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«The ways of organizing dialogical communication effectively at the lessons of English»

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SUMMARY

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The object of the research is dialogical interaction of pupils at the lessons of a foreign language in a contemporary school. The subject of the research: the effective conditions for the use of modern communicative methods for effective providing a heuristic conversation at the English lessons in a contemporary school.

The purpose of the research: to identify the most effective conditions for the use of modern communicative methods at the lessons of a foreign language, which will greatly stimulate pupils to formulate heuristic forms of statements.

Hypothesis of the research: the use of contemporary communicative techniques by teachers at foreign language lessons promotes the effective mastery of the pupils' skills of dialogical communication and the formulation by them heuristic forms of statements and suggestions.

The objectives of the research:

- 1) to outline the ways in which the teacher can use contemporary communicative techniques at foreign language lessons;
- 2) to characterize the mechanisms of constructing heuristic conversations;
- 3) to allocate means and methods of formulation of heuristic forms of statements and suggestions.

The scientific novelty of this research is that we have developed a model for providing a heuristic conversation, the use of which is necessary in order to intensify the dialogical speech of pupils and the organization of effective dialogue communication in a foreign language.

The theoretical significance of the research is that we have identified the most effective conditions for the use of modern communicative techniques at foreign

language lessons, which will greatly stimulate pupils to formulate heuristic forms of statements and suggestions.

The practical significance of the research is that the obtained results can be used not only at the lessons of a foreign language at secondary school, but also in other subjects of the humanitarian cycle.

Key words: dialogical communication, dialogical interaction, a heuristic conversation, is dialogical interaction of pupils, modern communicative methods, the mechanisms of constructing heuristic conversations.

Вітковець (Солончук) Віолетта Сергіївна (2025). Способи ефективної організації діалогічного спілкування на уроках англійської мови. Дипломна робота освітньо-кваліфікаційного рівню «Бакалавр». Рівненський державний гуманітарний університет. *Рукопис.*

Об'єктом дослідження є діалогічна взаємодія школярів на уроках іноземної мови в сучасній школі. Предмет дослідження: ефективні умови використання сучасних комунікативних методик на уроках іноземної мови з метою організації евристичної бесіди.

Мета дослідження: виявити найбільш ефективні умови використання сучасних комунікативних методик на уроках іноземної мови, що значною мірою стимулюватимуть школярів до формулювання евристичних форм висловлювання.

Гіпотеза: використання вчителем сучасних комунікативних методик на уроках іноземної мови сприяє ефективному оволодінню школярами навичками діалогічного спілкування та формулюванню ними евристичних форм висловлювання.

Завдання дослідження:

- 1) окреслити шляхи використання вчителем сучасних комунікативних методик на уроках іноземної мови;
- 2) охарактеризувати механізми побудови евристичних бесід;

3) виділити засоби та прийоми формулювання евристичних форм висловлювання.

Наукова новизна даної дипломної роботи в тому, що нами було розроблено модель проведення евристичної бесіди, використання якої є необхідним з метою активізації діалогічного мовлення школярів та організації ефективного діалогічного спілкування іноземною мовою.

Теоретична значущість дослідження в тому, що нами виявлені найбільш ефективні умови використання сучасних комунікативних методик на уроках іноземної мови, що значною мірою стимулюватимуть школярів до формулювання евристичних форм висловлювання.

Практична значущість дослідження в тому, що отримані результати можна використовувати не тільки на уроках іноземної мови в середній школі, а й на інших предметах гуманітарного циклу.

Ключові слова: діалогічне спілкування, діалогічна взаємодія, евристична бесіда, діалогічна взаємодія учнів, сучасні комунікативні методи, механізми побудови евристичних бесід.

INTRODUCTION

The actuality of the research of the ways of organizing dialogical communication effectively at the lessons of English. The growing need for communication and cooperation between countries and peoples with different languages and cultural traditions requires a substantial adjustment of the approaches to the study the foreign languages. The rapid changes taking place in our society, modernization of educational systems, achievements in the field of the theory and practice of teaching foreign languages – all this necessitates updating the contents and methods of the educational process. During the post-war decades there is a typical tendency towards the strengthening of the communicative orientation of the educational process – its approach to a real process of communication. The development of communicative techniques to a greater or lesser extent involved many scientific groups and methodologists in different countries. The most significant contribution to the methods of teaching English communication was made by a lot of researches (Young, 1998).

The actuality of this research facilitates us to choose the topic of it: ***“The ways of organizing dialogical communication effectively at the lessons of English”***.

The object of the research: dialogical interaction of pupils at the lessons of a foreign language in a contemporary school.

The subject of the research: the effective conditions for the use of modern communicative methods for effective providing a heuristic conversation at the English lessons in a contemporary school.

The purpose of the research: to identify the most effective conditions for the use of modern communicative methods at the lessons of a foreign language, which will greatly stimulate pupils to formulate heuristic forms of statements.

The hypothesis of the research: the use of contemporary communicative techniques by teachers at foreign language lessons promotes the effective mastery of the pupils' skills of dialogical communication and the formulation by them heuristic forms of statements and suggestions.

The objectives of the research:

- 1) to outline the ways in which the teacher can use contemporary communicative techniques at foreign language lessons;
- 2) to characterize the mechanisms of constructing heuristic conversations;
- 3) to allocate means and methods of formulation of heuristic forms of statements and suggestions.

Theoretical and methodological background of our research is linguistic (Ohadi, Brown, Trub & Rosenthal, 2018), psychological (Mykhalchuk, Kharchenko, Kalmykov, Ivashkevych Er., Ivashkevych Ed., Hupavtseva, Mysan, 2024) and pedagogical (Mytnyk, Matvienko, Guraliuk, Mykhalchuk & Ivashkevych Er., 2021) researches done according to the ways of using by a teacher modern communicative technique at foreign language lessons; the mechanisms of conducting a heuristic conversation (Mykhalchuk, Ivashkevych Er., Nohachevska, Nabochuk & Voitenko, 2021); contemporary (Mason, Scrimin, Zaccoletti, Tornatora & Goetz, 2018) and the most effective methods (Mykhalchuk & Khupavsheva, 2020) of conducting a heuristic conversation.

The scientific novelty of this research is that we have developed a model for providing a heuristic conversation, the use of which is necessary in order to intensify the dialogical speech of pupils and the organization of effective dialogue communication in a foreign language.

The theoretical significance of the research is that we have identified the most effective conditions for the use of modern communicative techniques at foreign language lessons, which will greatly stimulate pupils to formulate heuristic forms of statements and suggestions.

The practical significance of the research is that *firstly* there were proposed the analysis of pupils' responses had been conducted according to the level of their success in a process of a heuristic conversation at the English lesson; the obtained results can be used not only at the lessons of a foreign language at secondary school, but also in other subjects of the humanitarian cycle.

Approbation and implementation of the research results into the practice of general secondary school was carried out through discussion at the pedagogical councils of the Alternative school KrOK of t. Kropyvnytskyi, meetings of the Department of Theory and Practice of Foreign Languages and Teaching Methodology of Rivne State University of the Humanities, reported at the conferences on modern problems of teaching methods of foreign languages (Rivne, 2025). One article was published:

1. **Violetta Solonchuk (2025). PSYCHOLOGICAL CHARACTERISTICS OF STUDYING READING.** *Матеріали VI Всеукраїнської науково-практичної конференції здобувачів вищої освіти та молодих вчених «Актуальні проблеми сучасної іноземної філології» (20 травня 2025 року).* Рівне: РДГУ. С. 484–489.

Chapter 1. Use of modern communicative methods at foreign language lessons at secondary school

1.1. Linguo-psychological characteristics of modern teaching methods at the English lessons at school

The effectiveness of teaching in a modern school depends on the teacher's ability to choose a method or a course of study in specific conditions for each lesson. The method of teaching is a way of organizing the interconnected activity of teachers and pupils with the aim of solving the problems of education and the problems of the person's development in the process of learning (Myers & O'Brien, 1998).

The concept of **teaching method** is rather complicated. It is conditioned in a great degree by the complexity of the process that is intended to reflect this category. That is why discussions on a more precise interpretation of this term are still not stopped. However, despite the various definitions given to this concept by different scholars, it is possible to note somewhat in common, which brings their points of view closer together. It is a question of the fact that most authors tend to consider ***the method of teaching as a way of organizing the scientific and cognitive activity of pupils.***

The word "method" is of Greek origin and in translation means "research", "method". The etymology of this word affects its interpretation as a scientific category. "The method in the most general sense is a way to achieve the goal, in a definite manner, ordered activity" (Kraut, Lundmark, Patterson, Kiesler, Mukopadhyay & Scherlis, 1998). Obviously in the learning process the method acts as an ordered way of interconnected activities of the teacher and pupils to achieve a certain educational goal. Sometimes the teacher himself/herself does not explain new material, but only determines the subject, conducts an introductory conversation, gives instructions to the pupils, and then gives them the opportunity to think and

master the material. All this allows us to conclude: the methods of teaching should be understood as the methods of teaching and the organization of educational and cognitive activities of pupils to solve various didactic tasks, aimed at mastering the material having been studied.

The notion of “learning method” is related to the concept of “teaching method”. “Acceptance of learning is a part of the method, a partial concept of the general concept of “method” (Hahne, Goldhammer, Kröhne & Naumann, 2018). Pedagogical skill of the teacher requires not only knowledge of his/her subject, but also possession of methods and methods of teaching.

Methods of training related to the level of the development of our society, science, technology and culture. In ancient times and at the beginning of the Middle Ages, when the rich tribe was preparing its descendants only for secular life, and not for labor, in teaching dogmatic methods based only on the learning of educational material. The era of great discoveries and inventions has called for life a need for knowledge that is essential to a man. Formed and developed methods based on visibility, methods access the consciousness and activity of pupils in teaching, that is why they are practical methods of teaching.

The modern school put forward its demands for teaching methods. This also applies to the development of the Ukrainian school in general, and the improvement of teaching methods in particular. It is no coincidence that one of the ways of reforming the general secondary school in the State National Program “Ocbira” (“Ukraine of the 21st Century”) is called the research and experimental activity on introduction of pedagogical innovations, informatization of general secondary education.

Scientists classify teaching methods in the light of the fact that they have to solve the didactic task. The classification should identify the inner essence of the method, the form of interconnected activities of the teacher and pupils as a means of managing their cognitive activity.

In didactics there are **different criteria, approaches to the classification of teaching methods**:

- according to the sources of transmission and the nature of perception of information: verbal, visual and practical (Herring, 2010);
- according to the main didactic tasks to be solved at a particular stage of study: methods of mastering knowledge, developing of skills and abilities, application of the acquired knowledge, skills and abilities (Dresner, 2005);
- on the nature of cognitive activity: explanatory-illustrative, reproductive, problematic presentation, part-search, research (Gernsbacher, 1994).

Researchers (Hubers, Snijders & Hoop, 2016) distinguishes three large groups of **teaching methods** (each of them involves several classifications), which are based on:

1. Organization and implementation of educational and cognitive activity.
2. Stimulation and motivation of educational and cognitive activity.
3. Control and self-control of educational and cognitive activity.

Of course, this classification, as well as the previous one, is imperfect, because it has its drawbacks, in particular, that in practice the teaching method is used not in isolation, but in a certain interconnection and interdependence with other methods and techniques. However, it is the most consistent and the most comfortable.

Methods of organization of educational and cognitive activity are a set of methods aimed at the transfer and mastering of pupils' knowledge, the formation of skills and abilities. These include verbal, visual and practical teaching methods. Verbal teaching methods are: explanation, story, lecture, conversation.

1.2. Types and means of communication at the lessons of a foreign language in a humanistic-oriented learning environment

Any system of training is purposeful, that is it is not built on a random basis, but in such a way as to achieve the goal it is the most successful. Therefore, we want to understand why one or the other means are used in the communicative system of education, we must clearly imagine the purpose pursued by this system.

The goal of “learning to communicate” is now universally accepted. Of course, to teach the ability to communicate in a foreign language is attractive and necessary. However, should this only be defined as a goal? Such a goal tells us that a person must know how to speak, read, listen, and write, if he/she already possesses a certain level of language ability. So, even in this case, not all functions are well known: it is not determining the function, which takes a place in the process of communication, allows the person to speak the language. Possession of a foreign language, for example, allows a person to defend his/her beliefs and opinions.

There are two types of communication: verbal and nonverbal.

Verbal means of communication. They include types of speech activity, of which, first of all, need to be highlighted:

1. Productive activities: speaking and writing.
2. Receptive activities: listening and reading.

The distinction of these species is absolutely necessary, because each of them is specific, based on their mechanisms. With a certain commonality we can say that different types of activities are also included into one group, say, listening and reading. So, we can make the conclusion that for each type of speech activity there is a way of assimilation.

Sometimes speaking and writing are called active, and listening and reading are passive activities. Such representations are outdated. Passive activity is not passive at all and cannot be existed. Activity can be the internal and external activity of a person. And passivity is inactivity. Another thing is that the nature and a form of the

manifestation of activity in reading, for example, is another than in speech (speaking).

Nonverbal means of communication. They include:

1. Paralinguistic (intonation, pause, breathing, diction, tempo, tone, melody).
2. Extra-linguistic (knock on the door, laughter, crying, noise).
3. Kinesthetic (gestures, facial expressions).
4. Proxemic (posture, body movements, distance) (McKoon & Ratcliff, 1992).

Scientists (Mykhalchuk & Bihunova, 2019) believe that the communicative process is inadequate if we distract from its nonverbal means. These tools make ***a great contribution to communication:***

- focus on one or another part of a verbal message;
- warn what is transmitted verbally;
- fill in or explain pauses, indicating the intention to continue his/her statement, to search for some words;
- keep contact between the partners of communication and regulate the flow of speech;
- replace a separate word or a phrase;
- delayed duplicate the contents of the verbal message.

The listener must be able to “read” mimic, body movements, intonation, pauses.

Communication is usually carried out in two forms: oral and written, each of which has its own specifics. ***Oral form is characterized by:***

- 1) the richness of intonational design;
- 2) a large amount of paralinguistic information (facial expressions, gestures);
- 3) a certain pace; otherwise, the temporal connection with the situation will be lost;
- 4) a high degree of automatics, on what basis and the pace it is based;
- 5) a contact with the partner of communication;
- 6) a specific set of linguistic means;

7) linearity in time, since it is impossible to return to a certain segment of conversation (Kilfeather, 1998).

There is a number of skills, without which speaking a foreign language is impossible. We'll characterize them.

First of all we have to define clearly linguistic tasks of awareness and ability, due to the fact that by entering into communication a pupil must clearly know what he/she wants to achieve: persuade, inform, get an opinion on some question that interests him/her, advise something, etc. Pupils who are not aware of their speech problem, cannot determine it, often do not know what to talk about.

The ability to plan the conversation consists of the fact that each of the participants in the communication organizes the chain of their replicas so that will be the optimal way to achieve the realization of their task (taking into account the optimal reaction of the partner). The ability to plan its strategic line in dialogical communication in a foreign language corresponds to a similar ability in communication speaking by the native language, but the content side of the planned correlates in these two cases with the form of different languages. Even if in the native language the skill of strategic planning of the pupil is developed, the full transfer of this ability into space of foreign communication does not occur due to the connection of the formal and the content of the parties. The degree of the development of this ability in relation to the native language certainly influences the ability to plan the course of conversation in a foreign language, and conversely, the development of this ability in foreign language classes can contribute to improving the mother tongue. Therefore, the development of the ability to plan the conversation in a foreign language is necessary. When developing this skill, it is important to remember that some of the set of "intermediate" speech functions can be used to implement any language task. So, in order to get information about something, you can talk about your desire, the need for this information, ask to tell, use different types of requests, not forgetting that at the right place you can hear and appreciate the information. For each speech problem a set of the most frequent (in certain

situations) “intermediate” speech functions and their location, which may vary in separate parts, if it is possible, but retains the general logic of solving the speech problem. The discovery of such logical functional chains and their variants, the use of them in the form of support is important for rationalizing the management of the conversation (Graesser, Singer & Trabasso, 1994).

In a real process of communication, a replica of the partner can to a greater or lesser extent correspond to the predicted statement or not at all predicted one. This makes the speaker partly spontaneously rebuild his/her program during communication. A partial reorganization can be said when the speaker’s main linguistic task has not changed under the influence of a replica of the partner (which in itself is possible and causes a significant reorganization of the program). A partial reorganization is possible through the introduction of new, previously unprovoked speech actions or the exclusion of the planned ones. It may also be associated with the temporary transition of the initiative to the partner.

The ability to seize and intercept the initiative of communication is due to the fact that at each stage of the conversation the initiative may be in the hands of one of the partners, whose linguistic task is at this time predominant, leading. Often the tasks of both partners do not coincide. In order to solve this problem, the speaker should be able to seize the initiative and keep it to the goal. After this, the initiative may be intercepted by its linguistic partner. Knowledge of the rules of capture and interception of the initiative and the relevant skills play an important role in learning the conversation.

The ability to intercept the initiative is closely related to such ability of language etiquette as the ability to give a partner the opportunity to realize some linguistic tasks. This is due to such a feature of communication as the temporary subjugation of one interlocutor to another – who is the initiator at this stage of the conversation. After all, if there were no such temporary conquest, none of the partners could achieve their goal, for the purpose of which he/she entered the conversation.

These five skills listed are the structure of the dialogue as a whole. The full development of these skills is possible at a special stage of conversation training, where the pupil is dealing with a large amount of information, within which there is a need for strategic planning, capture and interception of the initiative.

The following three skills can be developed at both ***the special and non-special stages of the discussion*** (Mykhalchuk & Ivashkevych, Er., 2019).

The ability to respond adequately to the replica of the partner is due to the choice of such a functionally deterministic speech act, which would be combined with the functional orientation of the replica-stimulus in accordance with the situation. For example, depending on the situation of the request, there may be the following reactions: promise, refusal, request, advice, etc.

The ability to provoke one or another language action is due to the fact that the speaker should be able to present such replicas-stimuli, with which could follow the replica-reaction of the desired functional orientation.

The skill of functional manipulation within a single replica at the level of several speech actions involves the ability to present deployed, complex replicas. Complementing replicas can go in different directions, for example, to be a combination of several speech actions that correspond to one language task. For example, if the linguistic task of the first partner is to tell where he/she spent his/her summer holidays, one of his/her replicas may have the following structure: message-refinement-assessment. If the purpose of the first and second partners is to get information about how each of them spent the summer, one of their replicas may be the following: message-request.

