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Матеріали надруковані в авторській редакції. Редакційна колегія може не поділяти поглядів авторів. Відповідальність за зміст матеріалів, точність наведених фактів, цитат, посилань на джерела, достовірність іншої інформації та за додержання норм авторського права несуть автори.

параметру «избегание» более высокие оценки у исследуемых женщин, т.е. женщины чаще уходят от конфликтов, в мужчины чаще приспосабливаются к ситуации для снижения конфликтности. Также обнаружены различия в стиле поведения «сотрудничество», женщины чаще прибегают к данному способу решения конфликтных ситуаций.

Отсутствуют в данной выборке респондентов статистически значимые различия по параметру «компромисс» и «соперничество». Этот стиль поведения является приоритетным в обеих группах, что свидетельствует о том, что супруги готовы идти на уступки ради решения спора, искать обоюдовыгодный выход из ситуации и при этом готовы поступаться личной выгодой.

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ARGUMENTATIVE DISCOURSE AS A PROBLEM OF COGNITIVE PSYCHOLOGY

In the psychological literature [1–4] it was showed that facilitative interaction develops logical thinking of pupils, especially the ability to think and to conclude. But even here facilitative interaction has some kind of danger when abusing it. It can develop a very harmful habit of a pupil of juggling his/her thoughts, paying more attention to the form, rather than to the content of thinking [3].

We totally agree with these authors [1; 2] who think that facilitative interaction is a heuristic way of presenting a new material and it can have a good effect, when the teacher thinks about psychological characteristics of children. Effective facilitative interaction makes sense only when the pupils themselves, under the guidance of teachers, draw conclusions. Therefore, it is required from the teacher to ask questions so that they stimulate the pupils' opinion and direct the discussion into the way of argumentative discourse. The last problem is the subject of our research.

So, **the aim** of our article is to describe the content of argumentative discourse, to show the ways of its implementation in the process of facilitative interaction.

Methods and methodical instrumentation of the research. The following methods were used in our research: a categorical method, a structural-functional method, the methods of: analysis, systematization, modeling, generalization. In order to study the degree of formation of argumentative discourse of adolescents, we propose to use various methods, traditional for psychological experimental researches (questionnaires, tests, creative activities of pupils, conversations, written interviews, observations). The basis for our research is the method of content-semantic analysis (CSA) of discursive thinking by I.Semenov [2].

The results of the research and their discussion. Traditionally discourse has the meaning of understanding of oral or written information. In recent decades, the term has become widespread in humanities and has gained new meanings. Frequent identification of the text and the discourse is linked, firstly, because of the lack of a terms' equivalent in French and English and in some other

European languages, and, secondly, to the fact that earlier in the scope of the notion the discourse was included into teaching practice. As discourse analysis became a special field of empiric researches, it became clear that the meaning of “argumentative discourse” was not limited to written and verbal speech, but also indicated the main semiotic processes. The emphasis in the interpretation of discourse is placed on its interactive nature. Discourse is, first of all, a language immersed in our life, in a social context (for this reason, the concept of discourse is rarely used in relation to ancient texts).

Argumentative discourse is not isolated textual or dialogical structure, because much more meaning within it acquires paralinguistic accompaniment of a language that performs a number of functions (psychological, psycholinguistic, semantic, emotional, evaluational, etc.). Also we think that argumentative discourse is an essential component of socio-cultural facilitative interaction.

The use of mechanisms of argumentative discourse in the process of studying is necessary, because as one of its important functions is to familiarize those who learn a foreign language in a paradigm of a different culture in different situations. Argumentative discourse is also important for language learning, which needs to be studied not in isolation, but in a context, that is, with a help of discourse we can show how a certain language phenomenon is used in one or another speech situation.

Throughout the term’s existence, the concept of “argumentative discourse” was interpreted ambiguously. So, we consider argumentative discourse to be a coherent text. We regard it as a type of discussion. We call discourse a collection of texts of a certain thematic direction: 1) *special discourse* is in texts of monographs; 2) *popular science discourse* is in popular scientific magazines and texts; 3) *psychological discourse* is understanding of psychological texts and textbooks; 4) *legal discourse* is in texts of the country’s legal system.

Argumentative discourse is also called a process associated with a real speech production, which unfolds in some time and in some space in a certain way. Argumentative discourse is also interpreted as a dialogue, and as a category of speech, materializing in the form of oral or written texts, completed from the semantic and structural point of view. There is a definition of argumentative discourse as a social and communicative object, basic linguistic characteristics of which are determined by contacts with the practical actions necessary for providing argumentative discourse into teaching practice.

We think that *argumentative discourse* is a complex of communicative phenomenon that includes, in addition to the text, extra-linguistic factors (knowledge of the world, thoughts, settings, goals of the partner of communication) which are necessary for understanding the text. In our research argumentative discourse is shown from the standpoint of *cognitive psychology*. For example, we highlight three stages in people’s behavior: a situation, a discourse and argumentation of the first. We think that argumentative discourse is a psychological implementation of a coded relevant constituent and recipient of information. It consists of three components: a plot, a dialect (oriented on geographical, time and social factors) and a dialogue-type (discourse field, discourse register, discursive modus and phases of discourse implementation, general design of phrases, structuring, content presentation, conclusions, evaluation, interactions). The latter indicates that argumentative discourse we can understand as a speech act.

