

## **DISCUSSION AS A METHOD OF FORMATION COMMUNICATION SKILLS IN ENGLISH LESSONS**

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### **ABSTRACT**

*This article defines the relevance of studying discussion as a method of forming communication skills in high school. The authors consider the definitions of the basic concepts given by different methodologists. The relevance of the formation of communication skills in high school is due rather to the psychological side of the personality. In this regard, the authors consider the psychological characteristics of older students. The reasons why students are afraid to speak a foreign language are revealed.*

**Keywords:** *discussion, communication skills, communicative competence, psychological characteristics.*

### **АННОТАЦИЯ**

*В данной статье определяется актуальность изучения дискуссии как метода формирования коммуникативных навыков в старшей школе. Авторы рассматривают определения основных понятий, данные разными методистами. Актуальность формирования коммуникативных навыков в старшей школе обусловлена скорее психологической стороной личности. В связи с этим авторы рассматривают психологические особенности старшеклассников. Выявлены причины, по которым студенты боятся говорить на иностранном языке.*

**Ключевые слова:** *дискуссия, коммуникативные навыки, коммуникативная компетентность, психологические характеристики.*

### **INTRODUCTION**

Today, interlanguage communication is becoming an integral part of modern man. Due to the development of technology, virtual space and intercultural tourism, knowledge of the language of international communication is becoming almost mandatory. In this regard, modern secondary schools try to socialize a person as comprehensively as possible, setting themselves one of the most difficult tasks – to teach a person to communicate in English fluently and fluently, in accordance with grammatical norms and rules. The fulfillment of such a complex task is directly related to a well-chosen teaching methodology, teaching materials, the student's

desire to develop and learn, and of course the professional competencies of the teacher.

## **DISCUSSION AND RESULTS**

Thus, we approach the relevance of the topic under study. Our state, as a dynamically developing country, is entering the world stage, and at the moment is largely contributing to the formation of strong and lasting international relations. Here there is a need for the ability to communicate qualitatively with representatives of other states. Due to the expansion of intercultural relations, there are more and more international companies and organizations where it is often necessary to use the debating skills of the English language during presentations and communication with global colleagues, for example. In addition to the professional component, the tourism sector is developing quite actively these days; it is probably not easy to find a person in our country who has never had the opportunity to visit abroad, this trend will spread more and more widely. English, as the language of international communication, copes with the task perfectly, allowing tourists from different countries to exchange experiences, knowledge and information. Through discussion in a foreign language that unites many countries, we can better understand each other, communication allows us to broaden our horizons and explore many cultures in direct observation of the way of life of peoples, so we can easily navigate an unfamiliar state, and the fear of the unknown fades into the background. At the same time, it is important to note that such communication, among other things, means communication for the performance of ordinary, elementary and everyday things: ask for directions while abroad, find out the price of the product and much more. Without basic communication skills, it is quite difficult for a person to express what he wants from the people around him. Thus, the secondary school aims to teach the child to express his thoughts and understand the interlocutor, to get involved in a dispute, in a discussion, to defend his own point of view. The relevance of the formation of these skills in high school is due rather to the psychological side of the personality. By the time they enter the senior level, students acquire greater awareness, awareness of the need to develop communication skills. During this period of their life teenagers are most "effective".

In general, it is important to say that there are 4 main reasons why students are afraid to speak:

1) firstly, teenagers are mostly afraid to make mistakes, they have a fear of the teacher, a fear of criticism due to making speech mistakes;

2) Secondly, students may not be very well-versed in the topics put up for discussion. When a person has nothing to say, there is a problem in communication;

3) Thirdly, frequent switching to your native language during an English lesson can also affect the difficulty in reproducing your thoughts in English. In this regard, students have a fairly small and meager vocabulary;

4) and finally, fourthly, the level of training of students is very important. English language groups, as a rule, include a fairly large number of students; there are guys who are not afraid to speak and often express their opinions, and there are those who need more time to adapt to a conversational situation, so in most cases such students prefer to remain silent.

Before talking about the discussion, it is important to define the term itself.