When doing exercises, it must be taken into account that the main burden lies with the first participant who offers incentives. He/she faces here with the task of compiling various kinds of questions – general, special, dividing ones. Attempts to teach different questioning sentences separately from mental tasks do not give a positive result. One can teach how to translate affirmative sentences into a question or ask questions to different parts of a sentence, but the operational skills are thus

unstable and do not “work” when one has to implement content and a language programs at the same time.

In the process of choosing affirmative answers for the proposed situation, pupils develop a kind of mental activity called “convergent thinking”, which ensures finding one (or several) possible answers to the proposed questions. As a result, the list of the corresponding replicas is removed from the board (if there is a certainty that they are all learned).

It should be taught to respond not only to questions, but also to different kinds of assertions:

- I wish I had more time to do all those things. – I do too.
- She’s excited about the trip abroad. – Naturally!
- Telephone me as soon as you find out. – Of course.
- I don’t like the idea of leaving her alone. – I don’t either.
- We’ll have to work hard the next few weeks. – You’re quite right.

According to the requirements of the secondary school curriculum, upper secondary school pupils must be able to conduct a conversation within the framework of the material studied in the previous stages. Senior pupils continue to accumulate knowledge in all aspects of the language studied, improve the level of mastery of the main types of speech activity.

Although in high school students are mainly based on the material previously studied, however, according to our observation, they more freely use the linguistic material, both learned and new, freely vary and combine it. When conducting a conversation, students can solve more complex communication tasks, construct the content – more correct in the normative plan and more appropriate to the specific situation of the statement. Communicative-regulatory and communicative-emotional forms are more natural and motivated in their speech.

From the quantitative point of view, the lexical minimum at the senior stage is growing extremely fast – 50 units per year, increasing in the last three years by 150 words. By the end of the 9th form it is 950 words. However, as a positive fact, it

should be noted the expansion of the potential vocabulary of pupils through the acquisition of a number of word-creation means (suffixes, prefixes), the assimilation of a large number of international vocabularies.

At this stage, there is a significant activation of vocabulary, as a result of which there is a redistribution between receptive and productive vocabulary in favor of the latter, which facilitates pupils to construct expressions. In addition, their linguistic experience reaches a level where they can already engage in their own language completely new lexical units, in particular those that are present during the act of communication. The range of communicative-structured expressions that the pupils of the upper classes acquire are greatly expanded, thanks to the acquaintance with such grammatical phenomena and forms as Future-in-the-Past, Sequence of Tenses, Subjunctive Mood in Conditional Sentences, Infinitive Phrases, Gerund and Gerundive Phrases, Present Participle, Past Participle, Participle Constructions.

The psychological characteristics of the pupils of senior classes allow them to overcome the complex tasks of the fast-moving contact, the formation of statements, which differ in the independence of judgments, actualization of personal life experience, initiative in the management of communication.

Although the juvenile age (15-17 years old) is psychologically different in certain contradictions, in general it is beneficial in terms of the development of dialogue communication. "Linguistic shyness" or even the isolation of pupils often changes in multilingualism, which promotes the desire to appear to adults, to self-identify, to stand out. At this age, pupils easily enter into controversy, tend to contradict, defend their point of view and even spoil. However, the acquired skills of cultural communication allow them to stay "afloat" for a long time in a little informative exchange with traditional formulas (Crystal, Harris & Sackner-Bernstein, 2004).

However, all of the above is fair in relation to interpersonal communication in the native language. As far as studying a foreign language is concerned, this is more complicated. Specificity of age is combined with insufficient number of academic

hours leads to the appearance of a group of “silent” people. In connection with these guiding principles of the development of dialogical competence of upper-class pupils, as well as the study of a foreign language as a whole, the activation of pupils’ learning activities and their increased interest in the learning process should become. The implementation of these principles is determined primarily by the content of learning, a clearer organization of the educational process, the individualization of context which is learned.

1.3. Heuristic conversation as an innovative form of the activity in school education

Conversation is a learning method that involves questions and answers. The essence of this method is that the teacher, through skillfully raised questions, pushes the pupil to actively play the material outlined for his/her more profound understanding and assimilation. By appointment in the educational process there are distinguished: an introductory conversation, conversation-message, repetition, control.

An introductory conversation is conducted with pupils as preparation for laboratory lessons, excursions, to study new material. Conversation-message is based predominantly on observations organized by a teacher at a lesson using visual aids, board records, tables, drawings, as well as the material of literary texts and documents. Conversation-repetition is used to consolidate the training material. Checklist is to test pupils’ knowledge (Downs & Stea, 1973).

By the nature of the pupils’ activity during the conversation, they distinguish the following main types: reproductive, heuristic, catechism.

The essence of *the heuristic (Socratic) conversation* is that the teacher skillfully directed questions leads pupils to form new concepts, conclusions, rules, using acquired knowledge, observation. It resorts to it only if the teacher is properly trained, his/her mastery of the method of teaching and the appropriate level of thinking of the pupils. This method is valuable if the teacher, with the help of

correctly selected questions and the correct conduct of the whole conversation, can attract all class pupils to active work. This requires knowledge of the psychological characteristics of each pupil and the appropriate selection of different ways of questionable form of learning (Anderson, 1976).

A new pedagogical thought fought for the principle of learning activity all the time. But new, active teaching methods are only gradually included into school practice. Old traditions according to it are very viable. A teacher, an adult, is hard to escape from the influence that makes him/her comparable with an inexperienced pupil. Therefore, the transfer of knowledge in the finished form, instead of stimulating the pupils in the spirit of search, seems completely natural and justified. In addition, the technique of authoritarian education is far easier than the active learning technique. For the first teacher it is enough to know within certain limits a certain branch of school science, and he/she can successfully conduct the case of study. Absolutely different conditions are for active methods. Here it is necessary to organize children for work, to stimulate interest in them, to be able to guide them in a certain way, to be able to help children and to answer their questions. Such activity requires more pedagogical tact and better training than working with passive methods. Therefore, we do not see a rapid transition from passive methods to active ones. On the contrary, in the history of pedagogical practice there is only a gradual activation of old passive methods.

However, in the old days along with the lecture as a monological form of education, the form is dialogical, which includes certain elements of activity. One of these forms is the so-called Socratic or heuristic method.

This method has acquired certain forms in classical Greece and has an unquestionable connection with public disputes that were spread in Athens, especially in the 5th century. The heuristic method does not arise only from Socrates's pedagogical practice, but is firmly tied to his/her philosophical views. Socrates, like his student Plato, were the most prominent representatives of the idealistic trend in Greek Philosophy. In their opinion, true reality, true existence

belongs to the ideas that creates a real world. Meanwhile, there is a world of unquestionable connection. These include things and phenomena that surround us and what their people used to admit for a real world. This world recognizes a person through external feelings. So, according to Greek Philosophers, such knowledge is not real knowledge, and the things that they learn are only the shadow of real things or ideas.

The true knowledge of ideas is given only through the mind that directly perceives the ideas. The possibility of such “intellectual knowledge” is available to a person because he/she, before his/her birth, lived in the realm of pure ideas. Living in this unreal world, the world of individual things and phenomena, he/she can recall the ideas hidden in his/her and inherent in him/her at birth. From here Socrates tells: “Know yourself”. Truth, therefore, is hidden in the very consciousness of man, and true knowledge is in revealing this truth. That the person himself/herself is hard to find the truth, then he/she needs external help from the teacher.

But the role of the teacher is not that he/she gives the truth as something of his/her own, but the fact that he/she only helps the person to identify and understand it. Socrates compares the role of a teacher with the role of a midwife. As the midwife itself does not give birth to a child, but only helps her birth, and the teacher does not give birth to truth, but only helps to identify her. Skill of the teacher, concerning the discovery of the hidden in the minds of human truth, Socrates calls *metecide*. One of the main means for this is the system of questions and answers, which later became known as the Socratic method. His essence is that the teacher sets the question to the pupil, and the pupil responds to them. In this case, the teacher poses the question to somehow bring the pupil to the answer. By this method, *inter alia*, Plato’s dialogues have been written.

The Socrates method was a great step forward in a practice of teaching. He then had great respect in Greek schools and then moved to the schools of modern times. Here he partially changed his forms, but still retained his main features (Zwaan, Langston & Graesser, 1995).

In general, one must say that a heuristic conversation or a better method of questioning-answers, not only in the old school, but even in the present, is one of the most common methods.

So, *a heuristic method* requires careful evaluation, especially since many teachers use it without proper criticism. It is noteworthy that even in the courses of didactics little attention was paid to the philosophical foundations of the question-answer method given by Greek Pedagogy. At the very least, when someone sets the Socrates method in relation to his philosophy, he does not draw any appropriate conclusions from this assessment of the method itself. However, these philosophical foundations are of great importance to the method and, only after considering them, one can correctly evaluate the method itself.

Epistemological considerations of Socrates and Plato, based on the Socrates method, go back to the recognition of innate ideas. The question about them was a subject of philosophical and scientific disputes for a long time. J.Locke strongly condemned the existence of innate ideas. In his view, the soul of a person during its birth is, so to speak, a clean board. All the knowledge that a person has, all the ideas of it depend on personal experience. The external world through our senses, so to speak, is only on a pure table of our consciousness, and these records make up the whole amount of our knowledge (Stein, 2006).

Leibniz denies the teachings of J. Locke bringing the sensationalist thesis of the latter: “There is nothing in the mind, which would not be earlier in the sensation”, he adds: “besides the very mind”. But Leibnitz did not recognize and innate ideas as peculiar memories of supersensible being. General and necessary ideas, in his opinion, exist in us as a slope, as a potentiality, waiting for an event to appear. It is experience that brings people to the world.

Kant develops further Leibniz’s thoughts. In the knowledge he recognizes material and form. Material for cognition gives you a sense of sight, hearing, smell, etc. We make a certain difference in these feelings; we give the material and they give a form. This is a thinking function. Meanwhile, when the sensation is passive,

thinking is active. Its activity consists, first of all, in combining the senses of data, in their synthesis. Kant distinguishes three ways of combining elements of knowledge: feeling, concept and mind. It is important perceiving things and phenomena with external senses, unites them in space and time. Space and time are the conditions without which it would be impossible to perceive. They have the necessary character, independent experience, they are not the consequences of experience, but the condition of it. Therefore, Kant calls them a priori forms of cognition. Calling space and time for necessary conditions of knowledge, he emphasizes that this does not mean that they do not exist and that they do not exist objectively; they may exist, but may not exist in the objective reality. Therefore, Kant calls them the subjective forms of our knowledge.

Cognition in feelings, forms of space and time – this is the first, lower degree of it. We need to understand these phenomena, that is, to bring them under certain laws. But, again, these laws can be interpreted as something completely objective. These are only the laws and conditions of human thinking, without which our knowledge would not be possible within the limits of experience.

All this applies to the so-called positive knowledge. But a man does not stop at it: he/she tries to capture the mind of all being in general, to know the basic principles of which Kant recognizes three main things: a soul, a world and God. It is not possible to solve these questions by theoretical reason: it is accessible only to the practical mental, which reveals our moral essence. Such, in the shortest terms, is Kant's doctrine of cognition.

Questions about innate ideas, or, better, about innate elements of knowledge, attracted the attention of psychologists, especially in the late 19th and early 20th centuries. In particular, psychology attempted to solve the question of perception of space. In this issue they divided into two groups: the originators and the geneticists. The first of them (Goering, James and others) stood on the fact that space as an element of perception is my primitive character, but not from the content of sensory experiences. On the contrary, the geneticists (Sharon & Thompson-Schill, 2017)

defended the idea that perception of space is a product of the development of an individual's experience. Both of them and others referred to the facts and observations of children and sick adults. Disputes between the native and the geneticists did not lead to any agreement. But one must admit that, on the one hand, none of the native people understand the innate idea of space as something ready, and on the other hand, none of the geneticists had to show with complete convincingness that spatial perception arises from the non-spatial properties of the senses. Let's summarize all above information.

The doctrine of Socrates about the knowledge that ***heuristic method is based upon***, includes the statement of ***the faithful and the wrong***. The faithful is that man from nature is characterized by a desire for absolute truth. This desire arises not only from the material needs of life and from the struggle for existence, but is the property of the human spirit as something intangible. Therefore, a person is not satisfied with the so-called positive knowledge, the source of which is our senses, is not content even with the knowledge of the laws of nature, which is subject to this sensual world, but aspires to knowledge of the foundations of life, to the knowledge of the supersensible world. The process of cognition, therefore, is active. Its activity is manifested not only in the quest for knowledge, but also in the fact that a person imposes on the content of the form of cognition, in all its degrees, its imprint. The human mind can be compared to a lantern that illuminates the path to truth. But the light of a lantern has its own characteristics, which depend on them to a large extent on a cognitive process.

False in the doctrine of Socrates about knowledge is an assumption of a person of knowledge independent of experience. Certainly, such knowledge can not be. Assuming their presence, Socrates does not pay attention to the systematic enrichment of pupils with specific knowledge, first of all about the surrounding world. In fact, in his conversations with his pupils, he used their own often random experience.

So, as far as we can judge from the Plato Dialogues, the process of solving the main question that was the subject of the dialogue was that the partner of communication, answering the question of the philosopher, actually used the previous experience, and the task of the philosopher teacher was to draw from this experience such facts and so direct the pupil's opinion, so that he will reach the desired, in advance of the philosopher, a definite conclusion. Consequently, this method did not give the pupil any knowledge that was lacking before him; the teacher only helped the pupil draw conclusions from the reasons that he had based on previous experience. The main question was decided by the teacher before, then the pupil's autonomy was only original. Consequently, there was no guarantee of the objectivity and correctness of their experience. Answering a teacher's question, he only provided him with known facts and considerations. But these were, in the majority of cases, the facts and considerations necessary information to justify the thought of the philosopher himself. The pupil is not familiar with the plan of questions and answers in general. That is why the conclusion he arrived did not depend on his will, for the teacher cited him. In addition to the aforementioned flaws, the Socrates method has the same flaw that it can, in uncertain hands, be a means for imposing a completely wrong minded student despite the pupil's external autonomy (Graesser, Wiemer-Hastings & Wiemer-Hastings, 2001).

However, the Socrates method has its own undeniable value.

The main thing is that he develops logical thinking, especially the ability to think and conclude. But even here the method has some kind of danger when abusing it. He can develop a very harmful habit of a pupil of juggling his/her thoughts, paying more attention to the form, rather than the content of thinking.

These are the flaws of the Socratic method. A heuristic way of presenting a new material can have a good effect, provided that this method is used deliberately and in accordance with the psychological characteristics of children. **A heuristic method** 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 it to a wider path.

Heuristic conversation requires active reflection aimed at creating problem situations that should be solved on the basis of a comprehensive analysis of these situations, suggestions, comparisons, etc. Heuristic conversation is used mainly at the stage of comprehension of new material. Based on the questions of this type of conversation, pupils establish internally objective connections between the objects themselves. The question should be put in relations to real facts obtained in the process of observation, when reading the textbook or reference materials (Mantovani, 1996).

A significant place is heuristic conversation in the process of generalization and systematization of knowledge. Heuristic questions can also be formulated for pupils' homework. Usually, on the basis of heuristic questions, pupils are led to find the correct answer, solve the problem, do the necessary conclusion. The most expedient heuristic conversation, provided that all the pupils have mastered the training material well and the whole class participates in it. Useful is a heuristic conversation based on subjective and abstract visibility (tables, diagrams) (Herring, 2008).

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 contradictions, new knowledge is needed that pupils find on the basis of search – objective or logical.

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 the process of preparation for a conversation, the teacher is planning her/his plan to provide a clear understanding of topics’ development, outlining the basic questions for pupils. If a teacher is experienced, these questions are short and precise; put in a logical sequence; awaken the opinions of pupils, develop their understanding of new material; the number of questions has to be optimal. The effectiveness of the method of conversation depends on *the teacher’s ability to formulate and ask questions*. Depending on their complexity, they are divided into:

- o questions about facts;
- o questions that require comparisons and appropriate analysis of phenomena;
- o the questions of causation and the significance of each phenomena;
- o questions that can be answered by disclosing the meaning of the concepts, substantiating general conclusions, using inductive and deductive findings;
- o questions that require proof (Houghton, 2018).

During the conversation it is important to pay attention to the quality of the pupils’ responses, both in terms of content and style. They have to be complete, well-informed and reasoned; accurate and clear, literally well-designed. If the pupil fails to answer the questions correctly, he/she will formulate more comprehensively for him/her, and if he/she cannot answer the questions in that case, it will be easier to ask a question, the answer to which will help to approach the correct coverage of the issue in its first formulation. In the course of a conversation, it is advisable to be the first to ask questions to the whole class, therefore, to call for the pupils’ response, to

make a differentiated approach to the pupils; poll not only those pupils who wish to take the active part at the lessons. The advantage is that the teacher can work with the whole class and with micro-groups of individuals, without a low control over their state of their knowledge.

If the activity is heuristic, every time, depending on different circumstances, a new system of actions is created. In the process of the activity of many automated actions periodically, as it is necessary, they repeated and reproduced; in this case the person relies on known schemes of actions.

However, all the activities, the more than the speech itself, cannot be completely automated; otherwise, we would have to agree that the person always says ready-made stamps, stereotypes or understands only well-studied material, known to her/his linguistic units. In fact, however, each time, depending on the situation of communication, such a statement appeared and it is adequate to the given situation. We can say that automated and heuristic components are included in turn, with the leading role of the latter.

The situations of the communication are changed in the process of communication constantly, their variants cannot be calculated. The speaker has to be prepared for the activity in such conditions, that is heuristic. And the ability to organize heuristic conversations needs to be developed specially. This should be directed towards the development of speech skills. The same happens in the processes of reading and listening: texts are always variational; their understanding needs special skills – the ability to read (or to listen).

The main feature of a contemporary foreign language lesson is providing the atmosphere of communication. Creating this atmosphere is not a tribute to the fashion, but a necessity that follows from the regularities of studying. If we want to learn to communicate and to successfully teach any activity it can only be adequate conditions, then creating an atmosphere of communication becomes a necessity for the present time.

The atmosphere of communication is based on a conscious discipline, on the interest not only in learning, but also in the personality of the teacher as a linguistic partner. Communication cannot be carried out under the conditions of “stick” discipline. Unfortunately, a certain part of the teachers believes that the severity of pupils will help him/her to bring order in the classroom. Perhaps the external order of wishes and will of the person be maintained for a while, but the atmosphere of communication will disappear. After all, it is also important for his/her linguistic, personal contact, and not for role-playing. Personal contact will not occur if the teacher interrupts the pupils, shows his/her dissatisfaction with the lack of knowledge of the pupil (Contexts of computer-mediated communication, 1992).