Also we identify three approaches to the concept of “argumentative discourse”. The first approach, taken from the standpoint of cognitive psychology, defines discourse as two or more sentences connected in a content. The second approach provides a functional definition of argumentative discourse as “any other use of sense”. This approach determines the conditionality of the analysis of the functions of discourse by studying the functions of phrases in a broad socio-cultural context. The third approach defines argumentative discourse as the utterance and puts on the interaction of a form and functions of argumentation. In this case, argumentative discourse is understood not as a primitive set of isolated units of the linguistic structure “bigger than sentences”, but as an integral set of functionally organized, contextualized units of language use, which have their unique sense.

The expansion of the sphere of use of the concept of “argumentative discourse” led to the fact that it could also be used in the theory of teaching foreign languages. According to scientists, the borrowing from the linguistics of the term “argumentative discourse” [2] and then the application of discursive analysis in psychology is important. This allows for a better distribution of foreign language discursive structures that are the main characteristics of a particular sphere of communication, since argumentative discourse helps to select and make the whole structure of necessary texts, defines the categories of different documents. Some psychologists such as L.Onufrieva [4] believe that discursive analysis also allows a specialist who has come across a communicative situation to acquire the necessary skills to transfer the discursive competence from one discursive space to another.

Consequently, the introduction of the concept of “argumentative discourse” in the theory of cognitive psychology was not an accidental use of this term. The notion of “argumentative discourse” is used by a number of sciences who think about it from different perspectives. The understanding of argumentative discourse as a speech act is important for the theory and practice of teaching, for example, a foreign language, which is not limited to specific language expressions, but also has certain extra-linguistic parameters (personal and social characteristics).

In order to study the degree of formation of argumentative discourse of adolescents, we propose to use various methods, traditional for psychological experimental researches (questionnaires, tests, creative activities of pupils, conversations, written interviews, observations). The basis for our research is the method of content-semantic analysis (CSA) of discursive thinking by I.Semenov [2].

The CSA method is used to reconstruct and to analyze thought processes in situations of solving small creative tasks. The last we mean as *psychological factor of effective facilitative interaction*. Within the framework of this tradition, the process of solving a person’s creative task is meant as a problem-conflict situation. It is determined by the ambiguity of the conditions of the problem, which provokes the use of stereotyped means of solution that do not lead to the achievement of the result. At the same time, the problem arises in the process of meaningful transformation of the conditions of this problem, when the intellectual means of the individual, which are not enough for its solution, characterize the intellectual sphere of thinking. Cognitive dissonance characterizes the personality aspect of facilitative interaction and shows itself as a special emotional state of a person, which arises when it is a collision of the latter with a problem, which it can not be solved with the help of an existing means-stereotype. The person’s experience of inadequacy in a problem situation blocks his/her intellectual activity, so the result can not be achieved. On the other hand, the problem is the condition of active cognitive activity, and the conflict is the presence of contradictions.

In our experimental research 103 pupils of secondary school № 15 in the town of Rivne were participated. The experiment was organized from September 2018 to March 2019. Its goal was to establish the degree of the development of argumentative discourse of schoolchildren on the basis of patterns of manifestation of the interconnection of perceptual, contextual, integrative images, which were formed at different stages of comprehension of the content of the novel in the situation of internal discursive solving of creative tasks in conditions of a diverse English-speaking environment.

Experimental and control groups were formed by the method of randomization (103 pupils):

- experimental groups:

E1 (37 pupils) – 9-A form, school № 15.

E2 (27 pupils) – 9-B form, school № 15;

- control groups:

C1 (33 pupils) – 9-C form, school № 15.

C2 (36 pupils) – 9-D form, school № 15.

The statement of the relationship of argumentative discourse and the English-speaking environment, as well as the specifics of the latter, was established by us by comparing the data of two groups of pupils. One of them (experimental class E1 and control class C1) consisted of pupils studying English 7 times a week, another (experimental class E2 and control class C2) – teenagers

who had English lessons 3 times a week. So, the difference between programs acts as a variable value of the English-speaking environment.

The degree of formation of the argumentative discourse of schoolchildren at the first stage of experiment was determined by the following criteria: the reflection by adolescents of the situation of perception of the problem as a communicative situation; stability in the implementation of a communicative position; reflection of the specificity of literary imagery and creativity. All these factors we mean as psychological ones of facilitative interaction.

Levels of the formation of the argumentative discourse of adolescents at the stage of the experiment were characterized as: *a high level* – a stable communicative position taken by a pupil in the perception of the literary task, the combination of rational and emotional factors in the perception of the literary image, the presence of semantic interpretation; *a medium level* – instability of reflection by secondary school pupils of the situation of communication with English literature as a situation of facilitative interaction, uncertainty of the semantic interpretation of the novel proposed by the teacher; *a low level* – lack of understanding of the pupil the subject of communication, as well as misunderstanding of the content of the novel.

Based on the communicative position taken by the pupils, four groups of pupils were formed.

