

*Кілт сөздер:* футбол, команда, жарыс қызметі, спортшылар, техника, тактика, дене шынықтыру, команданы басқару.

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**FEATURES OF THE MANAGEMENT TEAM OF YOUNG FOOTBALL PLAYERS**

*Currently, the problem of improving the management system of the training process of athletes is closely related to objective knowledge of the structure of competitive activity. Monitoring competitive activity allows you to have information about the technical and tactical preparedness of athletes, the level of development of integral motor skills that ensure the effectiveness of the actions of athletes and other types of their preparedness. The high sports form of all the players can be an important helper of the team on its way to success. In this case, the leading element is the psychological notation of the player to the competition.*

**Key words:** football, team, competitive activity, sportsmen, technique, tactic, physical training, team management.

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**DEBATE TECHNOLOGY AS A TOOL FOR DEVELOPMENT OF SPEAKING SKILLS**

**Abstract**

*Speaking as one of the basic skills can help us to express our own ideas and thoughts; therefore, on the basis of increasing students' speaking skills we open them new ways for their critical thinking and self-development. The article aims to determine the possibility of increasing students' speaking skills through the usage of debate technology.*

**Key words:** education, critical thinking, debate technology, speaking skills, foreign language.

**1 Introduction**

Today the society needs educated mobile people feeling responsibility for the country destiny; capable to analyze actions and general situations; ready independently to make decisions and to predict possible consequences; wishing to cooperate with each other. People must be equipped with lifelong learning and thinking skills necessary to get information. The President of Kazakhstan N. Nazarbayev notes that «every Kazakhstan citizen must realize that education is the most fundamental factor of success in future» [1].

In the context of realization of the national idea «Mangilik El» it is necessary to develop understanding of the importance and necessity of foreign language knowledge in the modern world as it opens great opportunities for professional development in the future career. The relevance is caused by the needs of the modern society and new requirements to education results.

Learning and teaching a foreign language is very important nowadays. Foreign language promotes learners' general educational and cultural development by enriching their knowledge about foreign countries, and acquainting them with the traditions of the people whose language they study. Through learning a foreign language, the learner gains a deeper insight into the nature and functioning of language as a social phenomenon. It is an effective means to communicate, to participate in international business activities, and to obtain information about the events all around the world.

Teachers also need to change their pedagogical views and adopt a more flexible attitude towards their teaching practice. This is especially relevant in the context of education modernization as «updated content means modern educational programmes conforming to international standards. They are absolutely new programmes, textbooks, standards» [2]. It is evident that much attention should be paid to the change of teachers' views of themselves. In this regard they are not providers but thinkers who constantly think of what could be done to encourage motivation and desire to know in their learners. Teachers are those who make their learners feel that they are decision makers instead of being just knowledge receivers. In other words, language teaching is a process which involves different activities, and it is the responsibility of the teacher to discover when and how to engage learners in the classroom environment. Teachers are interested in providing their learners with the knowledge needed to be competent to a certain extent in the target language.

The use of debate technology in the foreign language classroom is one of the important reserves for increasing the motivation of students, involving them into active work, training different types of speech activity. As for speaking skills, they play an important role in learning foreign languages. The importance of speaking skills is enormous for the learners of any language as any gap in communication results in misunderstandings and can lead to some problems. In this case debate technology helps to develop speaking skills and critical thinking skills too. Moreover, this technology contributes to the development of students' communicative skills: the ability to listen, the ability to work in team; development of oratorical abilities: skills of public speaking, ability to express their thoughts clearly; development of research and organizational skills; development of thinking. In this technique, the students learn and work in groups to give ideas, comments, and responses. It will enable students to increase their self-esteem and self-confidence and to become more autonomous thinkers. Critical thinking is an important and vital topic in modern education. Surely it is very important for students as it will equip them with specific skills that can be used in every area of their life.

## **2 Materials and methods**

For the goal of studying debate as an educational technology for development of students' speaking skills, we studied and analysed scientific and methodological literature on the research problem; described the importance of developing speaking skills in the process of teaching foreign language; defined peculiarities and principles of usage of debate technology in the foreign language classroom; and considered types of debates directed to development of students' speaking skills.

Methods of the research: theoretical analysis of scientific and methodological literature on the given problem; methods of generalization and description.

## **3, 4 Results and discussion**

Language is a tool for communication. We communicate with others to express our ideas and to know others' ideas as well. People are supposed to speak correctly and effectively in order to communicate well with one another. G. Gillis considers that in order to become a well-rounded communicator one needs to be proficient in each of the four language skills (listening, speaking, reading and writing), but the ability to speak skillfully, provides the speaker with these important advantages [3]:

- *Ability to inform and persuade.* Speaking clearly and confidently can gain the attention of an audience, hold the attention of an audience, with well-chosen words, forming a message that is effective, informative, and understood.