So, a discussion is a discussion of an issue, a problem; a kind of dispute aimed at achieving the truth and using only correct methods of conducting a dispute [5]. One of the goals of the discussion is to achieve the truth, as well as a deep understanding of the aspects of a particular issue. Thanks to the discussion, we can analyze the information quite fully, express our opinion on a particular issue, hear, understand and analyze the arguments and opinions of our opponents.

Thus, discussion is the process of determining a common opinion on an issue, exchanging ideas, knowledge, experience, judgments and opinions for the purpose of self-expression, the search for truth.

A comprehensive school has the task of preparing a student for self-education, so that in the future students can independently think innovatively and be able to integrate their skills into the foreign language sphere. Here, according to the federal state educational standard, we are talking about the formation of communicative competence and communication skills. Thus, we have come to the definition of two more important and related concepts.

So, communicative competence is a person's ability to communicate in one or all types of speech activity, which is a special quality of a real person acquired in the process of natural communication or specially organized training.

Communication skills are abilities, personality traits that ensure the effectiveness of her communicative activities, primarily communication with other personalities, and psychological compatibility in activities.

We have defined the concept of discussion and communicative competencies that affect the process of speech activity, but in addition to all of the above, it is important to define another concept – a speech situation, since any discussion takes place in a certain context, and the formation of speech competencies, in turn, is influenced by many external factors.

So, a speech situation is a set of circumstances in which communication is realized, a system of verbal and non-verbal communication conditions necessary and sufficient for performing a speech action. Speech situations are quite important in the educational process, as they play a very important role in oral communication, they determine the content of communication itself, its structures, the pace of speech of students and teachers, the definition of languages of means.

Domestic and foreign scientists look at the discussion from different angles. For example, Russian scientists M. Clarin and S. Melnikova define discussion as a form of educational organization. From the point of view of the Polish scientist V. OK, discussion is a way to acquire new knowledge and develop special competencies, skills and abilities. B. Badmaev believes that discussion is an interactive method, akin to a conversation, a round table, brainstorming, etc. This approach is explained by the fact that the discussion is based on the psychology of human relations in their interaction. The famous scientist A. Savchenko believes that discussion is the coordination of communicative and speech activity. Thus, according to the scientist, the discussion refers to verbal teaching methods.

Since our study concerns high school students, we need to study the characteristics of this particular social group. High school students tend to be more emotional, and graduation falls on a rather ambiguous and difficult psychological period in life. Due to such specifics of the older school age, the study of this group is of great interest to scientists. Many psychologists speak precisely about the uneven processes of maturation and development of children. The manifestation of such unevenness can be different: these are differences in physical development, mental and social. All these differences are very important to take into account when organizing the educational process. By the end of this period, the psychological state of the children becomes more or less stable, the students reach the so-called physical maturity and enter a calm phase after violent psychological leaps. At the same time, it is important to say that there are differences in physical and psychological maturity: on the one hand, children feel like adults, and on the other hand, their decisions and actions have not yet been sufficiently considered and weighed. All this leads to infantilism, passivity to study, inappropriate attitude towards adults and to study, to school teachers. This aspect is also important when forming the curriculum of the educational process, the teacher should take into account such features, differences in interests and motivation, it is important to take into account the emotional atmosphere of the class.

A lot of scientists have been dealing with the problem of studying the psychological characteristics of high school students. For example, I. A. Zimnaya

notes: "This is the final stage of maturation and personality formation, when the value-oriented activity of schoolchildren is most fully revealed. At this age, based on the student's desire for autonomy, a complete structure of self-awareness is formed, personal reflection develops, life plans and prospects are realized, and the level of pretension is formed." Andreevskaya-Levenstern, in turn, notes the ability of schoolchildren to force themselves to memorize huge amounts of information, while highlighting a positive aspect in the development of high school students. A. A. Leontiev studied the emotional component of high school students and came to the conclusion that: "Excessive emotionality leads to a weakening of attention, to less control over errors, to deterioration of RAM and a decrease in overall performance." Based on all the above, it can be concluded that high school age is a really difficult period for students, emotional breakdowns and urges have a strong effect on memory and concentration, but it is at this time that children have the greatest potential for learning, communication, despite a number of difficulties caused by a specific life stage.

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