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SETTING UP GROUP DISCUSSION IN FOREIGN LANGUAGES

Introduction. The methodology of the modern Ukrainian school considers teaching discussion in foreign languages a multi-faceted problem, which involves building high school students' skills and abilities to comprehend their classmates' speech, understand it, analyse, persuade, make their own statements and defend them.

Review of recent publications. Teaching discussion in foreign languages has been investigated by Ukrainian and foreign scientists: S.V.Haponova, P.B.Hurvych, I.V. Zaitseva, V.E. Popova, O.M. Puchko, V.L. Skalkin, J. Basaille, J. Belanger, D. Brookfield, J. Chevalier, F. Debysser, R. Ur, G. Vigner, and others. However, most of the studies are devoted to building discussion skills of academic students, while scholars haven't focused on the studies on setting up discussion with school students.

According to the leading scientists in the field of interactive teaching methodology, an academic discussion is a communicative act that involves discussing problem (controversial) issues in order to find solutions to them, not simply by comparing thoughts, but in the process of consistent logical argumentation and rebuttal [2:67]. The aim of academic argument is to explore a question, a proposition or an area of knowledge and achieve reasoned mutual understanding.

Objectives of the paper. The present study aims to define the main stages of academic discussion in foreign languages among high school students and analyse the peculiarities of setting up group discussion.

Results of the research. The process of setting up high school students' discussions in foreign languages involves working out a diversity of topics, and therefore develops a culture of mental work: students use textbooks, study guides, use dictionaries and modern multimedia tools while getting prepared for discussion. A properly planned and held discussion will allow creating conditions for high school students to improve the interpersonal communication, which involves developing ideas, advancing and clarifying knowledge, learning to think critically, expressing their professional attitude to certain events and facts. And as a result, it will promote the development of emotional mechanisms of communication, social perception and the formation of empathic skills.

Considering discussion as a lesson which purpose is to develop the fluency and confidence in English speech a teacher is required to create such conditions as to mainstream students' knowledge of another language, which would facilitate an easy conversation, and thus an expanded discussion [3:2]. Among exercises that are aimed at the development of speech fluency, methodologists suggest the following:

- brief conversation at the beginning of a lesson about day events;
- compiling and discussing a list of things for a party organized by a particular group or class;
- mini-group discussion of interesting topics written on the board;
- one-on-one discussion (description and comparison) of drawings to find differences.

Appropriate planning is required in order to make a discussion successful and productive and students effectively participate in a group discussion. Thus, teaching discussion should be carried out in five stages: *propaedeutic* – getting ready for participation in the discussion (development of students' skills in dialogue-views

exchange and dialogue-discussion); *motivational* – creation of students' motivational disposition to discussion participate, setting up a discussion; *informative* – the primary discussion arrangement, search for the information necessary to solve the situation, summary of the subgroup's general point of view; *disputable* – the process of discussion; *interpretative* – conclusions drawing[1:82].

Taking into account the importance of teaching discussion of high school students, the diversity of formats, we conclude that the skillful use of the method will contribute to the development of students' speech. A carefully conceived, well-planned discussion has the potential of engaging the minds and hearts of students, increasing their interest in their studies, and promoting a desire for deeper understanding of issues and topics consequential to their learning and being [2:24].

The role of the teacher in setting up discussion according to G. Piatakova and N. Zaiachkivska, is a moderator of the discussion who has to be well-informed about the problem being discussed, manage the discussion, be able to support it in the right direction, listen to the speakers, analyze their answers, summarize and draw conclusions. However, the teacher should ensure that each participant in the discussion has equal opportunities to express his or her own opinion, initiate, support and direct their students.

Conclusion. One of the most challenging teaching methods, leading discussions can also be one of the most rewarding in school as it is a joint, active work of the participants of the whole group, a special form of collective cooperation, which enables both the development of the personality and mutual learning. Furthermore, this kind of work stimulates active mental activity and helps them overcome their fear of mistakes and anxiety. When engaged in academic discussion students develop their own ideas, advance and clarify their knowledge as well as learn to think critically leading polemic.

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