In such a way the best teacher is one who forgets that he is a teacher. Heuristic is a multi-valued concept. As it is known, “heuristic” comes from the Greek “I found”, which is a cry of joy at some kind of discovery or the emergence of a new thought. Heuristics is a science of how to make discoveries. The development of creative thinking in the learning process is to provide opportunities for creative knowledge in increasing complex of problem situations, which reveal general patterns. The creative assimilation of knowledge is so called discovery of a pupil of this knowledge.

A person who speaks in his/her native language, because of the large linguistic practice of communication, is aware of the conceptual content of the words he/she uses (although he/she does not always understand it and can not explain it). In the context of school education communication in a foreign language, when the language experience is too small, must be taught purposefully to establish such inter-party correspondences in a foreign language. This is necessary because there is such an interconnected relationship or inter-conceptual content relationship can be regarded as the basis of a free word-of-word.

However, if in the conditions of possession of the native language the person himself/herself understands the conceptual content of words, then when learning a foreign language, it is necessary to actualize in these cases the ability of the reception

of the interpretation of concepts. This allows pupils not only correctly combine words through the comprehension of their conceptual essence, but also to feel the mechanism of word formation in their native language.

The language situation is a key point in teaching foreign pupils' activities, that is the dominant principle in shaping skills and developing these skills – speaking, listening, reading and writing. Linguistic communication is always conditioned by the need of arising of forms of human activity. Every day he/she gets into a lot of different circumstances that require his/her intervention, decision-making. The construction of the educational-speaking situation begins with the choice of the subject of conversation, which determines the use of appropriate forms or lexical units.

The subject of conversation can be offered as:

- o links to real facts, events from life, circumstances, processes, relationships (for example, the birthday of a prominent person, the discovery of scientists);
- o visualizations of different types, for which there were applied scenes and subject pictures, diaphilms, schemes, photographs, etc.;
- o verbal description based on pupils' experience;
- o text in graphic or audio forms (Giustolisi, Vergallito, Cecchetto, Varoli & Lauro, 2018).

The subject of the conversation must be specified. In this plan it is necessary to distinguish clearly between the concept of an object and so-called colloquial topic, the study of which orientates the program and the process of studying foreign languages. The second case concerns only the thematic area, which can include many specific subjects for conversation. Therefore, the mistake will be, let's say, to invite pupils to talk about the topic "Sport". In this case, the task will be too general and actually pointless.

It is very good if the subject of the conversation proposed by the teacher is close to pupils, relates to the facts and circumstances of their lives. On this basis a strategy is developed for communicative approach for teaching a foreign language. It should

be noted that sometimes even a routine topic, if it can be formulated successfully, can carry a communicative charge. For the most part of conversations this happens when pupils are focused on the content of the conversation and give the opportunity to interpret it differently.

Such undiscovered topics, giving impulses for the conversation, leave the pupil a right to choose (to refine) its content and encourage him/her to express himself/herself and to form his/her own position, his/her own judgment according to a subject that clearly helps the process of its development.

Dividing pupils in pairs, picking up the subject of conversation and formulating the purpose of communication, the teacher is still not guaranteed that the conversation between pupils will take place. Different pupils are sitting in the classroom, including those ones who cannot afford the proposed task. Meanwhile, the goal is to ensure that each pupil takes an active part in the process of studying. Therefore, it remains to ensure the most important condition – a sufficient level of the language and its opportunities for each pupil. To this end, all or a part of pupils offer a great support for doing the tasks – in a form of individual cards, in a form of recording on a portable board, etc.

If pupils have good linguistic training, then this creates favorable conditions for direct access to communicative expression. This purpose is usually directed at solving a certain extra-curricular problem.

In organizing ***a communicative event***, the teacher should distinguish between the following steps:

- o the separation from the oral conversational topic of the subject of conversation and the formation of a communicative task. Pupils should, with their statement, solve a problem – to prove their superiority, to express their attitude, to persuade, to seek something and so on;

- o predicting the course of the conversation and specifying the necessary linguistic means for this. The subject of a special attention here must be structural

and include different elements (conjunctions, auxiliary verbs, etc.). If it is necessary, they are processed in addition;

- o the introduction of pupils in the communicative situation and the organization of heuristic activity in pairs or in the form of individual mass training (Mykhalchuk & Kryshevych, 2019).

As situational support we can use for such a statement drawings, pictures, photographs, schemes, etc. can be used. **Inventive teacher** will find many ways and means for organizing communicative activity. It is about introducing at the lesson the elements of the activity where the language would be as a mean of solving problems associated with it. Such language excursions will fit into the lesson if the teacher regularly uses a foreign language for each lesson.

Finally, the teacher suggests that pupils always have ready-made messages about something interesting from their own lives, from the lives of their loved ones or from reading some information in the press (Pauwels, 2005).

Contemporary methodological science emphasizes the importance of developing pupils' ability to communicate freely at a foreign language lesson. There has been a strong departure from practice, when pupils spend a lot of time in the mode of having more or less rigorous control by the teacher, until they master the linguistic material to the level of skills, and only in such a way they go to free form of communication. Communicative practice is the essential component of the lesson and, at the same time, the most problematic ones, since it is much more difficult to stimulate pupils to express their own thoughts than to get the correct, unambiguous answer from them.

One of the natural ways of free communication is a heuristic conversation. Each pupil as a practice in speech implies the development of skills clearly, logically formulate his/her thoughts, is able to do generalizations on the basis of examples, to conduct analogies, to evaluate priorities, to deduce reasons and to provide the ability to conduct a discussion. In such a way the pupils are able to listen without interrupting, can express their own mind relevant and clear.

Proposing the subject of the discussion, the teacher should not provide pupils with all the necessary information in order not to deprive them by their initiative. Pupils have to put forward convincing evidence independently, bring new facts, examples into discussion, and not only paraphrase ready-made ideas.

The success of the heuristic conversation depends, firstly, on the number of pupils involved into the process of discussion, and secondly how motivated there are their speech actions. If the attention of the participants is concentrated on the speaker, the motivation of the speech activity is rather high. So, absolute participation and high motivation are the factors that indicate the effectiveness of the conversation.

Optimally active heuristic conversation is one that involves all the pupils in the classroom that cannot be carried out when working with an entire class, that is conducting conversations in a centralized manner. The decentralization and grouping or regrouping of pupils make it possible to avoid this organizational disadvantage. The main thing here is to guarantee the heterogeneity or homogeneity of the groups so that there is no serious controversial relationships between the pupils. It is desirable that the composition of each group is permanent, this will help to eliminate stress and problems with each discipline (Wallace, 1999).

When working in groups the time of active participation of each pupil in the conversation increases. At the same time, the state of anxiety of shy pupils decreases, helping them overcome fear of mistakes. Also, the important is the physical aspect of group activity: the participants are close-range, face-to-face and turn to each other directly, personally. Auxiliary material is also necessary here. In addition, group activity opens opportunities for mutual learning: pupils correct each other, help to actualize means of expressions in the process of discussion. When working in groups, the role of a teacher constantly changes. From the instructor, the controller, the corrector he/she, if it is necessary, turns into an organizer, the assistant or a partner.

Sometimes ***heuristic conversation*** can take place ***as role-playing game***. In a role-game organization the class is divided into small groups or pairs of pupils. They

are offered close to real linguistic situations and roles for playing. The role-playing game reveals great opportunities for communicative practice. Reincarnation in different forms allows pupils to express the most diverse communicative intentions and mood according to the purpose of communication (Zasiekina, 2016).

The right choice of subject matter is equally important. The interests of pupils can cause material that it is as close as it is possible to their live-time orientations, while an unusual, exotic topic of the discussion can stimulate more lively response of participants.

The heuristic conversation is preceded by some ***preparatory activity***: pupils are informed about the problem of the discussion, after which it is advisable to carry out the exercise of “brain storm” (brainstorming), during which pupils express their ideas about this problem and note them to use in the discussion. Then the teacher divides tasks between groups, assigns leaders, distributes auxiliary materials. Here it is time to remind pupils about their rules: a balanced participation of all members of the group, providing respect for the leader, a ban on interrupting the speaker (Werry, 1996).

Encouraging discussion is one of the issues during a heuristic conversation. To organize all pupils the teacher can distribute separate issues between members of each group. Thus, a final solution of the problem is achieved by combining different versions. The end of the heuristic conversation is not the end of the discussion of the problem. The activity of pupils should be appreciated by the teacher and the whole class. Feedback can be made in different ways: summing up a representative from each group to the class, comparing the conclusions of different groups, comparing proposals and combining them into a general class version or simply repeating the discussion of one of the groups before the class (Schank, 1986).

The teacher concludes the discussion, summarizing the results of the activity. It is important to solve all issues of each problem, to find out all the differences in the points of view of the participants in the conversation.

The language situation arises when there is a problem that can be resolved through linguistic communication. In educational conditions, the discussed problem may occur spontaneously, of course, but most often it is created artificially for the purpose of learning a foreign language and in a case of solving the tasks of a particular stage of the activity. Language activities have the aim of solving the problem, may be carried out by two or more participants in different situations in the form of role-playing games, as well as in the form of discussion of the problem. In the process of discussing the background problem there is internal, mental activity, and the result of it is conclusions, new ideas.

Discussion of the problem is one of the forms of organization of the linguistic situation, that is a kind of linguistic situation is a methodological method of learning a foreign language.

The organization of the discussion or heuristic talk of the problem at the lesson involves some difficulties. In the process of methodological activity the types of problems can be used at the lesson. They are still poorly studied, often there is the teacher's inability to study the problem when discussing the problem. Also the peculiarities of pupils' intellectual activity there were not taken into account. Teachers are not purposefully developing special skills that are necessary for participation in the discussion, they do not always organize a problem situation taking into account the level of speech and intellectual training of students. These questions are the content of our research. Their solution will allow us to use the discussion of the problem with a sufficient efficiency as a methodological method of studying a foreign language (Osgood, 1988).

Problem statement is the initial moment of pupils' mental activity. Without the intensification of thinking, foreign speech was transformed into the formal execution of linguistic rules or the reproduction of finished texts. Common features of the problem statement are the presence of an unknown student, the direction of the students to solve each problem, their interest in solving cognitive difficulties that are arisen. In order to solve these issues, experimental training of pupils of 9-11 forms

was organized by us. To organize the discussion of the problem the obstacles were created by the way to reach the goal.

In the learning process it is always necessary to distinguish between two types of linguistic situations. This is primarily the natural situation that constantly arises in the classroom. They have natural language stimuli. Always there is necessary material for the development of a foreign language. However, it is not a pity, such situations cannot provide a full-fledged activity in developing the skills of unprepared reports on a variety of topics, based on different lexical-grammatical material. Therefore, it is necessary, in addition to the use of natural situations for educational purposes, also to use special language linguistic situations.

The educational linguistic situation is characterized by a number of distinctive features:

- o the linguistic situation in a life is always real, while the educational situation is imaginary;

- o the circumstances of the reality, which are in a particular living environment, as a rule, are sufficient for a particular linguistic reaction. They have to be detailed in the educational environment;

- o the natural language situation does not have, as a rule, a verbal stimulus for linguistic reaction: it appears itself, easily. The learning situation should have a verbal linguistic stimulus;

- o in the conditions of a real-life situation the direction and the nature of the human reaction are foreseen; in educational conditions the reaction of pupils to the teacher's proposed situation may be different, that is to have options;

- o the linguistic reaction to a real situation in the native language is always more emotional, living language supplemented by gestures, facial expressions and actions. That is, a part of the reaction of the subject is expressed by non-verbal means. It is difficult to simulate the activity of pupils in educational conditions, and moreover to cause an emotional reaction to solve a rather difficult task; students have no

opportunity to respond with actions, which, moreover, is not essential for the development of a foreign language;

o the natural situation and the more reactions to it are not repeated, they are unique, while the same linguistic situation pupils can “play” repeatedly.

Thus, there is a significant difference between natural and linguistic learning situations. However, this should not be an obstacle to the widespread use of language linguistic situations in the classroom (Nelson, 1995).

The educational linguistic situation is primarily due to the situations of linguistic reaction of pupils. Under the circumstances, the following components can be distinguished:

1. Description of the situation, which includes information on both the circumstances and the participants in the conversation.

2. Language stimulus as a reason that determines the direction, and then the language design. The language stimulus in essence means the attitude of the speakers to the circumstances, their specific position, which determines the direction, and then the language design. The pupil does not always find his verbal expression in the text of the situation, but his/her presence in a situation is obligatory. His/her absence actually leads to the destruction of the educational situation (Mykhalchuk, Bihunova, Bihunov & Ivashkevych Er., 2023).

To create a situation that encourages the exchange of ideas, you can use the following techniques: verbal description of the language situation, the use of illustrative visualization, the staging of the finished texts, the use of natural life situations. An important need for exercises that prepare pupils for a conversation is that they should, as far as possible, be performed orally. The lack of visual support is inherent in a natural conversation between people. For this purpose, it is necessary to make extensive use of technical means of training, in particular, a tape recorder. It can be replaced by one of the partners of communication. Pupils will respond to replicas recorded on a magnetic tape. At the same time, the pace of speech, the rate of reaction will be thought out in advance and calculated.

To create in a learning situation the natural situations of communication – the case is not easy and, if there have already been favorable conditions for this (even not predictable), to miss such a case would be unwise. Moreover, the violation in this regard of the moral progress of the planned academic activity does not threaten particular difficulties, since the absolutely same educational situation can be created without difficulty at any other moment in the educational process. On the basis of this it can be concluded that although the phase of natural communication situations and characterized by specific features that limit the time of its creation in the sequence of training stages, this time constraint is rather conditional. Cases of communication situations permeate the whole learning process and the presence of favorable conditions for this is the main criterion for success.

It is necessary to dwell on yet another specific feature of the creation of natural communication situations. The main obstacle to their creation in educational circumstances is that the pupil traditionally relates everything connected with the educational process to educational activity. He and his teacher perceive only as a person who sets up his teaching tasks and controls their execution. In this situation, the creation of a teacher of natural situations contradicts what is expected of him. In order to overcome this obstacle, the teacher must have the ability to reincarnate from the person who teaches the person who is in conversation. This ability should become one of its professional features (Mykhalchuk, Plakhtii, Panchenko, Ivashkevych Ed., Hupavtseva & Chebykin, 2023).

You need to mark one more detail. Since the opposite of evaluations is a decisive factor in the development of a conversation, the teacher must provoke it also when the students find out the unity of views. It is easy to achieve by taking, for example, the opposite position. This can be done if you do not risk being in a ridiculous position. In the extreme case, all this can give a humorous tint.

To this method of training is another requirement: it must ensure that pupils participate in the work of each member of the group. In natural communication situations, in particular, every member of the group should take more or less active

part in discussing the problem that has arisen. Some objective factors hinder fulfillment of this requirement. First of all, that in this group, as a rule, come individuals with different levels of oral proficiency. This, of course, puts them in unequal conditions. A student whose lower level of language proficiency is not always able to express what he is pushing for the created situation. However, he cannot refrain from speaking and express his opinion in his native language. This is absolutely unacceptable, since there is a danger of speaking in the native language. The teacher must, of course, resist this, say, insect misunderstanding. As a result of the inclusion of this pupil into the communication process is further complicated. It does not help that and the fact that students around it find that the level of language proficiency does not prevent successful coping with the same situation of communication.

All this leads to the fact that some pupils in the group take an active part in the discussion, and the other part either does not accept at all, or only from time to time. The role of the teacher as the helper in the learning process is to create favorable conditions for those who do not take part in the conversation. If he sees that a situation that is difficult for the pupil, he must quietly pass on the initiative to another who will not be difficult to cope with. It can ease the task by introducing some circumstances into the situation. What simplifies it? So, if the pupil began to speak, stopped in search of the right word or form, the teacher should, without emphasizing this, “return” the linguistic element which is lacking. In other words, he must make every effort to ensure that a non-initiative student has a sense of a successful act of communication in a foreign language. This will guarantee that in the future such a pupil will be included in the discussion of problems that arise in the situation of communication.

There is another important aspect of pupils’ activity regulation. Paradoxically, it is the need to sometimes restrain the natural language reactions of pupils. Such a need may arise when the content of the situation affects all members of the group alive and they will talk at the same time, interrupting each other.

Perhaps there is nothing wrong with this, although the teacher's control over the group should never be lost. But the main thing here is that when a teacher, having lost control over the conversation, practically falls out of it, pupils often switch to their native language. An experienced teacher usually involves the development of events and timely warns of such a transition. And if this does not succeed, then he must, without hesitation, get in touch and firmly, but without superfluous sharpness, stop the development of conversation in his/her native language. To the fact that in classes of a foreign language pupils can develop language activity only in a foreign language, the teacher prepares them in advance.

The use of so-called "provocative" issues is an important means of development, and in some cases, speech-inducing. "Provocative question" is a question when data is presented that in advance contradicts the known, possible, objectively existing situations. The main task of this technique is to stimulate the pupil's linguistic activity to protect the "truth", to make clarity and clarity in the unexpected misunderstanding, violation of established concepts. This method not only stimulates the pupils' speech, but also has the corresponding moral and educational value, since it teaches students to speak in defense of impaired justice. However, you should not abuse this technique. To ensure that pupils do not cease to perceive "provocative issues" appropriately, they must constantly find new subjects for them, and diversify their forms of use. Such a heuristic conversation that is closer to the natural one immediately activates the spoken language of schoolchildren, because it requires a quick reaction, that is, a direct combination of foreign speech with mental activity.

Working with the use of "provocative questions" requires a good acquaintance with the class and with the specific circumstances of the lesson. Of course, the teacher takes on more difficult and volume replicas, and the pupils pronounce short and simple remarks. However, nobody in the classroom feels and should not feel it. A live heuristic conversation unfolds. The teacher makes the pupils quickly respond to the said, invites their friends to this, if the answer is delayed, but necessarily

returns with a question similar to that given to the student whose answer for some reason was omitted. The result is that children forget that there is a lesson in a foreign language, which essentially carries out an exercise that develops their oral speech.

However, in the absence of the linguistic environment, the printed text was and will be the source material for teaching a foreign language. In methodical literature the double nature of oral speech has been emphasized more than once, which consists not only in speaking, but also in the perception of speech. It follows that teaching not only the expression of his thoughts in a foreign language, but also understanding the speech of the partner of communication. The latter must be taught specially. Some of the teachers do not pay enough attention to the development of perceptual skills, believing that such skills will appear in itself. However, it is known from practice that very often students experience the main difficulty not in expressing their own thoughts or in translating from their mother tongue into foreign languages, but in understanding the speech of an interlocutor, even when all the individual words are clear in it. This is due to lack of training in perception of hearing, the content in the auditory the analyzer heard.

