate is a statement to which only the meaning of truth or falsity can be assigned. No intermediate options are expected. It is clear that such a formulation requires some reduction of the real problem to a logically acceptable level.

The formulation of requirements for the preparation of students depends on what role the debate will play in the process of studying the topic, conducting a training session and on the goals set. Most often, the debate is necessary to consolidate the material already covered, so it involves familiarizing students with certain thematic sections of the course. If we talk about schooling, then discussion and debate are most suitable for a lesson of a general methodological orientation. For such a lesson, students must repeat the topic in advance, you need to indicate which sections you need to pay special attention to in preparation. It is also necessary to provide students with material for independent work, indicate what additional literature they should read, what Internet sources to study, etc. Also, a debate can be held to test residual knowledge, in which case it does not require prior preparation.

It is desirable to formulate clear evaluation criteria. For example, the number of replicas, the accuracy of argumentation, etc. can act as evaluation criteria. In the case of debates, the «excellent» mark can be received by representatives of the team whose arguments were considered more reasonable. The teacher can also develop a scoring system for evaluating participation, when each student receives a certain number of points for some actions during the debate.

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