- *Ability to stand out from the rest.* The ability to stand before others and speak effectively is not an ordinary ability. Many people are afraid of public speaking; others have little ability to form thoughts into sentences.

- *Ability to benefit derivatively.* Well-developed verbal skills can increase one's negotiation skills. Self-confidence is improved.

- *Career enhancement.* Employers have always valued the ability to speak well. It is an important skill for career success.

Learning to speak is difficult both in the mother tongue and in foreign language. Speaking a foreign language is the most difficult part in language learning because students need practice in speaking. Every opportunity for speaking in the classroom should be taken. It is by trying to communicate that students realize their need for language and by speaking that they increase their fluency and confidence. At first students may be self-conscious and reluctant to speak in front of a lot of people. However, there are ways (pairwork activities) of providing a less public environment in which the students can begin to practise speaking [4].

In teaching speaking, therefore, the teacher should stimulate students' speech by teaching them the words and grammar they need to speak about the suggested topic or situation. The teacher should lead his students to unprepared speaking through prepared speaking [5]. This is the practical aim in teaching oral language. But oral language is not only an aim in itself; it is also a means of foreign language instruction. It is a means of presenting linguistic material; sounds, words, and grammar items. Properly used oral language ensures pupils' progress in language learning and, consequently, arouses their interest in the subject. Finally, it is used for developing pronunciation habits and skills and, therefore, for reading and writing since they are closely connected with students' ability to pronounce correctly what they read and write. Thus speaking is the most important part of the work during the lesson.

It is obvious that success in developing students' speaking skills will fully depend on the teacher's ability to create situations for speaking (real, close-to-real, imaginary), and favorable conditions for students to speak. Learning activities and assignments should have clear expectations for learners to generate critical and creative thought [6]. Tasks should be designed so that students have a reason or a purpose for speaking. Even quite controlled activities can be made communicative if the students are talking about real events and opinions. What is more, students get some difficulties when they should state their idea, give their reasons, give facts, and present their argument. Some students feel afraid of making mistakes. Thus speaking activities need to be very carefully structured at first, especially at lower levels. Students need something to speak about, such as a picture, a photo; or a purpose – like performing a role-play on the context of a text. As they become used to doing controlled and guided activities students become more sure of themselves so that freer activities can be attempted. In freer activities students have to listen and respond in real time without knowing what is about to come next and successful communication is of greater priority than complete grammar accuracy. Freer activities, however, also need careful planning. Carefully setup tasks (role-play, picture description, debate, problem-solving, etc.) provide the reason, purpose and guidelines within which students can speak more freely.

In this regard debate is an excellent activity for language learning because as an educational technology it forms students' four language skills: listening, reading, speaking and writing. In addition to providing meaningful listening, speaking and writing practice, debate is also highly effective for developing argumentation skills, for persuasive speech and writing [7].

Meanwhile, according to Kennedy, debate is an instructional strategy that enhances learning particularly in areas of mastering oral communication skills, developing critical thinking skills, and empathy [8].

Debate is a gaming technology that has its own principles and rules, which allows developing both communication skills of students and skills to conduct polemics, defend their position on the basis of knowledge and logical reasoning. In addition, the debate participants develop thinking, including the ability to match, compare, independently find and analyze information from different sources [9].

Not every «theme» is suitable for debate. When considering the creation of a «theme», it is advisable to remember that a «good topic» should:

- provoke interest and stimulate research work;
- touch on significant, modern problems;
- have a clear positive formulation for the approving team;

- give equal opportunities to teams in the presentation of qualitative arguments «for» and «against», should not give advantages to any of the teams;
- contain the possibility of discussion at various levels.

When using technology, the teacher should consider the following:

- the topic should address significant issues, but it should not give advantages to any of the participants,
- the terms, concepts and definitions used in the debate should be understood clearly by the participants,
- each team to prove its position creates a system of argumentation: thesis – argument – support,
- certain elements of the debate should be introduced gradually into the learning process [10].

Before the debate, we need serious preliminary preparation of students. At the stage of preparation for the game, speakers (players) analyze literature, prepare supporting summaries, abstracts, notes, citations, briefly write the structure of speech, which develops reading and writing as communicative skills. At this stage, methods are often used to stimulate creative and critical thinking of students, such as «Mind Mapping». The main idea of the «Mind Mapping» method is fixing of information graphically in the form of a tree diagram, using illustrations, symbols, patterns (templates) and associations. After the creation of the mind mapping, the so-called «smart reading» phase follows, when the speakers check the basic ideas before the performance, mark key factors and important details on the map. As a result, the method serves the search, structuring and timely use of ideas [11].