In addition to written and oral sources of information, it is also useful to use visual clarity, both in pure form and in combination with soundtrack. Thus, well-known sources of information for the development of oral speech can be divided into four groups:

1. Text material read by the pupils themselves.
2. Material perceived by the vision (visual acuity).
3. Material perceived by the ear.
4. Material perceived by sight and hearing.

The text material includes monologues and dialogical texts from textbooks and manuals, texts of artistic, sociopolitical, popular science and professional literature. The materials perceived by the eye include various things of visual clarity, for example, thematic paintings, series of photographs, drawings, schemes, models, drawings on a board, etc.

The materials perceived by the ear are primarily record tapes and records by computer. It can also include the story or report of one of the best pupils, a teacher, or a native speaker of this language, who is in our country for study or internship. The main sources of information that is simultaneously perceived by sight and hearing are sophisticated films, diafilms, as well as thematic selection of illustrations that are shown through an epidemiologist with sound.

Scientists (Hiltz & Turoff, 1978) noticed that we are still far from understanding the physiological mechanisms that underlie the dynamic organization of speech thinking. Nevertheless, it is very useful, even it is just necessary to have an idea of the mechanisms of speaking.

After all, it is the work of **psycho-physiological mechanisms that ensures the development of speech in all its necessary qualities. These mechanisms are:**

The mechanism of reproduction. Many language researchers noticed that there were always elements of reproduction. The reproduction is quite diverse. It may be:

1. Full reproduction of structure and content without changes: in the same situation, in a new situation.
2. Partial reproduction, that is the transfer of content to several phrases taken from the text without changes.
3. Reproduction-transformation, that is the transfer of content in new forms.

The reproduction process can take place in two ways: we can use ready-made blocks in speech, in order to carry out our communicative tasks and can reproduce a little, simply because we are asked to recall it. Therefore, in the process of learning it is necessary to distinguish between reproduction: as a control of the learned, what should be avoided, because the mechanism of reproduction works while not in those conditions; as an indicator of speech, which needs to be widely used, because the speaker reproduces the finished elements in the presence of a speech (and not some other) task for its solution.

The mechanism of choice. First of all, you should limit the choice of the language sample. It seems that they are based on somewhat different mechanisms.

With regard to the choice of words, the thoughts of scientists were though not contradicted, but not very specific. We, for example, believe that in connection with the limited time in time on the issues discussed, a person chooses what “lies ready”. And what does it mean – “to be ready?” We also note that the training of the case and the case matter in the selection of words. What does a “case” mean?

More precisely and concisely a scientist (During, 1999) was answering the question that we are interested in. In his opinion, the choice of words is influenced by: the meaning of the message, the communicative purpose, the sign and situational environment, as well as the relationship between the speakers, the recipient's features, the common life experience, etc. This means that the word “overgrown” with associative ties with various factors; The more such connections, the higher the “readiness” of the word to call it in the language. Of great importance there are the associations of words with each other: the more they are stronger, the faster the choice is made. Of course, the choice of words is not fashionable to automate to the same level as the choice of structures. But, if you can at least list the factors that influence the choice of words, it is hardly possible to do this for language samples. Probably such a factor can be considered an associative connection of the grammatical form with its function in certain language situations, with a communicative purpose.

The mechanism of combination. Determining the combination, scientists (Cyberpsychology, 1999) write that under it must be understood a process of phrases and sentences in which the pupil uses his/her familiar components of language in new, not known from past experience combinations. However, the combination can occur not only at the level of phrases and sentences (phrases), but also at the level of abstract unity (statement), topic, several topics.

As combining units, the word, a syntagma, a phrase can be used. Particular attention should be paid to syntagma. Why? All our language, as we know, consists

of “automatic currents” and pause between them (pauses of hesitation). The automatic flow is carried out just within syntagma. It is precisely the mobile unit itself. Therefore, syntagma needs to be used more widely in language learning. The combination mechanism is one of the central basic mechanisms of language ability. Mechanisms of reproduction and choice obey this mechanism, “work for it”. On the other hand, reproduction and selection are improved precisely in the process of combining (Cummine, Cribben, Luu, Kim, Bakhtiari, Georgiou & Boliek, 2016).

In a case of ***the mechanism of combination***, one of the most important qualities of speech remains is productivity. The ability to combine also depends on the course of the language, its novelty, and its other qualities as a product. It is no coincidence that scientists (Bosco & Gabbatore, 2017) said that the language mechanism rotated on the mechanism of combination. Combination occurs when speaking depending on the language task. Therefore, it is methodically important that the exercises in the combination of material are performed not for the sake of combination, but with a communicative orientation.

The mechanism of construction. Some methodologists argue that the mechanism of design is like a “spare output” used difficulties in speech. Do cities have cases when we deliberately apply language rules and construct a phrase? Almost never, if we speak speech at the level of skill. Actual awareness of linguistic rules (in deployed or curtailed to any type of code) is possible, of course, but this only indicates an inadequate level of ownership (as, for example, in the process of learning a foreign language), and not about what should be in the norm.

A man, of course, constructs some linguistic units into the speech process. But these operations are carried out not on the basis of rules, but on the basis of the analogy with the abstract model, which is preserved at the physiological level, on the basis of the feeling of language, the perception of the permissiveness of a design, its contradiction in the structure and spirit of a language. The construction can take place at the level of phrases and paraphrase unity. The design mechanism is close to the combining mechanism, but does not coincide with it. Situational conditions of

communication are so varied that an urgent re-design of existing stereotypes is often needed.

As is known, the transformational model of the origin of language has a great influence on the English Methodology (Birren & Warner, 2011). According to this model, the speaker gives birth to phrases, transforming them from a certain set of nuclear structures. By the way, some scientists (Akimoto, Takahashi, Gunji, Kaneko, Asano, Matsuo, Ota, Kunugi, Mazuka & Yoko, 2017) warned about the mechanical transfer of transformational grammar to the practice of teaching. Methodists, however, did not listen to his words, diverting the mechanism of transformation to the rank of the main mechanism of creation. As a result, the textbooks were filled with transformational exercises, but this did not bring success. And could not bring it. After all, the mechanism of modification of the pronounced phrase (its part) or the phrase that appeared in the mind of the speaker, but rejected on the basis of its inadequacy any condition: the status of the listener, the tactical plans of the speaker, style, etc.

The mechanism of warning. Outside the activity of this mechanism, there is no statement if it works on the level of phrases or paraphrase unities. In order for the speech to be smooth and its elements fit into a certain normalized time, there must be a so-called warning of what it will be said later. A warning can occur in two plans: in a structural plan and in a content one. In structural terms, warning is possible at the level of phrases, when the first words are spoken, the design of phrases and the level of utterance is warned, when the whole of its design is also warned, which allows giving birth to statements without long pauses between individual phrases.

Is this fact what is a methodical value? Certainly. The mechanism of warning is a product of experience, it must be developed specially, there are no certain exercises, and not a hope for its spontaneous formation. In the content plan the warning is prediction of a result in speech situations. This prediction helps the speaker build his/her statement.

The mechanism of discursiveness. If the warning mechanism “presides” the process of preparing speech expression, then the mechanism of discursiveness controls the process of its functioning, observes it, that is, it implements the language strategy and tactics of the speaker. Working fully at the level of actual awareness, this mechanism:

1. Evaluates the situation with regard to its purpose (speech strategy).
2. Receives feedback signals (replicas of the partner, his/her non-verbal behavior) and makes decisions “on the go” (speech tactics).
3. Attracts the necessary (available from the speaker) knowledge about the subject of speech, the situation, etc.

It would be seen that all information the speaker already knows how to do with the use of his/her native language, and what are specifically forms of the mechanism of discursiveness in teaching foreign language is not required. But practice shows that this is not in the case: the entire transfer of operations from the native language does not occur.

Conclusions to the first Chapter

In the research it was shown that the concept of **teaching method** is rather complicated. It is conditioned in a great degree by the complexity of the process that is intended to reflect this category. That is why discussions on a more precise interpretation of this term are still not stopped. However, despite the various definitions given to this concept by different scholars, it is possible to note somewhat in common, which brings their points of view closer together. It is a question of the fact that most authors tend to consider *the method of teaching as a way of organizing the scientific and cognitive activity of pupils*.

In didactics there are **different criteria, approaches to the classification of teaching methods**:

- according to the sources of transmission and the nature of perception of information: verbal, visual and practical;
- according to the main didactic tasks to be solved at a particular stage of study: methods of mastering knowledge, developing of skills and abilities, application of the acquired knowledge, skills and abilities;
- on the nature of cognitive activity: explanatory-illustrative, reproductive, problematic presentation, part-search, research.

Researchers distinguish three large groups of **teaching methods** (each of them involves several classifications), which are based on:

1. Organization and implementation of educational and cognitive activity.
2. Stimulation and motivation of educational and cognitive activity.
3. Control and self-control of educational and cognitive activity.

The goal of “learning to communicate” is now universally accepted. Of course, to teach the ability to communicate in a foreign language is attractive and necessary. However, should this only be defined as a goal? Such a goal tells us that a person must know how to speak, read, listen, and write, if he/she already possesses a certain level of language ability. So, even in this case, not all functions are well known: it is not determining the function, which takes a place in the process of communication, allows the person to speak the language. Possession of a foreign language, for example, allows a person to defend his/her beliefs and opinions.

There are two types of communication: verbal and nonverbal.

Verbal means of communication. They include types of speech activity, of which, first of all, need to be highlighted:

1. Productive activities: speaking and writing.
2. Receptive activities: listening and reading.

Nonverbal means of communication. They include:

1. Paralinguistic (intonation, pause, breathing, diction, tempo, tone, melody).
2. Extra-linguistic (knock on the door, laughter, crying, noise).

3. Kinesthetic (gestures, facial expressions).

4. Proxemic (posture, body movements, distance).

Scientists believe that the communicative process is inadequate if we distract from its nonverbal means. These tools make ***a great contribution to communication***:

- focus on one or another part of a verbal message;
- warn what is transmitted verbally;
- fill in or explain pauses, indicating the intention to continue his/her statement, to search for some words;
- keep contact between the partners of communication and regulate the flow of speech;
- replace a separate word or a phrase;
- delayed duplicate the contents of the verbal message.

The listener must be able to “read” mimic, body movements, intonation, pauses.

Communication is usually carried out in two forms: oral and written, each of which has its own specifics. ***Oral form is characterized by***:

- 1) the richness of intonational design;
- 2) a large amount of paralinguistic information (facial expressions, gestures);
- 3) a certain pace; otherwise, the temporal connection with the situation will be lost;
- 4) a high degree of automatics, on what basis and the pace it is based;
- 5) a contact with the partner of communication;
- 6) a specific set of linguistic means;
- 7) linearity in time, since it is impossible to return to a certain segment of conversation.

The ability to plan the conversation consists of the fact that each of the participants in the communication organizes the chain of their replicas so that will be the optimal way to achieve the realization of their task (taking into account the optimal reaction of the partner). The ability to plan its strategic line in dialogical communication in a foreign language corresponds to a similar ability in

communication speaking by the native language, but the content side of the planned correlates in these two cases with the form of different languages. Even if in the native language the skill of strategic planning of the pupil is developed, the full transfer of this ability into space of foreign communication does not occur due to the connection of the formal and the content of the parties. The degree of the development of this ability in relation to the native language certainly influences the ability to plan the course of conversation in a foreign language, and conversely, the development of this ability in foreign language classes can contribute to improving the mother tongue. Therefore, the development of the ability to plan the conversation in a foreign language is necessary. When developing this skill, it is important to remember that some of the set of “intermediate” speech functions can be used to implement any language task. So, in order to get information about something, you can tell about your desire, the need for this information, ask to tell, use different types of requests, not forgetting that at the right place you can hear and appreciate the information. For each speech problem a set of the most frequent (in certain situations) “intermediate” speech functions and their location, which may vary in separate parts, if it is possible, but retains the general logic of solving the speech problem. The discovery of such logical functional chains and their variants, the use of them in the form of support is important for rationalizing the management of the conversation.

The following three skills can be developed at both ***the special and non-special stages of the discussion***.

The ability to respond adequately to the replica of the partner is due to the choice of such a functionally deterministic speech act, which would be combined with the functional orientation of the replica-stimulus in accordance with the situation. For example, depending on the situation of the request, there may be the following reactions: promise, refusal, request, advice, etc.

The ability to provoke one or another language action is due to the fact that the speaker should be able to present such replicas-stimuli, with which could follow the replica-reaction of the desired functional orientation.

The skill of functional manipulation within a single replica at the level of several speech actions involves the ability to present deployed, complex replicas. Complementing replicas can go in different directions, for example, to be a combination of several speech actions that correspond to one language task. For example, if the linguistic task of the first partner is to tell where he/she spent his/her summer holidays, one of his/her replicas may have the following structure: message-refinement-assessment. If the purpose of the first and second partners is to get information about how each of them spent the summer, one of their replicas may be the following: message-request.

Conversation is a learning method that involves questions and answers. The essence of this method is that the teacher, through skillfully raised questions, pushes the pupil to actively play the material outlined for his/her more profound understanding and assimilation. By appointment in the educational process there are distinguished: an introductory conversation, conversation-message, repetition, control.

An introductory conversation is conducted with pupils as preparation for laboratory lessons, excursions, to study new material. Conversation-message is based predominantly on observations organized by a teacher at a lesson using visual aids, board records, tables, drawings, as well as the material of literary texts and documents. Conversation-repetition is used to consolidate the training material. Checklist is to test pupils' knowledge.

By the nature of the pupils' activity during the conversation, they distinguish the following main types: reproductive, heuristic, catechism.

The essence of **the heuristic (Socratic) conversation** is that the teacher skillfully directed questions leads pupils to form new concepts, conclusions, rules, using acquired knowledge, observation. It resorts to it only if the teacher is properly

trained, his/her mastery of the method of teaching and the appropriate level of thinking of the pupils. This method is valuable if the teacher, with the help of correctly selected questions and the correct conduct of the whole conversation, can attract all class pupils to active work. This requires knowledge of the psychological characteristics of each pupil and the appropriate selection of different ways of questionable form of learning.

So, **a heuristic method** requires careful evaluation, especially since many teachers use it without proper criticism. It is noteworthy that even in the courses of didactics little attention was paid to the philosophical foundations of the question-answer method given by Greek pedagogy. At the very least, when someone sets the Socrates method in relation to his philosophy, he does not draw any appropriate conclusions from this assessment of the method itself. However, these philosophical foundations are of great importance to the method and, only after considering them, one can correctly evaluate the method itself.

The doctrine of Socrates about the knowledge that **heuristic method is based upon**, includes the statement of **the faithful and the wrong**. The faithful is that man from nature is characterized by a desire for absolute truth. This desire arises not only from the material needs of life and from the struggle for existence, but is the property of the human spirit as something intangible. Therefore, a person is not satisfied with the so-called positive knowledge, the source of which is our senses, is not content even with the knowledge of the laws of nature, which is subject to this sensual world, but aspires to knowledge of the foundations of life, to the knowledge of the supersensible world. The process of cognition, therefore, is active. Its activity is manifested not only in the quest for knowledge, but also in the fact that a person imposes on the content of the form of cognition, in all its degrees, its imprint. The human mind can be compared to a lantern that illuminates the path to truth. But the light of a lantern has its own characteristics, which depend on them to a large extent on a cognitive process.

A heuristic way of presenting a new material can have a good effect, provided that this method is used deliberately and in accordance with the psychological characteristics of children. **A heuristic method** 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 it to a wider path.

Heuristic conversation requires active reflection aimed at creating problem situations that should be solved on the basis of a comprehensive analysis of these situations, suggestions, comparisons, etc. Heuristic conversation is used mainly at the stage of comprehension of new material. Based on the questions of this type of conversation, pupils establish internally objective connections between the objects themselves. The question should be put in relations to real facts obtained in the process of observation, when reading the textbook or reference materials.

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 contradictions, new knowledge is needed that pupils find on the basis of search – objective or logical.

In the methodology of the conversation, it is important not only the content of the questions, but also their form. Questions should be short and accurate, their task is to orient students to reproduce knowledge or to search for a creative answer. Alternative questions that need to be answered “yes” or “no” should not be formulated; questions should not give students the correct answer. If the students 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.

Chapter 2. Experimental testing of the effectiveness of using heuristic conversation at the English lessons in a modern school

2.1. Organizing of the previous stage of the experiment, the analyses of its results

Organization of heuristic conversations at the English lessons at the Alternative school KrOK of t. Kropyvnytskyi, involves some difficulties. In the methodological researches the types of problems that can be used at the lesson have not been studied so far, the teacher's actions have not been adequately researched when discussing the problem, the peculiarities of pupils' intellectual activity were not taken into account. Teachers are not purposefully developing the special skills necessary for participation in the heuristic conversations, they do not always organize a problem situation taking into account the level of language and intellectual training of pupils. These questions were the content of our research. We believe that their solution will allow us using the discussion of the problem as a methodological approach for teaching a foreign language with sufficient efficiency. In order to solve these issues, experimental training of senior pupils was carried out. Classes were divided into groups: experimental (E1, E2) and control ones (C1, C2). So, were marked:

E1 – 10-A (15 people)	C1 – 10-V (11 people)
E2 – 10-B (12 people)	C2 – 10-G (14 people)

The organization of the lessons using the method of heuristic conversation was carried out according to the following scheme (see Table 2.1).

The problem was “the initial moment of the thought-making process”. Without the intensification of thinking, foreign speech was transformed into the formal organization of linguistic rules or reproduction of finished texts.

Table 2.1

Mechanisms, means, receptions and conditions for organizing a heuristic conversation at foreign language lessons

A heuristic conversation			
Mechanisms	Conditions	Means	Receptions
reproduction	natural	reference to real	analysis
choice	special	facts	comparison
combining		visualizations	contradiction
designing		verbal description	
warning			
discursivity			

Common features of the problem statement there are “the presence of the unknown material for pupils, staging pupils to solve the problem, to increase their interest in solving cognitive difficulties which are arisen” (Алхазішвілі, 1969: 51). The problems that were proposed for discussion were differed in their content. Typical were moral and ethical ones, socio-political and scientific problems, also cognitive ones. The type of problem was taken into account when choosing a way to organize a heuristic conversation at the lesson.

The analysis of pupils’ responses was organized according to the level of their success proposed by us:

Level 1 – the pupil understands the simple fable texts, text-descriptions, has a lexical minimum, but allows a lot of mistakes in Grammar, does not know how to express his/her opinion, how to translate the text.

