

## Література

1. Бокарёва Г. В., Образцова Е. М. Проектная работа как эффективный метод обучения иностранным языкам // Наукові записки міжнародного гуманітарного університету. — 2007. — № 6. — С. 99—104.
2. Вербицький В. С. Проектна форма навчання і виховання у загальноосвітніх навчальних закладах та позашкільних закладах освіти екологічно-натуралістичного напрямку. Проблеми та шляхи їх вирішення // Рідна мова. — 2007. — № 3. — С. 35—48.
3. Волкова Н. П. Педагогіка: навч. посібник. — К.: Академвидав, 2007. — С. 302—305.
4. Євтух М. Б., Волощук І. С. Забезпечення якості вищої освіти — важлива умова інноваційного розвитку держави і суспільства // Педагогіка і психологія. — 2008. — № 1. — С. 70—74.
5. Кайнова В. Проектна і науково-дослідницька діяльність — шлях до творчості // Рідна школа. — 2007. — № 10. — С. 21—22.
6. Киселиця Л. Проектні технології — основа виховної системи // Рідна школа. — 2007. — № 10. — С. 23—24.
7. Кочетурова Н. Метод проектів в обучении языку: теория и практика. — Новосибирск // Интернет-сайт: [www.itlt.edu.nstu.ru/article4.php](http://www.itlt.edu.nstu.ru/article4.php)
8. Цимбалару А. До поняття «проектно-технологічна діяльність учителя» // Рідна школа. — 2008. — № 1—2. — С. 8—10.

**Л. А. Соколовська**, ст. викладач,  
Дипломатична академія України при МЗС України

### DEBATING AS AN INTERACTIVE METHOD OF OPTIMIZING FORMATION OF PROFESSIONAL SPEAKING SKILLS FOR INTERNATIONAL AFFAIRS EXPERTS

Debate or debating is a formal discussion on a particular matter in a public meeting or legislative assembly, in which opposing arguments are put forward. Debate or debating is a formal method of interactive and representational argument.

In a formal debating contest, there are rules for people to discuss and decide on differences, within a framework defining how they will

interact. Informal debate is a common occurrence, the quality and depth of a debate improves with knowledge and skill of its participants as debaters. Deliberative bodies such as parliaments, legislative assemblies, and meetings of all sorts engage in debates. The outcome of a debate may be decided by audience vote, by judges, or by some combination of the two. Although this implies that facts are based on consensus, which is not factual. Formal debates between candidates for elected office, such as the leaders debates and the presidential election debates, are common in democracies. The major goal of the study of debate as a method or art is to develop one's ability to play from either position with equal ease.

There are different **forms of debate**:

1. Competitive debate (organized to argue with other teams, competing at the local, national, and international level. It is popular in English-speaking universities and high schools around the world).

2. Parliamentary debate (conducted under rules derived from British parliamentary procedure).

3. Mace Debate (is prominent in Britain at schools level. Two teams of two where one team proposes and the other opposes).

4. Policy debate (a style of debating where two teams of two debaters advocate or oppose a plan derived from a resolution that usually calls for a change in policy by a government).

5. Lincoln-Douglas debate (primarily a form of United States high school debate (though it also has a college form called NFA LD) named after the Lincoln-Douglas Debates of 1858, it is a one-on-one event focused mainly on applying philosophical theories to real world issues).

6. Karl Popper debate (named after the famed philosopher, is a widely used debate format in Eastern European and Central Asian high schools).

7. Online debating (with the increasing popularity and availability of the Internet, differing opinions arise frequently).

8. Presidential debates (debates between presidential candidates are a part of presidential campaigns) and many others.

Using debates in the group can help students grasp many essential critical thinking and presentation skills. Debating teaches many essential skills, such as:

- abstract thinking;
- analytical thinking;
- citizenship/ethics/etiquette;
- clarity;
- cross-examination/questioning

- point of view
- distinguishing fact from opinion;
- identifying bias;
- language usage;
- organization;
- personal vs. political values;
- persuasion;
- public speaking;
- research;
- teamwork/cooperation;

The debate consists of two teams (Government and Opposition) of four persons each (persons will be known as «members»), a chairperson (known as the «Speaker of the House» or «Mister/Madame Speaker») and an adjudicator or panel of adjudicators.