Debate, on the one hand, requires certain skills of the players, and on the other hand, contributes to the development of these skills, namely: critical thinking, research and organizational skills, as well as skills of listening and making notes [9].

*Critical thinking.* Critical thinking means the formulation, definition, justification and analysis of the thoughts and ideas discussed. After receiving the topic of debate, it is necessary to use critical thinking for a deeper study of it. You need to be able to identify the opponents' logical flaws and keep track of reasonably valid arguments. Without critical thinking, there is no good debate. You can learn this only through activities, putting forward arguments and listening to the arguments of opponents. Using critical thinking skills in the English language classroom encourages learners to evaluate, analyze, argue, agree, explain, criticize, and make conclusions.

*Research skills.* When students make arguments, they should enforce them with proof. Sometimes it's enough to use simple logic or simple examples. However, proofs are often required, which must be found in various sources (newspapers, books, interviews, the Internet).

*Organizational skills.* Since the debate is, first of all, the oral type of activity, the organization of the material will directly affect the effectiveness of the message. You cannot turn the page back and reread the material. Poorly constructed speech will not be able to achieve the goal.

*Listening and making notes skills.* In the debate you won't succeed in refuting the opponent's argument if you don't listen to the speech with attention or don't understand the argument, and sometimes just miss or forget something. Therefore, making notes is very important.

Three main principles of debates are [10]:

1. Training is more important than winning.

The debate is organized to help get the necessary knowledge and skills. Initially, they were considered as a kind of activity that enhances education and at the same time gives pleasure. According to this principle, the first purpose of the debate is training. In other words, learning is more important than winning. If you participate in the debate only in order to win, then you have set yourself the wrong goal.

2. Honesty.

Honesty is the core of the debate. We always want to know the truth and often our position depends on the dominance of some arguments and incomplete information about the existence of

other facts. Admitting that you do not know everything is already winning over yourself, and using true facts is the responsibility of all debaters. To trust players and the information that they use is the same as you trust yourself. If training and improvement of skills are more important than winning, there will be less motives to fraud of arguments.

### 3. Respect for the opponent.

The debate does not concern the personality of the participants. You cannot humiliate a person, even if he does not agree with you. The debate concerns ideas as well as what ideas are useful to humanity. Sound arguments can be the only acceptable weapon. In other words, you must «attack» arguments, reasoning and facts – but not your opponent.

Debating in the classroom can take many forms. The following debate methods offer a range of opportunities to increase student understanding and involvement with course material.

**Classical debate.** Involves two teams of three people each and a time speaker. The others are either listeners or referees or judges. This type of debate requires some preparation especially for speakers. However, one way or another to involve every class member in such a debate is difficult; therefore this type of debate has a rather limited use in the lessons.

**Express debate.** This is a debate in which the phase of preparation is minimized. Preparation is carried out directly at the lesson according to the material of the textbook or the lecture of the teacher. This type can be used as an element of «feedback», revision of the educational material, or as a form of enhancing of cognitive activity.

**Modified debates** are the use of separate elements of the debate's format or debate, in which some changes in the rules are allowed: reduction of the rules of speeches, the number of team members could be increased or decreased, questions from the audience, the organization of the «support group», «experts group», etc. It is possible to involve the whole group in the work. The essence of the debate is that the two teams put forward their arguments and counterarguments regarding the proposed thesis in order to convince the neutral third party and the judges of their correctness. Such debates are as an element of the lesson or as a form of control of students' knowledge.

**Mini-debate.** The activity is «one on one» and each of the participants has the right to ask the opponent two questions. The theme of the lesson is a general problem, which is divided into components (in the initial stages the teacher does this, and then the whole class). For each mini-problem, a pair of competing speakers is heard (2 minutes each) and then they ask questions to each other; the conclusions are written down in the notebook after the performance of each pair. Then the conclusions are discussed in the class [12].

**Role-play debates** also help to avoid dualistic debate models by assigning students to argue on behalf of different characters in a situation. For instance, on the issue of national health care, students could be assigned to various roles, such as doctor, patient, a wealthy person, a poor person, lawyer, judge, an insurance company, president, and so on. Through the debate of the issue from various points of view, the students can broaden their understanding of the issue and its complexity.

**Fishbowl debates** can take several different forms, but usually involve grouping chairs in a circle. Several chairs are then placed inside the circle for teams representing the different positions of the debate. Chairs can also be added for several students representing the audience. To bolster attention among those outside the fishbowl, an empty chair can be added, which is free game, allowing someone from the outside to enter the fishbowl to ask a question or make an argument.

**Think-pair-share debates** require students to think and make notes alone about the issue. After personal reflection is completed, pairs are formed. The pairs then work together, comparing their notes and creating lists to support both sides of the issue. Once complete, the pairs of two are combined with another pair. The newly formed groups of four discuss the issue, choose a position, and edit their list down to their best arguments. Finally, the groups of four present their position to the class.