Level 2 – the pupil perceives by hearing and directly communicating the basic content of texts and conversations, but still is not able to either express or retell the content, has a lexical minimum, knows the basics of Grammar well.

Level 3 – the pupil does not only understand and perceive texts and conversations for listening, but also is able to translate this or that text, to answer the teacher's questions.

Level 4 – the pupil highlights the key words in the text or conversations, in addition to the lexical minimum also has additional phrases and expressions through which they are able to express their views.

Level 5 – the pupil does not only highlight key elements of the text or conversations, but also is capable to make up dialogues, is able to prone to creative thinking.

Level 6 – the pupil performs creative tasks not only at home, but also in a class, is able to respond to unpredictable situations, has a large vocabulary, both active and passive.

Thus, the low level was considered the 1st and the 2nd; average ones are the 3rd and the 4th; high levels are the 5th and the 6th.

In groups C1, C2 training was organized according to the traditional method, and in groups E1, E2 – according to the experimental methodology, according to which an obstacle to the goal was created to organize the discussion of the problem. So, at one of the lessons we discussed the problem of pupils' summer vacation. The organization of the discussion of the problem consisted of several successive actions of the teacher. Initially, the teacher reported the generally accepted information about the summer rest, which did not cause contradictions among the pupils. Then the teacher asked to support this information with examples from the classroom's life, to define the purpose the pupils set before them during the summer holidays. The problematic situation arose after the teacher created an obstacle to one of the goals.

Teacher:

- What do you usually do when you spend your summer holidays in town?

C1.

Pupil 1:

- Well, I can't tell exactly, but usually I go to my friends and spend time with them.

Pupil 2:

- I never stay in town for my summer holidays. Usually I go to the village to visit my grandparents. I am not able to see them during the year so it will be a great pleasure to spend some time with them.

Pupil 3:

- I am a big football fan. So, it's not a problem for me to stay in town for summer. If something like this will happen, I'll play the football game all the summer with my friends.

C 2.

Pupil 1:

- When I stay in town I do nothing. I watch TV, listen the radio, play the computer games.

Pupil 2:

- I don't like to stay in town for a summer. It's not interesting. That's why on each summer holiday I go to the camp.

Pupil 3:

- I always stay in town for summer holidays. Only in summer I am able to finish all my affairs.

Teacher:

- Imagine that you can't go to the camp and have to stay in town. What will you do?

E1.

Pupil 1:

- Each summer I do everything in order to get to the summer camp but if, for any reason, the situation differs I'll try not to get bored and I'm sure my friends will help me.

Pupil 2:

- My hobby is reading books and listening music, so if I am not able to go to the summer camp, I'll find an interesting book to read or go to the discotek party with my friends.

Pupil 3:

- To my mind summer camp is the only way to spend an interesting holidays and I shall be sad if I stay in town.

E2.

Pupil 1:

- I believe there are many ways to make a holiday interesting and exciting. For example: to have a walking tour into the mountains, to have a picnic in the forest, or to spend a nice time on the beach.

Pupil 2:

- Of course, you can, but to organize one of these ways of a rest you must make some efforts. In contrast to a summer camp, where everything has already been done.

Pupil 3:

- But it's not interesting to use the inventions of the others. We are able to make up something new. Don't you think so?

The obstacle on the way to the usual and easily achievable goal served as the incentive for foreign language learning activities of pupils.

Another way of organizing a discussion of a problem situation was to use several options to solve problems from which pupils chose the best. For example, when organizing a discussion of the problem "What is the best hobby?" the teacher conducted a questionnaire and found out the preferences of the pupils. In teacher's address to the pupils, he/she noted that each of their preferences in their own way is interesting and useful. Then the pupils had a task with identifying the most exciting and useful lesson. The choice of one of several solution options stimulated foreign language activities of the pupils. In the same way, the discussion of the following

problem situations was organized: What is the best way to spend your leisure time? What is the most interesting way to travel? What do you want to be?

Teacher:

- The week-ends are coming. Each of you have your own plans to spend a free-time. Very often we can hear different discussions about the best ways to spend the leisure time. What is your opinion according to this? Is it important to choose carefully the way of spending your leisure time or let it go by itself?

E1.

Pupil 1:

- I think that we don't have to sit and choose what way is better and what is not. It's not for us to decide. Everything must be natural. When you want to do something the only thing you need is desire. Only in this case you will have the real holiday, not expectable and surprising.

Pupil 2:

- I totally disagree. In order to have a good leisure time you must plan it beforehand. Of course, you can't plan every detail but in general you must know what to do. To my mind planning a walking trip is better than just sit, read a book and wait for a somebody's call.

Pupil3:

- Easier said than done. It never happens as you wish. Sometimes it seems to you that everything is planned and nothing can go wrong. But you cannot tell beforehand what can happen and your dream can be broken to pieces.

In control groups the discussion of these topics was carried out according to the traditional question-answer methodology.

Teacher:

- What can you tell me about your leisure time? Where do you prefer to spend it?

C1.

Pupil 1:

- I am always looking forward for my free-time. In this period, I can finally relax and do whatever I want.

Pupil 2:

- The leisure time is the most precious time for me. I prefer playing chess because I am a big fan of this game.

Pupil 3:

- I don't have any leisure time so I can't say what I prefer. During so called "leisure time" I have practical lessons with my tutor.

The important place in the teaching of a foreign language was moral and ethical problem situations. They had not only educational but also cultural effect on schoolchildren. To organize a discussion of the moral and ethical problem the teacher reported to the pupils incomplete output data. So, to create one of the problem situations on "What is wrong?" a great introduction of the teacher and a series of sequential pictures were prepared. In the introduction, the teacher set a problem for pupils in the form of a problem: "One day some pupils went to the theatre. They were two boys and three girls. The performance was splendid but the girls didn't like their visit to the theatre. Explain why the girls didn't like it. Find the answer in the cards". Після цього учні переглядали картки і аналізувати поведінку школярів в театрі: "The boys didn't help with their coats and hats. The boys spent too much time eating their cakes and drinking lemonade, and they came back late to their seats". These facts allowed the pupils to fill in the information that was missing during the problem setting and to conclude some moral and ethical norms of conduct.

Incomplete output, without which the search for an answer to the question put by the teacher was impossible, served as an incentive for the thought-making activity of pupils. Similarly, it was organized the topic "The world around teens is full of problems".

After the introductory word of the teacher, the pupils were asked to write a letter of how they would like people to behave in their ideal world. Then a discussion of the topic was held: “The relations between friends”.

At the previous stage pupils were invited to discuss the words of famous people regarding friendship.

Teacher:

- The sea of friendship is now calm and beautiful. But sometimes it can be horrible and dangerous! Do you want to sail in it? Are you sure you are ready for that voyage? There are some expressions of famous people written on the blackboard. Agree or disagree with them and prove your ideas. It will be your ticket to our ship.

“Be slow in choosing a friend, slower in changing.”

Benjamin Franklin

“The best way to destroy your enemy is to make him your friend.”

Abraham Lincoln

“Money can’t buy friends, but you get a better class of enemy.”

Spike Milligan, Irish comedian

“Associate with men of good quality, if you esteem your own reputation, for it is better to be alone than in bad company.”

George Washington

This task helped the pupils to determine their position on friendship in such a way, and also helped to reduce the fear of expressing their own thoughts before the whole class. Here are some of their answers.

E1.

Pupil 1:

- I fully agree with Benjamin Franklin. Choosing a friend is a very important mission and we mustn’t make it easy, otherwise we may choose the wrong person and feel sorry for the rest of our lives.

Pupil 2:

- People say: "Tell me who is your friend and I'll tell you who you are." I couldn't say better. Everybody knows that to find a real friend is very difficult. But when you have found such person you must do everything in order not to lose it.

E2.

Pupil 1:

- I prefer the expression of Abraham Lincoln to the expression of Benjamin Franklin. Because we all know the fact that from love to hate is one step and on the contrary. And a loyal enemy can be turned into the loyal friend. Of course it requires great efforts, but such friend is dangerous because under the certain circumstances he may turn back into the enemy.

Pupil 2:

- Spike Milligan had a very good point. Though money and friendship cannot be put into one line, we all aware in the importance of it. But on the other hand, I must say that it doesn't matter how much money your enemy has, the only thing that can be better is the method he will use to destroy you. That is a disadvantage. You can also see a good point of such enemy. He can teach you lots of useful things and for the future you will know how to protect yourself correctly.

Pupil 3:

- I can only partly agree with George Washington. Yes, there are some people who prefer loneliness to a bad company. but it is very difficult to be lonely. Mostly it depends on the character of the person.

The task for control groups was simply to express their views on the above-mentioned expressions.

C1.

Pupil 1:

- As for me I like to choose friends fast without thinking. That's why I have a lot of friends.

Pupil 2:

- I liked the expression of Abraham Lincoln though I can't even imagine how to make your enemy your friend.

C2.

Pupil 1:

- I don't agree with the expression of Spike Milligan because, for example, rich people have a great number of friends and acquaintances. With their help they can do everything and not to be afraid of anything.

Pupil 2:

- I like the expression of George Washington but I can only partly agree with him. Sometimes bad company has its own advantages. I mean after spending time with such company you already know what to expect from your enemies.

The next stage was the consideration of problem situations.

E1.

Teacher to pupil A:

- You notice that your friend B doesn't look very well. Find out what the matter is. Give your friend a word of advice.

Teacher to pupil B:

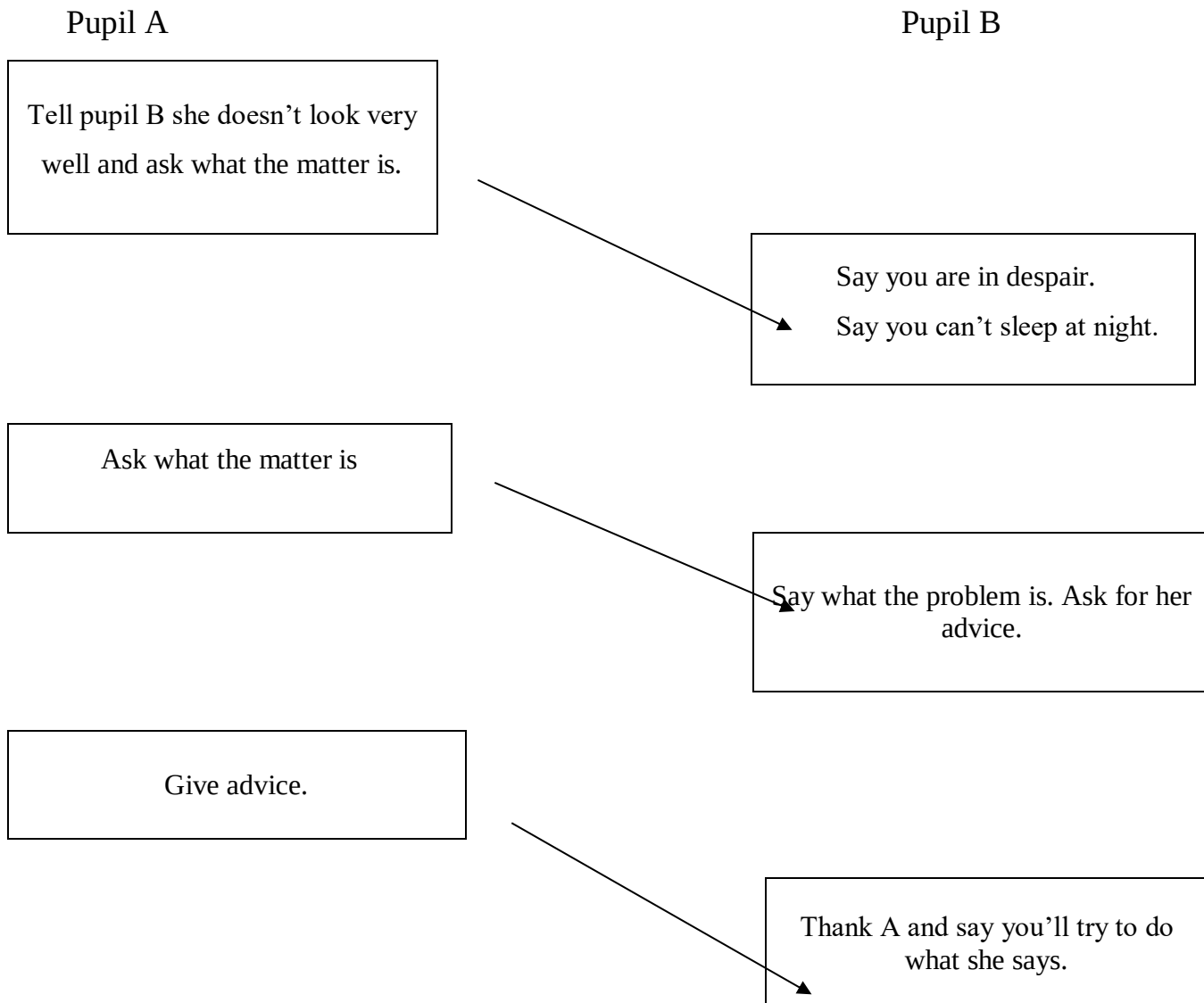
- You are worried. You can't sleep at night. You're tired of your relationships with your boy-friend. You are really good friends with him. But the problem is he explodes about little things and takes the blame out on you by punching you. Ask pupil A for her advice.

In the process of a heuristic conversation, the pupils were offered a table for help.

After that the teacher turns to the whole class with a question:

- Do you agree with your classmate's opinion? Will it be better to leave her boy-friend without any explanations in order to save her nerves, or to have

a serious conversation and find the way out of this situation? Prove your opinion.



Pupil 1:

- To my mind it will be better to have a serious talk about their problems and to discover the reasons of his behavior. Maybe it is just a misunderstanding. But in order to make all these actions she will have to try hard otherwise there will be no result. We all know that to achieve something you need to use the best efforts you have ever had. If she wants to stay with her boyfriend and be happy it is necessary for her to take hazards and decide the destiny by herself. Nobody will help. It's all up to her.

Pupil 2:

- You are probably right. But don't you think that it will be much easier to forget about everything negative that you've had and to start building the relations from the very beginning. While discovering the reason you can make everything only worse. I guess it's high time for them to move in different directions. They both must realize it and leave taking a good memory with themselves.

Pupil 3:

- I agree with you only to a certain extent, but still, it seems to me that she must have courage and face up all the problems. Only after that she will be able to get rid of this headache. To mind it doesn't matter what difficulties you may meet in your life. The only thing that matters is the way you will stand before them.

Similarly, a discussion of the next problem situation was held.

E2.

Teacher to pupil A:

- You are Scott Timid. You haven't spoken to your best friend for over a week. The problem is – he keeps borrowing things from you – CDs, books, your tennis racket, your baseball mitt – and never returns them. Ask pupil B what he thinks about it and ask for his advice.

Teacher to pupil B:

- You are Ross Brown. You haven't seen Scott for a long time. He looks troubled. You find out that Scott has rather a serious problem. He needs some advice.

To help the pupils there were given a table that guided them when looking for the necessary answer.

Pupil A

Pupil B

Say that you have
rather a serious
problem

Say you haven't seen
Scott for a long time. Tell him
he looks troubled.

Ask pupil A what the problem is.
Ask pupil A what he thinks about it.

Say what you think
about it.

Ask pupil A for advice.

Give advice.

Say you will think it is over. Thank
pupil A.

Teacher:

- Talk from your own point of view by making "I" statements: "I don't think you realize how much this is boring me...", "I felt terrible when..."

Pupil 1:

- I'm sure that friendship is a very important thing. Even if you see each other not so often as you wish. We must remember that true friends don't give up on each other when they see a few faults.

Pupil 2:

- I see your point but there are such people who are not worth protecting. In our case I think Scott Timid's friend is one of these people. Real friends must support each other – that's true but they mustn't make use of their friendship. When you take something you must give something in turn.

Pupil 3:

- I see what you mean, but put yourself on his place. He may have had some problems and Scott said "hello" in the wrong time. Don't think you know why your friend did what he did. That's impossible. Instead try to understand and support him. Believe me he will tell you everything when the time comes.

Pupil 4:

- If I were Scott I would find it difficult to accept such friendship. To my mind the main point of friendship is to have a person whom you could talk with, open the deepest sides of your heart and therefore to release all your pain and troubles. If Scott Timid doesn't possess such little but very important thing his friendship cannot be called real.

Pupil 5:

- I'm not sure you are right about it. So, what if you haven't spoken to your best friend for over a week. Sometimes I don't speak with my friends for a year or even more. But it doesn't mean that we have stopped being friends. That's first. And second, borrowing things is not a sin. Maybe he just have no time to give it back. It doesn't mean that he is a malicious thief.

This stage was organized only in groups E1, E2 as part of the experiment, so when at the end of the lesson the teacher asks pupils to draw conclusions, we can see the effectiveness of the above-mentioned stage, which helped pupils to see the positive and negative aspects of the topic having been discussed.

Teacher:

- So, tell me is it easy to be a young person? Is youth one of the best periods in our lives? Maybe the problems of the youth are not so serious as it seems to us. Prove your point of view.

C1.

Pupil 1:

- Each period of our life has its own difficulties and youth is not an exclusion. It's not an easy part of our life but it can be the happiest one. We just have to try and turn it into the right direction.

Pupil 2:

- As for me being young means being careless. You know that there are parents who will take care of you and solve your problems. So, all you do is entertainment and satisfaction.

Pupil 3:

- I don't agree with my classmates. They do not exactly understand what they are talking about. Adolescence is a high time to start living a life of grown-ups. It's time to make mistakes and correct them.

C2.

Pupil 1:

- I like being young. There are so many things you don't know but going to learn. It's fascinating and exciting. It goes without saying that there are some disadvantages but it's not interesting without them.

Pupil 2:

- For me it is difficult to be a young person. The dependence on the parents is the most unbearable thing. You can't do anything without their permission, you can't even go for a walk without warning. It all makes me mad.

Pupil 3:

- How can you even say such things? Our parents are worried about us. We cannot earn money by ourselves yet, that's why we totally depend on them.

Isn't it logical to ask their permission or to warn them about our actions? I think it is.

E1.

Pupil 1:

- Youth is a special time for any person: he or she is no longer a child and not yet an adult. And young people have some problems special to this period of life. One of them is the problem of finding oneself. Some teenagers still remain in a condition of Great Uncertainty: they don't have particular interest or hobbies; there are no particular aims in their lives. That's why they are in a constant search, which sometimes makes them choose the wrong way, for example drug addiction. I think if a person has a goal in life, or there is something in the world that interests him or her very much, that person is lucky. A wide range of interests is a sign of an intelligent and broad-minded person.