Teams consist of the following members and members deliver substantive speeches in the following order:

- (1) Prime Minister;
- (2) Opposition Leader;
- (3) Deputy Prime Minister;
- (4) Deputy Opposition Leader;
- (5) Member for the Government;
- (6) Member for the Opposition;
- (7) Government Whip;
- (8) Opposition Whip.

In a debating team each speaker has specified roles that they must fulfill to play their part in the team.

Prime Minister must:

- define the topic;
- present the affirmative's team line;
- present the first half of the affirmative's case.

Opposition Leader must:

— accept or reject the definition. If he doesn't do this it is assumed that he accepts the definition;

- present the negative team line;
- rebut a few of the main points of the Prime Minister;
- present the first half of the negative team's case;

Deputy Prime Minister must:

- reaffirm the affirmative's team line;
- rebut the main points presented by the Opposition Leader;
- present the second half of the affirmative's case.

Deputy Opposition Leader must:

- reaffirm the negative’s team line;
- rebut some of the main points of the affirmative’s case;
- present the second half of the negative’s case.

Member for the Government must:

- reaffirm the affirmative’s team line;
- rebut all the remaining points of the negative’s case;

Member for the Opposition must:

- reaffirm the negative’s team line;
- rebut all the remaining points of the affirmative’s case.

Government Whip must:

- present a summary of the affirmative’s case;
- round off the debate for the affirmative.

Opposition Whip must:

- present a summary of the negative’s case;
- round off the debate for the negative.

Neither fourth speaker may introduce any new parts of their team’s cases.

The topic (the motion) should be unambiguously worded. The debate should commence 15 minutes after the motion is announced. Teams should arrive at their debate within five minutes of the scheduled starting time for that debate. Members are permitted to use printed or written material during preparation and during the debate. Printed material includes books, journals, newspapers and other similar materials. The use of electronic equipment is prohibited during preparation and in the debate.

Speeches should be seven minutes in duration (this should be signalled by two strikes of the gavel). Speeches over seven minutes and 15 seconds may be penalised. It is the duty of the Speaker of the House to time speeches.

The definition should state the issue (or issues) for debate arising out of the motion and state the meaning of any terms in the motion which require interpretation. The Prime Minister should provide the definition at the beginning of his or her speech. The definition must: (a) have a clear and logical link to the motion — this means that an average reasonable person would accept the link made by the member between the motion and the definition; (b) not be self-proving — a definition is self-proving when the case is that something should or should not be done and there is no reasonable rebuttal. A definition may also be self-proving when the case is that a certain state of affairs exists or does not exist and there is no reasonable rebuttal (these definitions are sometimes referred to as ««truisms»»); (c) not be time set — this means that the debate must take place in the present and that the definition cannot set the debate in the past

or the future; and (d) not be place set unfairly — this means that the definition cannot restrict the debate so narrowly to a particular geographical or political location that a participant of the tournament could not reasonably be expected to have knowledge of the place.

*Matter* is the content of the speech. It is the arguments a debater uses to further his or her case and persuade the audience. Matter includes arguments and reasoning, examples, case studies, facts and any other material that attempts to further the case. Matter includes positive (or substantive) material and rebuttal (arguments specifically aimed to refute the arguments of the opposing team(s)). Matter should be *relevant* (it should relate to the issues of the debate: positive material should support the case being presented and rebuttal should refute the material being presented by the opposing team(s)). The Member should appropriately prioritise and apportion time to the dynamic issues of the debate, *logical* (arguments should be developed logically in order to be clear and well reasoned and therefore plausible. The conclusion of all arguments should support the member's case) and be *consistent* (members should ensure that the matter they present is consistent within their speech, their team and the remainder of the members on their side of the debate). Matter includes Points of Information.

*Points of Information* (questions directed to the speaking member of the opposing teams) may be asked between first minute mark and the six-minute mark of the members' speeches (speeches are of seven minutes duration), this period should be signalled by one strike of the gavel at the first minute and one strike at the sixth minute. To ask a Point of Information, a member should stand, place one hand on his or her head and extend the other towards the member speaking. The member may announce that they would like to ask a «Point of Information» or use other words to this effect. The member who is speaking may accept or decline to answer the Point of Information. Points of Information should not exceed 15 seconds in length. The member who is speaking may ask the person offering the Point of Information to sit down where the offer or has had a reasonable opportunity to be heard and understood. Members should attempt to answer at least two Points of Information during their speech. Members should also offer Points of Information.

