

ROLE OF WORKSHOP DISCUSSION IN TEACHING OF ENGLISH FOR PROFESSIONAL PURPOSES

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Now there is an urgent need to teach not language but verbal communication, so it is necessary to master foreign language communicative competence. To use English in future careers, students of NTUU "KPI" at the 3–4 courses study "English for professional purposes". In this course the students train communicative competence that allows them to chat about professionally oriented issues. At the third year of studying they are introduced workshops for discussion. **Workshop Discussion** – dialogue communication process in which there are the skills of joint participation in the discussion and resolution of problems of theoretical and practical thinking of the future expert [1].

The workshop discussion is the possibility of an equal and active participation of each student in the discussion of theoretical issues and proposed solutions, in assessing their accuracy and validity. There are important psychological factors there – communication with equally informed partners, students; as opposed to communicate with unequally informed partner – the teacher. It reveals the intellectual abilities of students dramatically, reduces the barriers of communication, and improves communication performance.

At the English workshop discussion students must learn to express their views clearly and succinctly in the reports and speeches, actively defend their point of view, reasonably deny, refute false position of interlocutor. At the workshop discussion in the dialogue is well absorbed new information, new vocabulary, traces beliefs and attitudes of the student.

The effectiveness of seminars can be enhanced through the use of elements of the **business game**.

By means of using elements of the business game workshop discussion obtains own "toolkit" that reflects the real position of the people involved in various scientific discussions. For example, it is introduced the role of leader, speaker, reviewer or opponent, psychologists, and other experts. You can also invite students to enter into a discussion of any other role position. Own experience is useful to introduce not one but several roles (two speakers, opponents, etc.), to change the students which are assigned to certain roles, in order greater more students to gain experience in scientific communication.

A student assigned to the role of **leader** directs the flow of the discussion following the argumentation of evidence, strict use of concepts and terms, correctness of communication, etc.

Opponent or reviewer plays procedure opposing scientific paper or bachelor's, master's thesis. This opponent has not only to reproduce the basic ideas of the report, the position of the speaker, thus demonstrating its understanding, but also

to find vulnerabilities in the evidence and conclusions of errors and contradictions, and to offer his, own solution to the problem.

The **psychologist** is responsible for organizing productive communication and interaction of students during the discussion, seeking consistency of joint actions, goodwill. He does not allow to transform discussion in conflict by smoothing sharp thoughts and expressions, following the rules of dialogue.

Experts estimate the performance of the entire debate, the legality of the hypothesis and assumptions, conclusions, express an opinion on the contribution of every participants to find common solutions, characterizing how communication of panelists took place.

Other panelists must follow its course, ask questions of reporter, opponent and be actively involved in communication at any stage of the debate, to express their views, opinions and estimates supplement acting in any role, to express criticism on the subject of controversy and implementation of individual roles.

A special role in the workshop discussion should, of course, belong to the teacher. The teacher defines the problem and some subproblems to be discussed at the workshop; selects the main and additional literature for presenters and speakers; allocates functions and forms of student participation in a collective work; prepares students for the role of the speaker, reviewer, etc.; directs all the workshop; summarizes the overall results of the discussions.

Knowing the content of seminars, ways of solving problems, the teacher should not directly reveal this knowledge. He asks some questions, makes a few remarks, specifies the main statements of the student's report, captures the contradictions in reasoning. Prior to the workshop discussion, students should get experience of communication with a teacher. Teachers should provide students with the preliminary rules of discussion, possible roles. It is advisable to make before the workshops.

Only at the end of the workshop discussion the teacher can make general conclusions, summarize, evaluate the contribution of each student individually and as a whole, address the problem of the seminar, give marks. He can not negate the initiative of students, should create an environment of confidence that the disagreement with the position of teacher in discussions does not entail hostility, lower grades. He needs to create conditions of intellectual hard work of each student and the entire group as a whole.

References:

1. Головенкин В.П. Педагогика высшей школы/В.П. Головенкин. – К.: НТУУ «КПИ», 2003. (Электронная версия)