Pupil 2:

- Everybody thinks that youth is the best period of life. But young people have as many problems as grown-ups. The problem which alarms me most of all is the problem of planning my future career. It is essential to have a good job. And to get a good job you have to be well-educated. So, after leaving a secondary school I should choose a university. After graduating the university, you have another problem. How to find a good job? Unemployment is a sore point in our country.

Pupil 3:

- Nowadays teenagers have rather difficult lives. They have so many problems. The main ones are: hard drugs, diseases, such as AIDS, problems with adults, early pregnancy and of course violence and crime among youth. Our world is facing a drugs crisis. The greater part of teenagers is using, or have used drugs. This is the main problem in the world, I think.

Pupil 4:

- Because of drugs boys and girls become angry. They lose their connection with their parents, and misunderstand them. They don't have a lot of communicative problems. Teenagers don't have much money to buy drugs, so they must steal. And using drugs evokes such a dangerous illness as AIDS. Drug addicts are aware of their illness and with this their lives end.

Teacher:

- I see what you mean, but how do you think this problem must be solved between parents and their children or it is much wider and deeper?

Pupil 5:

- To my mind our government should take the first step in stopping this problem and prevent the selling of drugs. Besides our government should lead different educative programs, such as "Stop AIDS", "Say No" or something like that.

Pupil 6:

- Even in schools we should have lessons dedicated to these problems. So, to my point of view, we should stop drugs. Teenagers should think about their future life. They should have dreams about their future career. And even if they are given drugs, they should just say "No".

E2.

Pupil 1:

- As for me the number one problem among young men is conscription. In our country all boys must go to the army (of course, if they haven't got a serious disease). It doesn't mean that I don't want to carry out the duty of a male citizen of our republic. But our army is like a prison today, with violence, bad food and poor clothes.

Pupil 2:

- I think that military service should be a job; a professional army would be more organized. Of course, this problem can be solved by the government but even they cannot solve it now.

Pupil 3:

- But adults must remember that the young are society's future. If the present generation of youths grows up to be "lost", we have no future.

Pupil 4:

- Every day we have to make important decisions. It's very hard to make them in youth, because we are not children, for whom the world is so simple, and not yet adults, who have life experience. In this transition period teenagers are very changeable, full of self-criticism, frequent changes of mood, dissatisfaction with their appearance.

Teacher:

- Teenagers are also easily influenced by others; don't you think so?

Pupil 5:

- I agree. And just in this period a great number of people begin to smoke, communicate with different groups. But I think you should love yourself in order to find the right way in life and place in society.

Pupil 6:

- I guess you should not only follow your wishes, but also fulfill all your duties in time; control yourself. I would like to say that we shouldn't be illiterate. Ignorance makes unemployment a sore point.

Pupil 7:

- So, we are responsible persons and we should respect ourselves and other people too. And to respect yourself means to wish yourself happiness and try to make your dreams come true.

Thus, at this stage it was possible to trace the growth of pupils both at the moral and ethical level and also at the linguistic level. As we see at the beginning of our research, the pupils were not very active, using only the active lexical minimum that they had long been familiar with it. However, they subsequently began to use the expressions offered to them in the Discussion List to make their thoughts and

convictions franker. They came out from the influence of their classmates, became more active and more independent.

We have proposed a formula for determining **the effectiveness of the implementation of a heuristic conversation**:

$$Ac = (Rac/N) * 100\%, \text{ where} \quad (1)$$

Ac – class activity in % depending on the number of active actions which influence on the effectiveness of the heuristic conversation;

Rac – the number of manifestations of active actions by each pupil during this heuristic conversation;

N – a total number of pupils in the classroom.

The results of pupils' activity in the course of this experiment can be summarized in Table 2.2.

Table 2.2

Pupils' activity in the heuristic conversation depending on the level of their success in communication (a previous stage of the experiment)

Levels of success	E1 (%)	E2 (%)	C1 (%)	C2 (%)
1 level	29	25	7	15
2 level	32	30	10	25
3 level	40	41	38	43
4 level	60	63	52	50
5 level	81	80	60	62
6 level	85	85	70	75

2.2. Organizing a forming experiment, analysis of empirical results

For organizing a forming experiment, we selected themes that required from pupils not only to state facts, express their own thoughts and ideas, but also to find ways to solve a particular problem, formulate new ideas in relation to a particular

issue. In this case a great importance was played to moral and ethical problem situations, which arose in those cases when pupils were offered with the help of already existing knowledge and ideas to find a new solution to one or another problem.

For example, during a lesson on a moral and ethical theme: «What does it mean to be happy?» – a small talk was prepared by the teacher.

Teacher:

- What is happiness? It's really difficult to define such a complicated feeling. Different people look for happiness and experience it in their own way even if they have similar ideas about its main characteristics. Some people consider happiness to be cloudless existence, others as unceasing struggle. Some people thank for being satisfied, for having good sleep, for being healthy. But others are unhappy when they are short of objective possibilities to prove what they are able for. What are your opinions?

At the initial stage the Roundtable was carried out. Pupils sat at a round table with each other, took a piece of paper with the word “Happy” written on it and recorded the words and phrases that were associated with this word.

Happy

<i>joyous</i>	<i>lively</i>
<i>pleased</i>	<i>laughing</i>
<i>merry</i>	<i>in high spirits</i>
<i>comfortable</i>	<i>satisfied</i>
<i>delighted</i>	<i>happy as a lark or a king</i>
<i>lighthearted</i>	<i>sparkling in seventh heaven</i>
<i>cheerful</i>	<i>glad</i>

The next step again was a group work. Think-Pair-Share. Pupils should find the second part of the sentence.

The lines of the verse “Wisdom” are written on separate cards, pupils have to put them together to make a poem.

Wisdom

Life is an opportunity – take it!

Life is a struggle – fight it!

Life is a tragedy – face it!

Life is love – enjoy it!

Life is a song – sing it!

Life is a puzzle – solve it!

Life is a sorrow – overcome it!

Life is a game – play it!

Life is a gift – accept it!

Life is a journey – take it!

At the next stage pupils were offered a table ABC of Happiness. Pupils read each point and discussed, and in the end the teacher asked what advice they considered the most important.

The ABC of Happiness

Aspire to reach your potential ~ Believe in yourself ~ Create a good life ~ Dream about what you might become ~ Exercise frequently ~ Forgive honest mistakes ~ Glorify the creative spirit ~ Humour yourself and others ~ Imagine great things ~ Joyfully live each day ~ Kindly help others ~ Love one another ~ Meditate daily ~ Nurture the environment ~ Organize for harmonious action ~ Praise performance well done ~ Question most things ~ Regulate your own behavior ~ Smile often ~ Think rationally ~ Understand yourself ~ Value life ~ Work for the common good ~ X-ray and carefully examine problems ~ Yearn to improve ~ Zestfully pursue happiness ~

These exercises and tasks expanded understanding of the term Happiness by pupils, helped lexically enrich their level and eventually brought them to the most important stage of the lesson.

Teacher:

- What does the word happiness mean to you? Do you agree with the statement: “To be happy means to be rich”? Could money buy happiness? What is the most important in happiness? Name the main values of happiness. I’d like to hear your answers on all these questions. Be objective, don’t use the ideas of your classmates.

E1.

Pupil 1:

- In our difficult time to be rich actually means to be happy. People have lost their moral qualities. The welfare for them is more important than lofty feelings like love, kindness and compassion. They think only about money, because their children are not provided with all things they need. They want their children to get good education. For that people need a lot of money.

Pupil 2:

- I can’t but deny that in our time you need much money to realize your dreams. You need money to travel, to buy books, to get knowledge, but rich men can be unhappy. Having a lot of money some wealthy people feel alone in this world...

Pupil 3:

- ...and on the contrary, there are a lot of cases when poor people are really happy.

Pupil 4:

- To my mind, money cause a lot of problems such as the ways to earn, to save, to spend... We can’t buy love, respect, friendship, honour, etc.

Pupil 5:

- Yes, it’s obvious, you can’t buy happiness for money. If people are rich it doesn’t mean that they have no problems. In my opinion to be happy means not only to be honest with people who surround you, but also be honest with your soul.

Pupil 6:

- I agree. People can't buy such values as health, love, respect for money. I know many examples when not so rich people are happy. I believe that a poor man can be happy if he has harmony within his soul.

Pupil 7:

- My classmate has mentioned such value as health. I consider it to be a very important component of happiness. Don't you know the cases when the men of property have problems with their health? You should keep souls' and bodies' states in good conditions. If you are healthy, you are happy. It's obvious.

E2.

Pupil 1:

- It's known that some plain people consider the early mentioned statement to be true. No doubt, they are down-to-earth people. Wealth is not eternal. I disagree with this statement. For me to be happy means to be free. Money serves to realize our dreams only.

Pupil 2:

- Actually, happiness is an abstract notion. You can't but agree that some people are happy being rich and powerful, others are happy having a good family. Some people are happy to have a successful career, others are happy in their solitude.

Pupil 3:

- As for me, I'm happy to have such great parents. They are so kind to me! Can you buy family ties for money? Of course not!

Pupil 4:

- I hope I'm a happy girl, because I'm not ill, I have a good family, many friends. I study at a wonderful school! It is the best! Giving a definition of happiness you never think of money.

Pupil 5:

- No jewelry can substitute happiness. No money can make such a miracle as a warm word of dear people, their tiny present, not so expensive, can make us happy.

As we can see previous exercises have trained pupils first and foremost lexically to express their own thoughts. However, as we know, not all pupils have the same level of foreign language skills. That is why, as we could already observe from the given conversation, some replicas were wider, more thorough, more saturated, and others were smaller, more concise, shorter. However, the purpose of our research is not only to improve the level of knowledge of pupils, but also to overcome their fear of expressing their own thoughts and ideas to their classmates. Therefore, if the pupil's replica does not satisfy the teacher's requirements, in our opinion it is not at the proper level, we need to help the pupil, suggest several expressions that will diversify his/her replica, but in no case do not show directly to the pupil what he/she said is not enough, otherwise the pupil will close in himself/herself, and this will not help us in our research.

In control groups a lesson on this topic was organized according to the traditional system of question-answer.

C1.

Pupil 1:

- Happiness has a great number of definitions. Each of us has it's own understanding of happiness. As for me I believe that this word can be discussed from different points of view: money, health, education, family, friends. But only one thing is out of the question – happiness is totally positive notion.

Pupil 2:

- I don't need much in order to be happy. This state is easily achieved: tasty food, parties and sleep. That's all I need.

Pupil 3:

- You can't be serious! Happiness is much more abstract notion than yours. It consists from the questions about eternity: what are we, how to reach the real happiness etc.

C 2.

Pupil 1:

- I don't like to be fully happy. It is not interesting. You must lose something in order to value the good things in your life otherwise you will never appreciate the gifts of the nature.

Pupil 2:

- I can't believe you saying this! Each person has a dream to be fully happy, one way or another. So, what you are saying is nonsense!

Pupil 3:

- I don't agree. If we have everything and there is nothing to wish for we shall never understand what happiness is. We'll take it for granted. And this is not good.

As we can see, the effectiveness of the lesson organized in the control groups is quite different from those lessons carried out in the experimental groups.

In the organization of scientific and cognitive problem situations, the inadequacy of the experience of pupils and their knowledge for the fast and unhindered solution of the problem was used. It was required pupils to go beyond well-known information; it was required self-search, resourcefulness from their side. The text "The boy with the best idea" was used as a model for solving one of these problems. After introducing the pupils, the contents of this text, the teacher posed the following problem to them.

Teacher:

- Do we have boys and girls with the Best Idea? You want to know how wide the river is. But there is no boat or bridge, you can't swim, and the river is deep, so you can't walk across the river. How can you learn how wide the river is?

E1.

Pupil 1:

- I'll try to answer that question though I doubt that my idea will be the best. As for me I would try to make a little boat from wood and sail on it to the middle of the river, then I would take a long piece of wood and put it to the bottom of the river with the marks made forehead. The result is obvious. In such a way I would learn how wide the river is.

Pupil 2:

- I don't agree with you. Why do we need to make so many efforts? Imagine how much time you will spend at first making a little boat than rowing on it to the middle of the river and back. It's not an ancient time. Nowadays we can learn about any river we like, just ask.

Teacher:

- I'm sure you can. But this question is not about the technology or some modern methods. This question is about your bright mind. If the situation is similar to this, what will you do?

Pupil 3:

- Considering the situation from this point of view then I must say that the first Idea was the Best. Nobody could say better.

Teacher:

- I believe you'll agree that the owner of the first Idea deserves a prize so as we all consider him to have the Best Idea.

Unlike experimental groups, control group pupils failed in solving the problem, which indicates the traditional method for dealing with problem situations, which were not effective in control groups.

The above ways to create problem situations is: an obstacle to the goal, the choice of one of several options for solving the problem, incomplete outcomes, the use of pupils' knowledge in new conditions, the collision opposite in terms of the views, inadequate experience, according to which pupils have knowledge, the task

of doing business – all these was not necessarily secured by a certain type of problem situation. For example, the collision of the opposite views in terms was used to organize not only socio-political, but also moral-ethical and other types of problem situations; the choice of one of several options for solving the problem allowed to organize scientific and cognitive situations. The use of this or that method of organizing a problem situation was largely determined by the content of the material embedded in its basis.

Correct formulation of the problem served as the initial stimulus for activating mental activity of pupils. It was then important to support their activities.

E1.

Teacher:

- What will you do after leaving school?

Pupil 1:

- I think I'll go to work as a turner. I learned that trade at school.

Teacher:

- Really? That's good. But why not enter a polytechnical institute and become an engineer? You were so good at physics.

Pupil 1:

- Probably I'll do that in a year or two.

E2.

Teacher:

- Will you try to enter a university after school?

Pupil 1:

- To tell the truth, I'm not sure I shall.

Teacher:

- why, you pay so much attention to your English?

Pupil 1:

- Yes, I really do. I believe a foreign language will come in handy in my life. I want to meet Englishmen, talk with them or exchange letters.

It was such a task that was carried out through a heuristic conversation, which included a series of questions that guided the discussion and then brought the pupils closer to the correct conclusion. Thus, when organizing discussion of the problem of Beauty – Physical and Spiritual, the teacher used the following questions to reach this purpose.

Teacher:

- What does the word “Beauty” mean to you? What kinds of beauty you can distinguish? Do you agree with the existence of physical and spiritual beauty? Which of them you consider the most important? Where is each of these kinds the most noticeable? Is it possible to combine these two kinds of beauty?

E1.

Pupil 1:

- What is beauty? In my opinion nobody can answer this question exactly. So many people – so many opinions. In different times people understood beauty in different ways. For example, let’s take woman’s beauty. In the Middle Ages a beautiful woman first of all had to be fat. Slim women were not in fashion. In the 18-19th centuries and earlier corsets came to Russia from the West, from the European countries. Then fat women weren’t considered beautiful. All ladies tried to follow the fashion and to make their waists thin. As for beauty nowadays, well, I think there are no definite ideas about theirs. You can look as you want and as you like. So, I can distinguish women’s beauty and men’s beauty. They are both different but very important.

Pupil 2:

- All people are different: fat and slim, white and colored, fair and dark-haired, tall and short. All of us know it and practically none of us agree with it. It’s very difficult to find a person who is pleased with his or her appearance. But in most cases, we forget about spiritual beauty. Most of our

time we devote to physical and not a spiritual beauty. I consider them to be the most important constituents of a person.

Pupil 3:

- Women especially are not pleased with their appearance. Women with dark hair dye to make their hair fair. People with smooth hair curl it in locks; those who were rewarded by nature with locks carefully uncurl and smooth it with different gels and foams. People with dark skin dream of becoming white (some even succeed in the realization of this expensive dream). Short people, on the contrary, wear boots with high platforms; and tall people, on the contrary, wear boots with flat soles. In such ways we try to be beautiful. To my mind physical beauty is more important than spiritual. When we meet a person for the first time what do we notice at once? Physical beauty. Especially women's beauty.

Pupil 4:

- But not only women may be attractive; men may be handsome too. Here we also collide with different tastes and ideas. As for me, I think that the most handsome man must be tall, with short and fair hair, neither thin nor fat, blue-eyed, and with a dazzling smile. But that's only my opinion. And, by the way I'd like this man to be handsome not only physical but also spiritual.

E2.

Pupil 1:

- Beauty may be in art. There are many kinds of art: music, painting, architecture. Nowadays there are a lot of musical styles – pop, dance, jazz, modern, instrumental, rock, metal and many others. As for me, I like pop, dance and hip-hop. Other people like classical music; some enjoy metal and hard rock. Music is a beauty too. It reflects human life and feelings. I don't understand these music styles, but others may hate pop music. Everybody understands music differently.

Teacher:

- How do you think music concerns to the physical or spiritual beauty?

Pupil 2:

- Of course, it is more spiritual beauty than physical. Music shows all the aspects of human nature, not only the positive but also the negative ones.

Pupil 3:

- What do I mean when talking about spiritual beauty? I mean the beauty of the inner world of the person – kindness, responsibility, readiness to help without any reward, friendliness and other traits of character that make a person beautiful in his or her spirit. Such person will give warmth to the people that surround him or her. In my opinion, a real beautiful person must combine physical beauty with good traits of character.

K1.

Pupil 1:

- Beauty is one of the favorite words of me. This word consists of a great number of associations for me. One of the majors is art, especially sculpture and painting.

Pupil 2:

- Beauty means for me means nature. Nothing can be more beautiful than nature. It can demonstrate so many miracles that we cannot even imagine.

Pupil 3:

- Literature can easily be called the kind of beauty. When reading books, you open so many beautiful things and they include all other kinds of beauty.

K2.

Pupil 1:

- Beauty is the most abstract notion I have ever knew. It may have so many meanings that we can't even imagine. That's why it is so difficult for me to give a certain explanation of it.

Pupil 2:

- In different periods of my life, I understood the beauty on my own way. When I was a child, I considered my mother to be the most beautiful person in the world. Now the word beauty associates for me with the masterpieces of art.

As we see, pupils in groups E1, E2, answering the questions of the teacher themselves, on their own, came to this or that conclusion. Then, as the pupils in the groups K1 and K2, though they expressed their opinion, but did not open anything new and revolve around the same thoughts.

The effectiveness of a conversation depends on the activity of the topic that is selected. If the topic is interesting to the pupils, they are happy to answer the questions, express their thoughts and views.

