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**ДЕБАТИ ЯК ОСОБЛИВИЙ ВИД ІНТЕРАКТИВНОГО НАВЧАННЯ**

**ДЛЯ ВДОСКОНАЛЕННЯ КОМУНІКАТИВНОЇ КОМПЕТЕНЦІЇ СТУДЕНТІВ НА ЗАНЯТТЯХ З АНГЛІЙСЬКОЇ МОВИ**

**The relevance of the study of the problem.** At the current stage of society's development, solving the problem is of essential importance mastering a foreign language. And if recently, knowledge of a foreign language was only an indicator of the general cultural level, it is one of the most necessary factor nowadays in formation of a high-quality specialist. Active language possession of a specialist as a professional with good written and oral communication is a requirement of modernity, and therefore an integral part of professional training of students.

Among the advanced methods in the modern educational process of teaching English much attention is paid to interactive methods based on person-oriented approaches to the student aimed at developing not only the student's creative potential, but also the ability to think and react quickly, improving communication skills. Interactive activity includes the organization and development of dialogic speaking aimed at interaction, mutual understanding, solving problems that of high importance for all participants of the educational process.

The task of the teacher is to create favorable conditions in the group for expressing one's own opinions of each participant, to create conditions for individual self-expression within the group, the ability to work in a team, the spirit of healthy competition, which contributes to the motivation of students to the expansion of knowledge to improve communication and verbal consolidation of their positions [8. p. 116].

**Analysis of recent researches and publications.** Didactic aspect of interactive technologies, to which the debate belongs, is devoted in researches of a number of Ukrainian scientists (L.V. Pyrozhenko, O.I. Pometun, I.T. Sushchenko, etc.) and foreign scientists (D. Krieger, K. Popper, D. Steinberg, T. Stewart, O. Friley, etc.). Some results of investigations of these authors are given below in this article.

**The purpose of the article** is to describe peculiarities of the most productive interactive teaching methods for improvement of communicative competence of students at English lessons.

**Main material presentation.** Interactive teaching refers to methods of teaching that engage the classroom. This type of teaching encourages students and teachers to collaborate to foster learning. In addition, interactive teaching activates the brain’s natural analytical abilities, helping students to engage their long-term memory. One of the most productive interactive teaching methods is a debate.

**A debate** can be described as an open discussion about a topic, usually viewing the topic at hand either being negative or positive.

One of the most important skills developed through debate is critical thinking.

Having mastered the techniques of critical thinking, debate participants will be able to: take into account the strengths and weaknesses of opposite points of view and put themselves in the opponent's place; deal with insecurities during the performance; understand the concepts and be able to prove why this particular phrase should be used in this particular situation; use all means to solve the problem, look for a better solution; respond well to appropriate questions as an opportunity for thought development; distinguish observation from conclusion; find contradictions; evaluate actions, beliefs, ideas and prove their own points of view [3, p. 98]. Among the most famous types of debates are the following ones:

**1. “Roundtable”** (a collective game to solve a common problem).

**2. Scientific debate** (an educational dispute-dialogue in which students are representatives of different directions and defend their own opinions, which are opposite to others).

**3. “Brainstorm”** (A game that develops critical thinking).

**4. Situation** (A game that develops the ability to react quickly and fantasize while ).

**5. Six Thinking Hats / Method of 6 hats** [4, p. 43].

Discussion forms of education are purposeful and orderly exchange of ideas, statements with the aim of finding the truth or forming a certain point of view for all participants.

One of the most active discussion forms of the class that can be singled out is “brainstorm”, which includes joint problem solving. The goal of this game is to provide generation of ideas for an extraordinary solution to a certain problem. Here is a list of required items for “brainstorming”.

1. It is necessary to express as many ideas as possible and record them.

2. All expressed ideas should be recorded, even if they are senseless, at first glance.

3. Absence of any criticism.

4. All participants have equal rights to express their opinion [8, p. 115].

One more interesting activity is the “Method of 6 hats”. It is a simple and effective system, which is significant in increasing labor productivity. In this system the thinking is divided into six categories, each of which is associated with a metaphorical hat of a certain color. When some question is discussed, each of those present participants applies a specific hat to it, and everyone thinks about it in one direction [1, p, 109].

The success of the discussion depends on how many students speak and how much they do while solving the problem. Participants focus their attention on the speaker and react to what he says.

**Conclusions:** Thus, the debate technology at English classes as a teaching method to conduct a discussion is a useful technique for the development of not only language, but also socio-cultural competence, as students have to live in a society where everyone's opinion should be taken into account in the future. Having analyzed features of debates at different levels (phonetic, lexical, grammatical) we can conclude that debate is an educational technology which is quite effective. However, it must be stated that in modern conditions the debate technology is not common enough at English classes in Ukrainian educational institutions [2, p. 64].

Instead, systematic conducting debates can cause students to get creative in their speaking. This method is rather effective as a means of increasing motivation to learn a foreign language. Debates create conditions for the formation of unification of high school students as a whole at the pedagogical process, ensuring the dialogic nature of learning, assimilation of socially useful things by students in educational and cognitive activities experience [6, p, 72].

Thus, the debate technology allows students to learn solving different tasks within the education system, to develop intellectual potential of communication within the democratic society, to become erudite, tolerant, purposeful, confident, stereotype-free citizens with flexible thinking and high culture of communication.

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