*Method* is how to organize the speech. There are many methods to organize the speech.

1. Team method involves unity and logic. Unity is created by all members being aware of the definition, what the other speakers have said and what the team line is.

2. Individual method involves structuring the speaker's speech well. The first step is to have a clear idea of the speaker's arguments and which examples will be used to support those arguments. It is important to make a clear division between arguments and sign posting is a very important debating tool too.

3. Arguments should be logical (makes sense) and there should be clear links between team line and the argument and between the argument and the examples.

4. Rebuttal should be organized the same way. Attack each argument that the opposition presents in turn. Spend a little while on each and then move on to the next. That way the other team's case is completely demolished.

5. Speech also should be organized well in terms of time.

*Manner* is the presentation of the speech. It is the style and structure a member uses to further his or her case and persuade the audience.

The elements of style include eye contact (generally assist a member to persuade an audience as it allows the member to appear more sincere), voice modulation (generally assists a member to persuade an audience as the debater may emphasise important arguments and keep the attention of the audience. This includes the pitch, tone, and volume of the member's voice and the use of pauses). Hand gestures (generally assist a member to emphasise important arguments. Excessive hand movements may however be distracting and reduce the attentiveness of the audience to the arguments). Language should be clear and simple. Members who use language which is too verbose or confusing may detract from the argument if they lose the attention of the audience. The use of notes and any other element which may affect the effectiveness of the presentation of the member.

The use of notes is permitted, but members should be careful that they do not rely on their notes too much and detract from the other elements of manner.

At the conclusion of the debate, the adjudicators should confer and rank the teams, from first placed to last placed. The panel of adjudicators should agree upon the grade that each team is to be awarded. At the conclusion of the tournament, the adjudication panel should provide a verbal adjudication of the debate. The verbal adjudication should not exceed 10 minutes.

Teachers around the world are discovering that debate offers a powerful tool for enlivening their teaching and encouraging students to listen to each other and to explore even the most volatile subjects openly and in the spirit of tolerance and cooperation. When students engage in debate, they take an active role in their education, and subjects which once

may have seemed dull and abstract come vividly to life. In preparing to debate a controversial question, such as «Can capital punishment be justified?» or «Should NATO have intervened in Kosovo?», students undertake a wide range of learning processes. They ask themselves what these questions mean to them personally; they research the social, political, ethical and historical contexts in which the issues are situated; and they learn to see complex problems from widely different perspectives. Because this learning is geared toward a specific purpose — performing well in the debate itself — students have added incentive and a clear goal to work toward. And when teachers use debate, they act as more than dispensers of information to a classroom of passive students. They become facilitators of a learning process that enables students to become more deeply and more actively invested in their education.

### ***Bibliography***

1. The Debater's Guide, 3rd Edition by Jon M. Ericson, Southern Illinois University Press; 3rd Edition, 2003, 136 p.
2. How to Debate by Robert E. Dunbar , Franklin Watts, 1987, 122 p.
3. Basic Debate, Student Edition by McGraw-Hill, Glencoe/McGraw-Hill; 5 edition, 2005, 327 p.
4. A Rulebook for Arguments by Anthony Weston, Hackett Pub Co Inc; 3 edition, 2000, 90 p.
5. Competitive Debate: The Official Guide by Ph.D., Richard E. Edwards, Alpha, 2008, 384 p.

***М. О. Косовець***, викладач,  
ДВНЗ «Київський національний економічний  
університет імені Вадима Гетьмана»

## **ОСОБЛИВОСТІ ЗАСТОСУВАННЯ КОМУНІКАТИВНИХ МЕТОДИК У ВИКЛАДАННІ АНГЛІЙСЬКОЇ МОВИ**

З розширенням міжнародних зв'язків України відбувається інтернаціоналізація усіх аспектів суспільного життя. Іноземна мова є реально необхідною в різних сферах діяльності людини тому вона