In a case to facilitate the linguistic task, as well as to enhance the mental and linguistic activity of pupils, the teacher recommended them to express their thoughts freely, to offer original, even the most incredible solutions. This technique, which has been used repeatedly, is called **brainstorming**, and it is used for organizing discussion of scientific and cognitive types. The use of this technique required the following rules: all ideas were accepted and endorsed, no matter how far it is a problem from the a solution, they stressed the importance of not only quality but also the number of ideas, critical notes are completely excluded from the use of the teacher, the pupil's skills are approved use ideas in their decision, expressed earlier by other pupils, but only if pupils can develop them to the other side, class work is evaluated only after discussing the problem.

This technique was used when we were discussing the topic "Choosing a profession". At the beginning of the lesson the teacher gave the pupils "List of some common professions" to increase the level of proficiency of the pupils' vocabulary. Then pupils are offered a psychological test "What motivates you?" After that, the teacher asks questions.

Teacher:

- Why do people work?

E1.

Pupil 1:

- Man works to earn a living. The work that a man does to earn a living is called by various names: occupation, vocation, business, job, trade, service, ministry. To have a job is very important for a person. You not only earn the money but have a chance to realize your abilities.

Teacher:

- What is essential in any occupation?

Pupil 2:

- Working with others and doing your best is essential in any occupation. I think everyone will agree that making a good contact with people and having a best result at work is the most important.

Teacher:

- What may happen if the tasks you perform do not satisfy your employer?

Pupil 3:

- The employer will not have money to pay, or raise, wages, or do necessary research for improving products, to make building repairs; so you won't have opportunities there.

Teacher:

- What elements should be present for an activity to be considered work?

Pupil 4:

- The essential elements of work are: effort, energy, goal, physical activity, mental activity, profit. Each person who wants to have a good, respective, financially secured work must keep everything in its hands.

Teacher:

- What is work?

E2.

Pupil 1:

- Work is any effort put forth to complete a particular goal.

Pupil 2:

- Work is the way of realizing one's personality.

Teacher:

- What motivates a person to select a particular vocation?

Pupil 3:

- It can be money, position, benefits, interest, companionship, desire to serve others or have a sense of identity.

Pupil 4:

- I think a person selects a particular vocation according to its abilities and talent, likes and dislikes.

Pupils of control groups were not able to express clearly their answers to these questions.

After this conversation the pupils were given the task:

“List this motivates in the order of priority”.

- Since a salary paid is based upon the value of the services performed, higher paying positions come with increased experience, knowledge and skill;
- With every position come privileges, but with those privileges also come greater levels of responsibility;
- Benefits may include such things as vacation time, paid medical insurance, and sick pay. If you're motivated mainly by the benefits of a particular occupation, you'll keep moving from position to position as more benefits are offered to you.

The next step was to express pupils' views on statements about their future work, success and the future in the whole.

1. Your future begins with whatever is in your hands today.

E1.

Pupil 1:

- Our lives will start after finishing school. Where we shall go, what we'll do, it's depending on us and only us. Nobody can make this choice instead of

us. We make our future by our own hands. That's why it is so important to make the right decision and not to lose time.

K1.

Pupil 1:

- My future fully depends on me. So, I'll try not to spoil it.

2. A successful life is often expensive. It will cost you something to become a champion. Time. Energy. Focus.

E2.

Pupil 1:

- This statement proves that if you want to be rich, successful you must have a lot of money. But to have money you must work hard. There are some people who don't consider honest way of making money to be the right one. But I don't agree. If you want to have a satisfaction from your successful life you must deserve it honestly.

K2.

Pupil 1:

- Everybody wants to have all the conveniences in life. But it is known that such conveniences cost a lot. The only way out is to find a good job.

3. Knowledge is power. The difference between failure and success is information.

E1.

Pupil 2:

- I fully agree with this statement. I believe that knowledge is one of the constituents of success. In order to find a good and respectful job or to make a career you must be well-educated otherwise there will be no chance to make a success. Knowledge always will be the most active power of the progress. Thanks to it, nowadays we live in the epoch of technology and financially it helps to cure mortal diseases.

K1.

Pupil 2:

- Information always was and always will be the main source of human life, nobody can argue with that.
- 1. Champions simply make an extra attempt.

E2.

Pupil 3:

- Almost each of us has the ideal person. We admire this ideal, try to do everything in order to be a little bit similar to this ideal. We consider it to be supernatural or genius. Nobody can even think that this person is only a human, a usual being just like us. The only achievement of this genius or champion is that he makes the best of his in order to have a good result, he makes an extra attempt.

K2.

Pupil 3:

- I don't agree with this statement. To become a champion, you must have a talent and not everybody possesses it.

The last task on this topic was such as: the pupils were distributed cards, on each of it was written a brief description of the person. Pupils were offered to advise this person to choose one or another profession, based on these characteristics. The list of some common professions that was provided at the beginning of the lesson was useful here.

As we see the introduction of the heuristic method of learning was carried out with the help of a variety of techniques, they all connected the creative thinking of pupils, developed their autonomy and abilities to communicate.

The intellectual and linguistic activity of pupils during the discussion of the problem largely depended on how much they were prepared for it. Therefore, before discussing the problem pupils were given the task of finding the necessary illustrative material (for example, pictures and photographs from newspapers and magazines), and the most trained pupils independently found the necessary facts. This element of

the study of pupils' intellectual and linguistic activity added a creative discussion – their statements became more independent and original, in addition, there was an “information inequality” between the participants of the discussion necessary for the exchange of information.

In this way, the issue of “Environmental protection” was discussed. Pupils prepared information in advance on this topic. The lesson started with the pupils' reports. Then a discussion of this problem was held. The pupils gave answers to the following questions from the side of a teacher.

Teacher:

- Why is the environmental protection so important for us nowadays? What kinds of pollution do you know? Which of them you consider to be the most dangerous? How can we provide the environmental protection on the Earth?

E1.

Pupil 1:

- Environmental protection is one of the major problems of nowadays society. People take care of the progress of science and the development of technology. But we must realize that science will never give us the formula of the fresh air or water, vanished plants and animals won't be back. Till it's not too late we must start paying attention to the Earth.

Pupil 2:

- Our natural resources have been totally exhausted. We've taken from the earth everything we could and keep still taking. Careless disposal of pesticides and chemicals; all out of materials from the atmosphere; land pollution, air and water pollution, destruction of wild life and it's only a half of all the damage we've done. All of these kinds are dangerous. You can't distinguish one or another. It's impossible. Instead we must try to find a way out of this situation.

Pupil 3:

- Animals are called the younger brothers of the human beings. But do we treat with them in accordance with this statement? I don't think so. We don't want to understand that people depend on flora and fauna. If all the animals disappear the human beings will disappear either.

E2.

Pupil 1:

- The earth has still a great number of resources. Nature will always restore itself. We must explore all the riches of our land. Don't be afraid to use and take something from nature it will help to increase economic production for the future.

Pupil 2:

- You are quite right. In such a way we'll give to the land a chance to renew itself. We'll plant trees, enrich the oceans with new species of fish.

Pupil 3:

- But what about the old species, should we let them die?

Pupil 4:

- The land is known as the major source of all the resources. Don't you realize that the life on the Earth has existed for millions of years, centuries? And it will never die! Even if there is danger, our society will be so developed by that time, that living in such conditions won't be a problem at all.

Pupil 5:

- It's a pity you think so. I wish you were with me and together we could raise our economy. We must take the lion's share of all the earth's resources, after all that's why the nature exists.

C 1.

Pupil 1:

- Environmental protection is considered to be one of the main problems in all the times. It needs a great energy and money to turn the nature into its better state.

Pupil 2:

- I think sooner or later or nature will die and nobody can prevent it.

C 2.

Pupil 1:

- The living of human beings totally depends on the nature but we don't appreciate it and for that we shall pay a great cost.

Pupil 2:

- Don't be so pessimistic. It's not too late. We can still change everything, just try!

The organization of the heuristic conversation on the problem was considered as a means of teaching a foreign language. Therefore, the actions of the teacher were directed not only on the activity of the pupils' intellectual and linguistic activity, but also on the profound assimilation of their linguistic material, and the use of it in speech. These tasks were solved during the general preparation for discussion of this problem, which consisted with the gradual transition from reproductive speaking with the use of supporting texts to heuristic speech with the use of lexico-grammatical supports and finally to provide self-expression on the problem. At the same time, the heuristic conversation which was discussed all the new aspects that allowed maintaining the pupils' cognitive process at a high level. In the process of preparing for the final stage of the conversation, the pupils learned the language material, but the problem of correction of mistakes remained relevant. A "linguistic way" was used to correct mistakes. It was used according to the fact that each mistake was imperceptibly corrected during the dialogue between the teacher and the pupil: in the replica of the teacher as if the content of the statement of the pupil was refined, while the correct language form in which the pupil made a mistake; in his/her reaction to the replica of the teacher, the pupil again formulated the thought, adhering to the linguistic norm. In order to repeat the pupil's statement using the correct linguistic form, the teacher used replicas of type:

Do you really think that...?

I didn't know that...

Do you agree that...?

Who else thinks that...?

An important condition for successful organization of the discussion was the concern for the formation of analytical and synthetical qualities of intellectual activity of pupils. The lack of pupils' ability to analyze the problem was in that they, having the necessary linguistic material, could not clearly identify the subject of their statement, they could not always see the various aspects of the problem, missed the essential details that could be said during the discussion. In order to form pupils' analytical qualities of the intellectual activity, the teacher helped them to elaborate the subject of the statement, drew their attention to various aspects of the problem having been discussed, developed a lexical-grammatical scheme of words of pupils, words and expressions of whom served them as a facilitative step.

To discuss topics "What are human rights?" the pupils were offered ***the following exercises as a facilitative step.***

1. Listen to the following definitions and say in one word:

- A rule made by authority for the proper regulation of a society;
- Something one may do or have by law;
- A person who is the property of another and bound to serve him;
- Not a slave, not in the power of another person, having personal rights;
- Condition of being free;
- Freedom from danger;
- Not the same;
- To treat with consideration;
- Having done wrong, being responsible for wrong-doing;
- Building in which guilty people are kept (against their will)

Teacher's tips: law, right, slave, free, freedom, safety, different, respect, guilty, prison.

Those pupils who give the correct answer write it on the board.

2. The following task: Pupils read the Universal Declaration of Human Rights (UDHR) and identify three reasons that define human rights and explain what they understood from the text.

3. The pupils hand out the Declaration of Human Rights and give a task:

- On your own, list at least three rights you think should be guaranteed.
- Next, share and discuss your individual lists with the group. Then select no more than ten rights you all agree are important.
- List your group's choices on a blackboard so that everyone in the group can see them. Compare them to the rights selected by other groups. Which rights do all groups have? Which ones do only some groups have?
- Make general headings and place related rights from all groups together.

4. Match an English word or word-combination with its Ukrainian equivalent:

<i>to release</i>	<i>в середньому</i>
<i>prisoners of conscience</i>	<i>віра, переконання</i>
<i>belief</i>	<i>звільнити</i>
<i>to get a fair trial</i>	<i>чинити тиск</i>
<i>to put pressure</i>	<i>вимагати справедливого суду</i>
<i>to handle</i>	<i>в'язні сумління</i>
<i>on average</i>	<i>пожертвувати</i>
<i>donation</i>	<i>регулювати</i>

2. Teacher:

- Why do you think many people spend their free time and money trying to help other people? What are human duties and responsibilities?

E1.

Pupil 1:

- As far as I know such people are called lowers and it's their job to take care of our problems. So, first of all it is only because of the money. Their profession has a good salary.

Pupil 2:

- I don't agree with you. I think that such people truly want to help all the suffering persons they know. And it's not because of the money.

E2.

Pupil 1:

- I consider the most important responsibility of mime is the treating with other people in a friendly manner. We are all human beings with our own problems but don't make our negative sides to absorb us.

Pupil 2:

- As for me the most important responsibility is to take care safety by not threatening, hurting others. As long as we live in a peaceful world we are in safe. We don't need to worry about something.

C 1.

Pupil 1:

- I would have never agreed to take care about other people's problems without any salary. Maybe that's why the lowers are considered to be rich people on the west.

Pupil2:

- I was never interesting for me to learn other people's rights. For me it was enough to know my own duties and responsibilities.

C 2.

Pupil 1:

- It is difficult to help people with their problems. A man of such profession must be strong morally and physically.

Pupil 2:

- to my mind such person must possess the only quality – love and sympathy to others.

During the development of the lexical-grammar scheme, pupils formed a plan (in which the teacher was active in its formation) and the ability to set judgments and facts in logical sequence. They also learned to conquer the process of speaking the only linguistic plan that promoted the formation of synthetic qualities of intellectual activity of them. This was also the task of formulating briefly the main conclusion, presenting the main idea in the form of a summary.

The work showed that in order to successfully involve schoolchildren into a heuristic conversation of the problem, it was important to form not only analytical and synthetic qualities of intellectual activity of them, but also the ability to state facts, comment on them, argue and counterargument in the course of the conversation. The formation of this complex of skills began with the study of the statement of facts. Initially, the discussion of the problem took place in the form of exchange of a well-known information by a pupil. The facts used by him/her complement each other and in their totality, pupils were sufficient for confirmation of this or that situation. The facts, which the pupils stated, were collected in one story and this allowed pupils to make a generalization and to formulate a conclusion at the end of the heuristic conversation.

Formation of the ability to comment the facts involved the more complex language activities of pupils. They were supposed to not only inform the information, but also to add their messages with illustrative material, express their own attitude to the subject of conversation, provide the necessary explanations.

The experience of the commentary taught the pupils to the extended statement and was necessary for the formation of the ability to build an argumentated message. When constructing this message the pupils formulated the thesis, supported it with the necessary evidence and concluded (while using the ability to state facts and comment on them).

Further activity was devoted to the formation of the ability to build statements with the counter-arguments. Such a statement included the discussed thesis, an expression of disagreement with it, a protective thesis, its confirmation by means of appropriate evidence and a final conclusion.

Ability to counter-arguments in the process of discussion was considered as the most important indicator of the level of language and intellectual training of pupils. This level was taken into account when assigning tasks.

The most simple and achievable task was to find out the facts that were mostly used during the recording of the experiment, the most difficult is to construct statements with the counter-arguments. The level of pupils' achievements, their individual characteristics were also taken into account when choosing a form of discussion and talk organization. Three basic forms of organization of intellectual and linguistic activity of pupils during the solution of the problem were used: reproductive, heuristic, research ones.

Discussion of the problem in the reproductive form was justified in those cases where the level of success restrained the mental and linguistic activities. Language material was proposed as a possible version of the statement in this problematic situation. There were usually a few of such options. The reproduction of the linguistic material allowed the pupils to take part in the collective work. In this statement, the elements of autonomy were approved.

The reproducing form of speech and a degree of speech activity was a necessary stage of working with pupils not only on insufficient (1, 2), but also on average (3, 4) and normal (5, 6) levels of success, as participation in the heuristic conversation required the assimilation of linguistic material; In addition, imitative speech was created the basis for the subsequent complication of the intellectual-linguistic task and the inclusion of elements of heuristics (that is, the independent decision and construction of the statements) and the elements of the research into the sphere of linguistic activity.

The results of the effectiveness of the forming experiment can be summarized as a table (see Table 2.3).

Table 2.3

Activity of pupils of experimental and control classes depending on the success of their communication during a heuristic conversation

Levels of the activity	E1 (%)		E2 (%)		C1 (%)		C2 (%)	
	Previous stage	The last stage	Previous stage	The last stage	Previous stage	The last stage	Previous stage	The last stage
1 level	29	30	25	30	7	0	15	0
2 level	32	36	30	34	10	0	25	2
3 level	40	45	41	50	38	5	43	5
4 level	60	70	63	75	52	6	50	10
5 level	81	89	80	91	60	10	62	12
6 level	95	99	85	97	70	15	75	15

There is a statistically significant relationship between the levels of pupils' achievement and the manifestations of their active actions that contribute to the effective progress of the heuristic conversation as a whole. This is confirmed by the data of the Spirman correlation coefficient on 5% level of confidence. Therefore, we can make a statistically significant conclusion on increasing the effectiveness of the heuristic conversation, depending on the best performance of senior pupils. As we see the traditional teaching methods, which were practiced in the groups C1, C2 did not have a proper efficiency when conducting the forming experiment. And the technique of the heuristic conversation proposed in our research in groups E1, E2 had a fairly high efficiency.

Conclusions to the second Chapter

We showed, that *the educational linguistic situation* was primarily due to the situations of linguistic reaction of pupils. Under the circumstances, the following components can be distinguished:

1. Description of the situation, which includes information on both the circumstances and the participants in the conversation.

2. Language stimulus as a reason that determines the direction, and then the language design. The language stimulus in essence means the attitude of the speakers to the circumstances, their specific position, which determines the direction, and then the language design. The pupil does not always find his verbal expression in the text of the situation, but his/her presence in a situation is obligatory. His/her absence actually leads to the destruction of the educational situation.

To create a situation that encourages the exchange of ideas, you can use the following techniques: verbal description of the language situation, the use of illustrative visualization, the staging of the finished texts, the use of natural life situations.

We think that it is the work of **psycho-physiological mechanisms that ensures the development of speech in all its necessary qualities. These mechanisms are:**

The mechanism of reproduction. Many language researchers noticed that there were always elements of reproduction. The reproduction is quite diverse. It may be:

1. Full reproduction of structure and content without changes: in the same situation, in a new situation.
2. Partial reproduction, that is the transfer of content to several phrases taken from the text without changes.
3. Reproduction-transformation, that is the transfer of content in new forms.

The mechanism of choice. First of all, you should limit the choice of the language sample. It seems that they are based on somewhat different mechanisms.

With regard to the choice of words, the thoughts of scientists were though not contradicted, but not very specific. D.Brown (Брайн, 1984), for example, believes that in connection with the limited time in time on the issues discussed, a person chooses what “lies ready”. And what does it mean – “to be ready?” B.Beliaev also

notes that the training of the case and the case matter in the selection of words. What does a “case” mean?

The mechanism of combination. It must be understood as a process of phrases and sentences in which the pupil uses his/her familiar components of language in new, not known from past experience combinations.

However, the combination can occur not only at the level of phrases and sentences (phrases), but also at the level of abstract unity (statement), topic, several topics.

The mechanism of construction. Some methodologists argue that the mechanism of design is like a “spare output” used difficulties in speech. Do cities have cases when we deliberately apply language rules and construct a phrase? Almost never, if we speak speech at the level of skill. Actual awareness of linguistic rules (in deployed or curtailed to any type of code) is possible, of course, but this only indicates an inadequate level of ownership (as, for example, in the process of learning a foreign language), and not about what should be in the norm.