The tasks consisted of three issues:

1. What does the author express in this novel?

This question was asked with the aim to reveal the pupil's understanding of the novel as a whole and implicitly includes information on the way of penetration into the content of the novel from the standpoint of its author.

2. Why do events in a novel unfold precisely in such a sequence?

3. What does this novel mean?

The second and the third questions focus pupils on certain meaningful moments of the novel and allow to identify the ability of adolescents to comprehend and interpret these points of view. In addition, they could be the basis for creating a content model for the answer to the first question.

The results of *this stage of the experiment* showed that in groups of pupils only some compositions were corresponded to a high level of the development of argumentative discourse. In compositions of schoolchildren who have the criteria of a high level of the development of argumentative discourse, there is a correlation between the position of the author and the pupil's own position, as well as comprehension of literary and artistic speech as a kind of language of communication, which provides the most complete (in comparison with compositions of the middle and low levels) representation of the literary layer: "subjectively", "emotionally personal", "figurative representations", "literary-historical" ones). It is necessary to note the imagery of the speech of pupils, who have developed the ability to imaginative perception of a novel. The use of a high-level vocabulary is an indicator of the fact of a creative process of comprehension of the literary image and of the means were used by pupils in compositions.

Compositions of the middle and low levels are marked by a sharp imbalance of the components of the novel (substantive basis and semantic interpretation), which correspond to the lack or instability of pupils displaying the situation of reading a novel as a process of facilitative interaction. Pupils with a high level of the development of argumentative discourse attempted to abstract from the author's personality of the novel. Sometimes they replaced themselves with a certain abstract subject (for example, the hero of the novel), but in interpreting the content of the pupils did not depart from the events depicted by the author. Pupils who were in the position of the author of the novel, made an attempt to understand it in a broader literary context. The literary-historical context in the form of knowledge of a pupil from the position of the author of the novel, the history of his/her writing, played a different role in the process of understanding the content of the novel: in some cases, the pupil is limited his/her understanding of the knowledge of this novel and did not expand the literary layer (in particular, his/her operational and substantive components) or did not correlate the content of the novel with his/her own ideas that arose in his/her perception, that is, he/she did not depart from the position specified by the author of the text.

The distribution of solving literary creative tasks by pupils according to the levels of understanding of the content of the novel, as well as the levels of the developing of the argumentative discourse of adolescents is presented in Table 1.

Table 1

Percentage of solving by pupils literary creative tasks according to the levels of understanding the content of the novel

Levels of the development of argumentative discourse	Groups			
	E ₁	E ₂	C ₁	C ₂
A high level	14	17	15	16
A middle level	23	24	20	25
A low level	63	59	65	59

The analysis of the results in Table 1 allows us to draw the following conclusions. The influence of the pupil's communicative position on the character and the depth of understanding of the content of the novel and on the ability of adolescents to make dialogues are established. This was evidenced by a high level of the development of argumentative discourse, fixed in the performance of tasks in which pupils were included into the situation of communication with a novel. The largest number of such pupils were in the third and the fourth groups (pupils were divided into groups during the analysis), that is, when the pupils were in the position of the hero and the author of the novel, although in general the number of adolescents with a high level of the development of argumentative discourse in all groups was insignificant.

So, for pupils of all groups it was very difficult to reach a communicative position. We can assume that the experience of pupils according to this type of thinking is insignificant. This is confirmed by the refusal of some pupils to perform this task (for example, 13,8% in group E₁ and 25,7% in group C₂). The latter, however, requires a more detailed examination, which emphasizes the need to study the procedural side of the functioning of the argumentative discourse of schoolchildren, including their mediating communicative and personal moments. This task was the main at the second stage of the experiment.

Conclusions. A significant place is facilitative interaction in the process of generalization and systematization of knowledge. Exercises with the component of facilitative interaction can also be proposed for pupils' homework. Usually, on the basis of such exercises, pupils are led to find the correct answer, solve the problem, do necessary conclusions.

The most expedient facilitative interaction is proved that all pupils have mastered the training material well and the whole class participates in it. Useful is a facilitative interaction based on subjective and abstract visibility (tables, diagrams). Also problematic questions create contradictions between the facts available to pupils about the knowledge and new facts, which can not be explained on the basis of this knowledge. To solve such contradictions pupils need new knowledge which they find on the basis of their own research – objective or logical ones.

In organizing the facilitative interaction, it is important not only to emphasize on the content of the questions, but also on their form. Questions should be short and accurate, their task is to orient pupils to reproduce knowledge or to search a creative answer. Alternative questions need to be answered “yes” or “no” should not be formulated; questions should not give pupils a correct answer. If the pupils did not understand the question, it is necessary to formulate it shorter, more accessible. Asking questions, the teacher carefully, without interrupting, listens to the answer, then turns to the class with a proposal to complete or correct the mistakes.

In other our articles we'll show the dependence of the development of argumentative discourse of pupils according to modified, contextual and integrative images.

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ПСИХОЛОГІЧНІ ОСОБЛИВОСТІ ФОРМУВАННЯ СВІТОГЛЯДУ МОЛОДІ
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