

МАТЕРІАЛИ IV МІЖНАРОДНОЇ НАУКОВОЇ КОНФЕРЕНЦІЇ

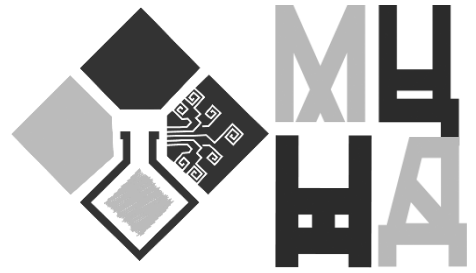
17 ЛИСТОПАДА 2023 РІК

М. ІВАНО-ФРАНКІВСЬК, УКРАЇНА

**«РОЗВИТОК НАУКОВОЇ ДУМКИ ПОСТІНДУСТРІАЛЬНОГО
СУСПІЛЬСТВА: СУЧАСНИЙ ДИСКУРС»**



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КОНФЕРЕНЦІЇ



РОЗВИТОК НАУКОВОЇ ДУМКИ ПОСТІНДУСТРІАЛЬНОГО СУСПІЛЬСТВА: СУЧАСНИЙ ДИСКУРС

| 17 листопада 2023 рік
м. Івано-Франківськ, Україна

Вінниця, Україна
«UKRLOGOS Group»
2023

Організація, від імені якої випущено видання:

ГО «Міжнародний центр наукових досліджень»

Голова оргкомітету: Рабей Н.Р.

Верстка: Білоус Т.В.

Дизайн: Бондаренко І.В.



Конференцію зареєстровано Державною науковою установою у сфері управління Міністерства освіти і науки «Український інститут науково-технічної експертизи та інформації» в базі даних науково-технічних заходів України на поточний рік та бюлетені «План проведення наукових, науково-технічних заходів в Україні» (Посвідчення № 288 від 16.06.2023).

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Р 64 **Розвиток наукової думки постіндустріального суспільства: сучасний дискурс:** матеріали IV Міжнародної наукової конференції, м. Івано-Франківськ, 17 листопада, 2023 р. / Міжнародний центр наукових досліджень. — Вінниця: ТОВ «УКРЛОГОС Груп, 2023. — 238 с.

ISBN 978-617-8126-88-9

DOI 10.36074/mcnd-17.11.2023

Викладено матеріали учасників IV Міжнародної спеціалізованої наукової конференції «Розвиток наукової думки постіндустріального суспільства: сучасний дискурс», яка відбулася 17 листопада 2023 року у місті Івано-Франківськ.

УДК 082:001

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ISBN 978-617-8126-88-9

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USE OF DISCUSSION STRATEGIES AT ENGLISH CLASSES

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In a traditional classroom, the teacher talks and the students listen. However, the experience has shown that students learn best when they are actively involved in the learning process. By using open questions and clarification requests, teachers can encourage students to think about what they are listening to and make sure they understand it fully. For example, instead of just explaining the meaning of a new word, the teacher might ask: "Can you give me an example of how you could use this word?" This not only helps the students remember the word, but also makes sure they have understood its meaning. Similarly, instead of just explaining a difficult concept, the teacher might ask: "What do you think is the main reason for this?" This gives the students an opportunity to process the information and check their understanding.

In addition to enhancing comprehension, discussion strategies can also help develop critical thinking skills. For example, by asking students to compare and contrast different ideas or opinions, teachers can help them see the strengths and weaknesses of each argument. Similarly, by asking students to give reasons for their opinions, teachers can help them evaluate the evidence and draw logical conclusions. For example, instead of just asking: "Do you agree or disagree?", the teacher might ask: "Why do you agree/disagree?" or "What evidence do you have to support your opinion?"

As well as enhancing comprehension and critical thinking, discussion strategies can also promote active learning. In a traditional classroom, students are often passive recipients of information. They are given a lot of facts, but they do not have many opportunities to use these facts in meaningful ways. By using discussion strategies, teachers can encourage students to think about the information they are learning and apply it to real-life situations. For example, instead of just explaining a grammar rule, the teacher might ask: 'Can you think of a situation when this rule would be useful?' or 'How would you explain this rule to someone who has never studied English before?'

In addition to promoting active learning, discussion strategies can also help build students' confidence. In a traditional classroom, some students are often reluctant to speak because they are afraid of making mistakes. They may understand the language, but they do not have the opportunity to practise it in a supportive environment. By using discussion strategies, teachers can create this supportive environment and give students the confidence to express their ideas. For example, instead of just asking one student a question, the teacher might ask the whole class and then give the students time to discuss their answers in pairs. This way, all the students have an opportunity to participate and the teacher can give them feedback on their performance. According to Mukhlash Abrar, Amirul Mukminin, this method is only best applied in small size classrooms and for controversial issues. It is sometimes at the expense of less active students because only a few dominant students would actively engage in the discussion [1, p. 7].

Finally, discussion strategies can also provide teachers with continuous feedback on their students' progress. In a traditional classroom, teachers often test their students at the

end of a unit or course. However, these tests only provide a snapshot of what the students know and do not know. By using discussion strategies, teachers can monitor their students' progress on a daily basis and make sure they are achieving their learning objectives. For example, instead of just giving a presentation and then answering questions, the students might give the presentation in pairs and then ask each other questions. This way, the teacher can see how well the students have understood the presentation and whether they need any additional support.

In conclusion, the use of discussion strategies can lead to enhanced comprehension, critical thinking, active learning, confidence building and continuous feedback. However, it is important to remember that these strategies are not appropriate for all classroom activities. In some cases, the teacher may need to give clear instructions or explanations without asking too many questions. Similarly, in some cases, the students may need to work individually or in silence without discussing their ideas. As with any teaching technique, it is important to consider the needs of the students and adapt the strategies accordingly.

References:

1. Mukhlash Abrar, Amirul Mukminin International Graduate Classroom Discussion Engagement, Challenges, and Solving-Strategies. *Asia-Pacific Collaborative Education Journal*. 2016. Vol.12, No.1. Pp. 5–19. <http://dx.doi.org/10.14580/apcj.2016.12.1.05>.