DOI: 10.17117/na.2016.07.01.227

<http://ucom.ru/doc/na.2016.07.01.227.pdf>

Поступила (Received): 03.07.2016

Гламазда С.Н., Вербина О.В. **Обучение аргументированному высказыванию на** **занятиях иностранного языка студентов неязыковых** **вузов**

Glamazda S.N., Verbina O.V.
Training strong statement in the classroom of
foreign students of non-linguistic universities

В статье рассматривается вопрос об успешном обучении студентов аргументированному высказыванию. В своем исследовании авторы рассматривают российские и зарубежные методики, приводят примеры отдельных упражнений, повышающих эффективность занятий

Ключевые слова: коммуникативный подход, аргументированное высказывание, логическое мышление, формирование навыков общения

Вербина Оксана Викторовна

Ассистент

Белгородский государственный институт искусств и культуры
г. Белгород, ул. Королева, 7

Гламазда Светлана Николаевна

Преподаватель

Белгородский государственный институт искусств и культуры
г. Белгород, ул. Королева, 7

The article discusses the successful teaching of students reasoned statement. In their study, the authors consider Russian and foreign methods, give examples of different exercises that increase the effectiveness of training

Key words: communicative approach, the reasoned statement, logical thinking, formation of skills of communication

Verbina Oksana Viktorovna

Assistant

Belgorod state institute of arts and culture
Belgorod, Korolyova st., 7

Glamazda Svetlana Nikolaevna

Teacher

Belgorod state institute of arts and culture
Belgorod, Korolyova st., 7

During last years, many interesting techniques for the development of skills of oral speech on practical training in a foreign language were developed in line with the communicative approach to Russian and foreign technique. In the practice of teaching is firmly established situational dialogues, discussion and debate, during which students along with language skills and abilities develop the basis of logical thinking, the ability to express and defend their opinions.

The experience of teaching English in Universities has shown that often students do not know how consistently and convincingly argue their point of view, substitute the logic of the arguments unsubstantiated statements, emotional

statements. This fact leads to the conclusion that the skills of argumentation reflect the degree of development of logical thinking and are in need of laborious exercise.

The argumentation is the ability of a high order, a kind of art, which is important as demeanor, the ability to communicate with the audience, diction, and correct design of speech. At the same time the basis for the argumentation is logic and how to properly nor was furnished our speech, no matter how emotional it is and to express strongly, the form cannot replace content, namely a well-constructed proof. Thus, before the teacher foreign language gets a double task: on the one hand, to teach students the skills of correct arranging their thoughts in a foreign language, and on the other to develop their logical thinking, the ability to consistently and convincingly prove their point of view.

The use of exercises for teaching reasoned statement enhances the effectiveness of lessons, silt raising the role of the Introduction of elements of competition, submitted for discussion at the closest to this audience the problems increase interest in lessons. Attracting young people to address critical issues of society, issues of arts and education contributes to the education of their active life position.

Training reasoned statement to the Institute of arts and culture helps to develop the necessary to the future experts the skills to communicate with audience not only foreign, but also in their native language.

The basis of the proper construction of evidence is its structure, which can be summarized in three main parts: **thesis - arguments and their illustration - the conclusion.**

To determine thesis, it is first necessary to put before the audience the problem solving process, which favors their point of view. This problem can be offered in finished form, for example: *Can cinema be regarded as a kind of art, like theatre, painting and music?* or *The generation gap: does it really exist?*

However, it is more useful to provide students to determine the disputed issue, offering them excerpts from texts, articles, stories and discussion, of analysis which makes some output. For example, *What we have to decide is whether cinema is a kind of art or not.*

A clearly articulated position on a controversial issue and is a thesis which in the future will have to prove, for example, *Cinema is a kind of art, like theatre, painting or music.*

At the initial stage of the arguments (so-called **for and against**) are offered to students in finished form, in order to get them to think about the problem.

To make the argument more compelling, you need to provide illustrations. Of course, extensive illustration material may be submitted by students based on their own life experiences, everyday observations. At the same time the trainees can be offered in advance to prepare for discussion: talk with your classmates and/or parents to ascertain their point of view, to find statistics from articles, books, etc. Analysis and illustration of the offered ready-made arguments at a later stage give place to self-search by students of arguments to prove his point of view. The basis for this argument is the argument on the methods of induction, deduction and analogy.

As you know, induction is understood to be proof of some general law or rule on the basis of individual interrelated facts and rules. Private view induction is a proof by

example, as in this case on the basis of some typical, we believe, a fact, it is a generalization, we prove a law or rule. The argument by the method of deduction involves a movement from general law to particular conclusions, its implications and results.

Proof by analogy is based on the transfer of some general law, true for a class of phenomena to another class of phenomena, similar to the first.

In the process of argumentation is often necessary to refute anyone's arguments; thus, properly constructed argument is difficult to refute. Thus, the skills of refutation have to teach.

Material for this study are the articles by foreign critics on issues of art, education, social development, etc., Their main theses and arguments are defined by the students after meeting with the proposed articles. Generally speaking a refutation carried out in two main ways: we can question the truth of the facts proposed in the arguments of the enemy, or to identify errors in his reasoning.

In most cases, however, it is necessary to identify mistakes in reasoning of the enemy and to provide arguments in defense of his point of view.

From individual exercises to be performed in front of the audience, the teacher goes to the organization of the debate, during which each of the participants acting «for» (the affirmative) or against (the negative) on the selected issue, convincingly sets out his point of view. In a condensed form the structure of the presentation (brief) can be represented in the following form. At the outset we should make a brief introduction, revealing the importance and urgency of the problem; in some cases, you may need clarification of some concepts and their definition. After that he articulates his thesis and leads briefly and concisely your arguments. Then you need to go back to each of the arguments consistently disclose and illustrate it. The conclusion necessarily contains a repetition of the original thesis; here it is possible to include the anticipated counterarguments of the opponent and to formulate a refutation of them; you can also use the appeal (appeal to the audience to enhance the impact on the audience).

The debate can be organised in different ways. For example, at the initial stage of operation of the individual participants express their point of view (without getting into an argument with each other), and finally, the students answer the following questions: *Which of the speakers was more effective? Which side is the right one?* etc., necessarily arguing your answer. At the end of each speech, the audience asks questions of speakers with the aim of obtaining additional information, deny made provisions to formulate their point of view. At an advanced stage of training it is possible to offer the debate over the teams (two-to-two or three-to-three debate).

Список используемых источников:

1. Andrushina G.B., Afanasyeva O.V., Samokhina T.S. *Handbook on the development of oral communication skills (discussions on art)*. М., 1987.
2. Maliko E.A., Babinsky P.K., Budko A.F., Petrova S.I. *Handbook of foreign language teacher*. Mn.: The Highest School, 2001. 522 p.