**Problem-solving debates** typically involve eight students. Four students are in each team. One student from each side presents a position based on historical and philosophical arguments. The next two students take the position on why changes are or are not justified. The third set of stu-

dents proposes a plan that would carry-out their position. The final two students summarize the position of their team and provide a closing argument.

**Balloon debate:** a group of students are in the basket of a balloon which is losing air. Only one person can stay in the balloon and survive (the others have to jump out). Students representing famous characters (Napoleon, Cleopatra, etc.) or professions (teacher, doctor, lawyer, etc.) have to argue why they should be allowed to survive [13].

In the course of teaching English one can use debate as a form of a lesson and elements of the technology «Debate».

At the end of the debate you can conduct (in the form of a secret ballot) the study of the views of the participants on the issue. A good form of summing up the debate is the question addressed to both sides: «What were the best arguments of the enemy?».

Conducting debates in the classroom makes foreign language classes more informative, motivated, increases interest in learning a foreign language. Using the technology «Debate» in foreign language lessons plays a huge role in teaching the phonetic, lexical and grammatical aspects of a foreign language, and all this allows students to achieve good results in learning English. They have a rich vocabulary, are fluent in grammatical material, freely express their thoughts in a foreign language. Debate technology enables students to work in small groups. Communication activities involve group work as a source of language that learners are able to understand. Group work is particularly important for learners who do not meet the language outside the classroom. Communication activities in small groups provide a good environment for language learning. Besides, the techniques of using debates in class are very easily combined with various methods creating the effect of novelty and making the lesson interesting, memorable, and productive.

### 5 Conclusions

Speaking is a very important skill to be mastered. It should be mastered first, before someone learns how to write. In speaking activities, the learners do not only receive the target language, but they are active to use the language. It is very important to create a method of teaching that makes them speak in the target language actively. Formation of speaking skills at foreign language lessons is a very complex process and requires the teacher to organize training activities at the appropriate level. The technology of teaching speaking skills is based on using of various methods and techniques. For the formation of the basic public speaking skills in a foreign language and communicative competence of students, it is advisable to use the technology «Debate» at foreign language lessons.

The «Debate» technology is an actual and effective approach to the organization of the process of studying a foreign language. This pedagogical technology and its elements are able to motivate students to independently study a foreign language and apply it in communicative situations, which is today one of the main goals of teaching a foreign language at school or university. Moreover, the ability to debate is useful in life, helps in the development of critical thinking, in learning to communicate, convince, look at things from different points of view, challenge facts and ideas, logically build arguments. The use of the technology «Debate» with skillful and appropriate use will have a positive impact on the whole process of teaching foreign languages.

Consequently, it becomes obvious that only a creatively working teacher who possesses constructive planning skills, using innovative methods and different activities at classes, taking into account the age features and interests of students, can achieve the formation and development of students' speaking skills of the required level. However, the effective teacher is the one who knows what to teach, how to teach and how to react to any educational situation. If the teacher follows the principle of individual approach in teaching his subject, he usually finds the ways to help individuals.

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**БАЛЖАНОВА, А.М., ФОМИЧ, Ю.**

#### **ПІКІР-САЙЫС ТЕХНОЛОГИЯСЫ – СӨЙЛЕУ ДАҒДЫЛАРЫН ДАМЫТУ ҚҰРАЛЫ**

*Сөйлеу-пікір мен ойды жеткізудің негізгі қабілет пен дағдылардың бірі: сондықтан біз студенттердің сөйлеу дағдыларын жетілдіру арқылы сыни ойлаумен өзін-өзі дамытуға жаңа жол ашамыз. Мақаланың мақсаты – пікір-сайыс технологиясын қолдану арқылы, студенттердің сөйлеу дағдыларын арттыру мүмкіндігін анықтау болып табылады.*

**Кілт сөздер:** білім беру, сыни ойлау, дебаттық технология, сөйлеу дағдылары, шет тілі.

**БАЛЖАНОВА, А.М., ФОМИЧ, Ю.**

#### **ДЕБАТНАЯ ТЕХНОЛОГИЯ КАК СРЕДСТВО РАЗВИТИЯ НАВЫКОВ ГОВОРЕНИЯ**

*Говорение как одно из основных умений и навыков помогает нам выражать собственные идеи и мысли; поэтому путем развития навыков говорения студентов мы открываем им новые пути к критическому мышлению и саморазвитию. Цель статьи заключается в стремлении определить возможности повышения навыков говорения студентов посредством использования технологии дебатов.*

**Ключевые слова:** образование, критическое мышление, дебатная технология, навыки говорения, иностранный язык.