The mechanism of warning. Outside the activity of this mechanism, there is no statement if it works on the level of phrases or paraphrase unities. In order for the speech to be smooth and its elements fit into a certain normalized time, there must be a so-called warning of what it will be said later.

A warning can occur in two plans: in a structural plan and in a content one. In structural terms, warning is possible at the level of phrases, when the first words are spoken, the design of phrases and the level of utterance is warned, when the whole of its design is also warned, which allows giving birth to statements without long pauses between individual phrases.

The mechanism of discursiveness. If the warning mechanism “presides” the process of preparing speech expression, then the mechanism of discursiveness controls the process of its functioning, observes it, that is, it implements the language strategy and tactics of the speaker. Working fully at the level of actual awareness, this mechanism:

1. Evaluates the situation with regard to its purpose (speech strategy).
2. Receives feedback signals (replicas of the partner, his/her non-verbal behavior) and makes decisions “on the go” (speech tactics).
3. Attracts the necessary (available from the speaker) knowledge about the subject of speech, the situation, etc.

It would be seen that all information the speaker already knows how to do with the use of his/her native language, and what are specifically forms of the mechanism of discursiveness in teaching foreign language is not required. But practice shows that this is not in the case: the entire transfer of operations from the native language does not occur.

CONCLUSIONS

In the research it was shown that the concept of **teaching method** is rather complicated. It is conditioned in a great degree by the complexity of the process that is intended to reflect this category. That is why discussions on a more precise interpretation of this term are still not stopped. However, despite the various definitions given to this concept by different scholars, it is possible to note somewhat in common, which brings their points of view closer together. It is a question of the fact that most authors tend to consider *the method of teaching as a way of organizing the scientific and cognitive activity of pupils*.

In didactics there are **different criteria, approaches to the classification of teaching methods**:

- according to the sources of transmission and the nature of perception of information: verbal, visual and practical;
- according to the main didactic tasks to be solved at a particular stage of study: methods of mastering knowledge, developing of skills and abilities, application of the acquired knowledge, skills and abilities;
- on the nature of cognitive activity: explanatory-illustrative, reproductive, problematic presentation, part-search, research.

Researchers distinguish three large groups of **teaching methods** (each of them involves several classifications), which are based on:

1. Organization and implementation of educational and cognitive activity.
2. Stimulation and motivation of educational and cognitive activity.
3. Control and self-control of educational and cognitive activity.

The goal of “learning to communicate” is now universally accepted. Of course, to teach the ability to communicate in a foreign language is attractive and necessary. However, should this only be defined as a goal? Such a goal tells us that a person must know how to speak, read, listen, and write, if he/she already possesses

a certain level of language ability. So, even in this case, not all functions are well known: it is not determining the function, which takes a place in the process of communication, allows the person to speak the language. Possession of a foreign language, for example, allows a person to defend his/her beliefs and opinions.

There are two types of communication: verbal and nonverbal.

Verbal means of communication. They include types of speech activity, of which, first of all, need to be highlighted:

1. Productive activities: speaking and writing.
2. Receptive activities: listening and reading.

Nonverbal means of communication. They include:

1. Paralinguistic (intonation, pause, breathing, diction, tempo, tone, melody).
2. Extra-linguistic (knock on the door, laughter, crying, noise).
3. Kinesthetic (gestures, facial expressions).
4. Proxemic (posture, body movements, distance).

Scientists believe that the communicative process is inadequate if we distract from its nonverbal means. These tools make **a great contribution to communication**:

- focus on one or another part of a verbal message;
- warn what is transmitted verbally;
- fill in or explain pauses, indicating the intention to continue his/her statement, to search for some words;
- keep contact between the partners of communication and regulate the flow of speech;
- replace a separate word or a phrase;
- delayed duplicate the contents of the verbal message.

The listener must be able to “read” mimic, body movements, intonation, pauses.

Communication is usually carried out in two forms: oral and written, each of which has its own specifics. **Oral form is characterized by:**

- 1) the richness of intonational design;
- 2) a large amount of paralinguistic information (facial expressions, gestures);

- 3) a certain pace; otherwise, the temporal connection with the situation will be lost;
- 4) a high degree of automatics, on what basis and the pace it is based;
- 5) a contact with the partner of communication;
- 6) a specific set of linguistic means;
- 7) linearity in time, since it is impossible to return to a certain segment of conversation.

The ability to plan the conversation consists of the fact that each of the participants in the communication organizes the chain of their replicas so that will be the optimal way to achieve the realization of their task (taking into account the optimal reaction of the partner). The ability to plan its strategic line in dialogical communication in a foreign language corresponds to a similar ability in communication speaking by the native language, but the content side of the planned correlates in these two cases with the form of different languages. Even if in the native language the skill of strategic planning of the pupil is developed, the full transfer of this ability into space of foreign communication does not occur due to the connection of the formal and the content of the parties. The degree of the development of this ability in relation to the native language certainly influences the ability to plan the course of conversation in a foreign language, and conversely, the development of this ability in foreign language classes can contribute to improving the mother tongue. Therefore, the development of the ability to plan the conversation in a foreign language is necessary. When developing this skill, it is important to remember that some of the set of “intermediate” speech functions can be used to implement any language task. So, in order to get information about something, you can tell about your desire, the need for this information, ask to tell, use different types of requests, not forgetting that at the right place you can hear and appreciate the information. For each speech problem a set of the most frequent (in certain situations) “intermediate” speech functions and their location, which may vary in separate parts, if it is possible, but retains the general logic of solving the speech

problem. The discovery of such logical functional chains and their variants, the use of them in the form of support is important for rationalizing the management of the conversation.

The following three skills can be developed at both *the special and non-special stages of the discussion*.

The ability to respond adequately to the replica of the partner is due to the choice of such a functionally deterministic speech act, which would be combined with the functional orientation of the replica-stimulus in accordance with the situation. For example, depending on the situation of the request, there may be the following reactions: promise, refusal, request, advice, etc.

The ability to provoke one or another language action is due to the fact that the speaker should be able to present such replicas-stimuli, with which could follow the replica-reaction of the desired functional orientation.

The skill of functional manipulation within a single replica at the level of several speech actions involves the ability to present deployed, complex replicas. Complementing replicas can go in different directions, for example, to be a combination of several speech actions that correspond to one language task. For example, if the linguistic task of the first partner is to tell where he/she spent his/her summer holidays, one of his/her replicas may have the following structure: message-refinement-assessment. If the purpose of the first and second partners is to get information about how each of them spent the summer, one of their replicas may be the following: message-request.

Conversation is a learning method that involves questions and answers. The essence of this method is that the teacher, through skillfully raised questions, pushes the pupil to actively play the material outlined for his/her more profound understanding and assimilation. By appointment in the educational process there are distinguished: an introductory conversation, conversation-message, repetition, control.

An introductory conversation is conducted with pupils as preparation for laboratory lessons, excursions, to study new material. Conversation-message is based predominantly on observations organized by a teacher at a lesson using visual aids, board records, tables, drawings, as well as the material of literary texts and documents. Conversation-repetition is used to consolidate the training material. Checklist is to test pupils' knowledge.

By the nature of the pupils' activity during the conversation, they distinguish the following main types: reproductive, heuristic, catechism.

The essence of **the heuristic (Socratic) conversation** is that the teacher skillfully directed questions leads pupils to form new concepts, conclusions, rules, using acquired knowledge, observation. It resorts to it only if the teacher is properly trained, his/her mastery of the method of teaching and the appropriate level of thinking of the pupils. This method is valuable if the teacher, with the help of correctly selected questions and the correct conduct of the whole conversation, can attract all class pupils to active work. This requires knowledge of the psychological characteristics of each pupil and the appropriate selection of different ways of questionable form of learning.

So, **a heuristic method** requires careful evaluation, especially since many teachers use it without proper criticism. It is noteworthy that even in the courses of didactics little attention was paid to the philosophical foundations of the question-answer method given by Greek pedagogy. At the very least, when someone sets the Socrates method in relation to his philosophy, he does not draw any appropriate conclusions from this assessment of the method itself. However, these philosophical foundations are of great importance to the method and, only after considering them, one can correctly evaluate the method itself.

The doctrine of Socrates about the knowledge that **heuristic method is based upon**, includes the statement of **the faithful and the wrong**. The faithful is that man from nature is characterized by a desire for absolute truth. This desire arises not only from the material needs of life and from the struggle for existence, but is the property

of the human spirit as something intangible. Therefore, a person is not satisfied with the so-called positive knowledge, the source of which is our senses, is not content even with the knowledge of the laws of nature, which is subject to this sensual world, but aspires to knowledge of the foundations of life, to the knowledge of the supersensible world. The process of cognition, therefore, is active. Its activity is manifested not only in the quest for knowledge, but also in the fact that a person imposes on the content of the form of cognition, in all its degrees, its imprint. The human mind can be compared to a lantern that illuminates the path to truth. But the light of a lantern has its own characteristics, which depend on them to a large extent on a cognitive process.

A heuristic way of presenting a new material can have a good effect, provided that this method is used deliberately and in accordance with the psychological characteristics of children. **A heuristic method** 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 it to a wider path.

Heuristic conversation requires active reflection aimed at creating problem situations that should be solved on the basis of a comprehensive analysis of these situations, suggestions, comparisons, etc. Heuristic conversation is used mainly at the stage of comprehension of new material. Based on the questions of this type of conversation, pupils establish internally objective connections between the objects themselves. The question should be put in relations to real facts obtained in the process of observation, when reading the textbook or reference materials.

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 contradictions, new knowledge is needed that pupils find on the basis of search – objective or logical.

In the methodology of the conversation, it is important not only the content of the questions, but also their form. Questions should be short and accurate, their task

is to orient students to reproduce knowledge or to search for a creative answer. Alternative questions that need to be answered “yes” or “no” should not be formulated; questions should not give students the correct answer. If the students 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 the process of preparation for a conversation, the teacher is planning her/his plan to provide a clear sequence of topic development, outlining the basic questions for the pupils. In an experienced teacher, they are short and precise; put in a logical sequence; awaken the opinion of the pupil, develop it; the number of questions is optimal. The effectiveness of the method of conversation depends on ***the teacher's ability to formulate and ask questions***. Depending on their complexity, they are divided into:

- o questions about facts;
- o questions that require comparisons and appropriate analysis of phenomena;
- o the question of causation and the significance of phenomena;
- o questions that can be answered by disclosing the meaning of the concepts, substantiating the general conclusions, using inductive and deductive findings;
- o questions that require proof.

The atmosphere of communication is based on a conscious discipline, on the interest not only in learning, but also in the personality of the teacher as a linguistic partner. Communication can not be carried out under the conditions of “stick” discipline. Unfortunately, a certain part of the teachers believes that the severity of pupils will help him/her to bring order in the classroom. Perhaps the external order and will be maintained for a while, but the atmosphere of communication will disappear. After all, it is also important for his/her linguistic, personal contact, and not role-playing. Personal contact will not occur if the teacher interrupts the pupils, shows his/her dissatisfaction with the lack of knowledge of the pupil.

The subject of conversation can be offered as:

- o links to real facts, events from life, circumstances, processes, relationships (for example, the birthday of a prominent person, the discovery of scientists);
- o visualizations, for which there were applied scenes and subject pictures, diaphilms, schemes, photographs, etc.;
- o verbal description based on pupils' experience;
- o text in graphic or audio.

The subject of the conversation must be specific. In this plan it is necessary to distinguish clearly between the concept of an object and so-called colloquial topic, the study of which orientates the program of foreign languages. The second case concerns only the thematic area, which can include many specific subjects for conversation. Therefore, the mistake will be, let's say, invite pupils to talk about the topic "Sport". In this case, the task will be too general and actually pointless.

In organizing **a communicative event**, the teacher should distinguish between the following steps:

- o separation from the oral conversational topic of the subject of conversation and the formation of a communicative task. Pupils should, with their statement, solve a problem – to prove their superiority, to express their attitude, to persuade, to seek something, and so on;
- o predicting the course of the conversation and specifying the necessary linguistic means for this. The subject of a special attention here must be structural and service elements (conjunctions, auxiliary verbs, etc.). If necessary, they are processed in addition;
- o the introduction of pupils in the communicative situation and the organization of broadcasting in pairs or in the form of individual mass training.

As situational support for such a statement, drawings, pictures, photographs, schemes, etc. can be used.

Inventive teacher will find many ways and means for organizing communicative events. It is about introducing into the lesson the elements of activity where the language would serve as a means of solving problems associated with it.

Such language excursions will fit into the lesson if the teacher regularly uses a foreign language for a lesson.

The success of the heuristic conversation depends, firstly, on the number of pupils involved into the discussion, and secondly how motivated are their speech actions. If the attention of the participants is concentrated on the speaker, the motivation of the speech activity is rather high. So, absolute participation and high motivation are the factors that indicate the effectiveness of the conversation.

Heuristic conversation can take place ***as role-playing game***. In a role organization, the class is divided into small groups or pairs of pupils. They are offered close to real linguistic situations and roles for play. The role-playing game reveals great opportunities for communicative practice. Reincarnation in different forms allows pupils to express the most diverse communicative intentions and mood according to the purpose of communication.

The right choice of subject matter is equally important. Interests of pupils can cause material that it is as close as it is possible to their livelier orientations, while an unusual, exotic topic of discussion can stimulate a more lively response of participants.

The heuristic conversation is preceded by ***preparatory activity***: pupils are informed about the problem for discussion, after which it is advisable to carry out the exercise of “brain storm” (brainstorming), during which pupils express their ideas about this problem and note them to use in the discussion. Then the teacher divides tasks between groups, assigns leads, distributes auxiliary materials. Here it is timely to remind pupils of the rules: a balanced participation of all members of the group, respect for the leader, a ban on interrupting the speaker.

Discussion of the problem is one of the forms of organization of the linguistic situation, that is, a kind of linguistic situation as a methodological method of learning a foreign language.

The educational linguistic situation is characterized by a number of distinctive features:

o the linguistic situation in a life is always real, while the educational situation is imaginary;

o the circumstances of reality, which are in a particular living environment, as a rule, are sufficient for a particular linguistic reaction, must be detailed in the educational environment;

o the natural language situation does not have, as a rule, a verbal stimulus to a linguistic reaction: it appears in itself, easily. The learning situation should have a verbal linguistic stimulus;

o in the conditions of a life situation, the direction and nature of the human reaction are foreseen; in educational conditions the reaction of pupils to the teacher's proposed situation may be different, that is, to have options;

o the linguistic reaction to the natural situation in the native language is always more emotional. Living language supplemented by gestures, facial expressions and actions. That is, part of the reaction of the subject is expressed by non-verbal means. It is difficult to simulate in educational conditions, and moreover, to cause an emotional reaction is a rather difficult task; students have no opportunity to respond with actions, which, moreover, is not essential for the development of a foreign language;

o the natural situation and the more the reaction to it is not repeated, they are unique, while the same linguistic situation pupils can "play" repeatedly.

Thus, there is a significant difference between natural and linguistic learning situations. However, this should not be an obstacle to the widespread use of language linguistic situations in the classroom.

The educational linguistic situation is primarily due to the situations of linguistic reaction of pupils. Under the circumstances, the following components can be distinguished:

1. Description of the situation, which includes information on both the circumstances and the participants in the conversation.

2. Language stimulus as a reason that determines the direction, and then the language design. The language stimulus in essence means the attitude of the speakers to the circumstances, their specific position, which determines the direction, and then the language design. The pupil does not always find his verbal expression in the text of the situation, but his/her presence in a situation is obligatory. His/her absence actually leads to the destruction of the educational situation.

To create a situation that encourages the exchange of ideas, you can use the following techniques: verbal description of the language situation, the use of illustrative visualization, the staging of the finished texts, the use of natural life situations.

We think that it is the work of **psycho-physiological mechanisms that ensures the development of speech in all its necessary qualities. These mechanisms are:**

The mechanism of reproduction. Many language researchers noticed that there were always elements of reproduction. The reproduction is quite diverse. It may be:

1. Full reproduction of structure and content without changes: in the same situation, in a new situation.
2. Partial reproduction, that is the transfer of content to several phrases taken from the text without changes.
3. Reproduction-transformation, that is the transfer of content in new forms.

The mechanism of choice. First of all, you should limit the choice of the language sample. It seems that they are based on somewhat different mechanisms.

With regard to the choice of words, the thoughts of scientists were though not contradicted, but not very specific. D.Brown (Брайн, 1984), for example, believes that in connection with the limited time in time on the issues discussed, a person chooses what “lies ready”. And what does it mean – “to be ready?” B.Beliaev also notes that the training of the case and the case matter in the selection of words. What does a “case” mean?

The mechanism of combination. It must be understood as a process of phrases and sentences in which the pupil uses his/her familiar components of language in new, not known from past experience combinations.

However, the combination can occur not only at the level of phrases and sentences (phrases), but also at the level of abstract unity (statement), topic, several topics.

The mechanism of construction. Some methodologists argue that the mechanism of design is like a “spare output” used difficulties in speech. Do cities have cases when we deliberately apply language rules and construct a phrase? Almost never, if we speak speech at the level of skill. Actual awareness of linguistic rules (in deployed or curtailed to any type of code) is possible, of course, but this only indicates an inadequate level of ownership (as, for example, in the process of learning a foreign language), and not about what should be in the norm.

The mechanism of warning. Outside the activity of this mechanism, there is no statement if it works on the level of phrases or paraphrase unities. In order for the speech to be smooth and its elements fit into a certain normalized time, there must be a so-called warning of what it will be said later.

A warning can occur in two plans: in a structural plan and in a content one. In structural terms, warning is possible at the level of phrases, when the first words are spoken, the design of phrases and the level of utterance is warned, when the whole of its design is also warned, which allows giving birth to statements without long pauses between individual phrases.

The mechanism of discursiveness. If the warning mechanism “presides” the process of preparing speech expression, then the mechanism of discursiveness controls the process of its functioning, observes it, that is, it implements the language strategy and tactics of the speaker. Working fully at the level of actual awareness, this mechanism:

1. Evaluates the situation with regard to its purpose (speech strategy).

2. Receives feedback signals (replicas of the partner, his/her non-verbal behavior) and makes decisions “on the go” (speech tactics).

3. Attracts the necessary (available from the speaker) knowledge about the subject of speech, the situation, etc.

It would be seen that all information the speaker already knows how to do with the use of his/her native language, and what are specifically forms of the mechanism of discursiveness in teaching foreign language is not required. But practice shows that this is not in the case: the entire transfer of operations from the native language does not occur.

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