

## ПРОФЕСІЙНА ОСВІТА (ЗА СПЕЦІАЛІЗАЦІЯМИ)



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### BATTLE DISCUSSION AS AN INTERACTIVE TECHNOLOGY FOR ENHANCING STUDENTS' FOREIGN LANGUAGE COMMUNICATION SKILLS

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**Abstract.** *The article deals with the concept of interactive technologies, their place, role and significance in the education system of higher education institutions. A review of recent studies and publications related to the research topic has been conducted, which led to the conclusion that there are still a number of insufficiently investigated aspects of the issue. Thus, the expediency and effectiveness of using interactive foreign language teaching technologies, in particular battle discussions, to improve the quality of the future-to-be foreign language teachers' professional training and develop their foreign language communication skills in the process of student-centered learning have been highlighted. The objectives of the study is to characterize and experimentally verify interactive form of FL teaching, namely battle discussion, as an effective tool for enhancing the level of future-to-be FL teachers' communicative competence in higher education institutions. As a result of the study, battle discussions have been identified as an effective interactive form of foreign language teaching, which involves creating a lively, positive atmosphere of pedagogical interaction in the classroom and developing the future-to-be foreign language teachers' autonomy, creativity, flexibility, communication and teamwork skills, motivation for self-development, and other skills necessary for professional improvement. Based on a democratic style of pedagogical interaction, battle discussions are aimed at the independent search for optimal solutions, promote the development of critical and logical thinking, initiative, and creativity in future-to-be foreign language teachers, who learn to express their own opinions and tolerate criticism from opponents, which undoubtedly contributes to improving their foreign language communication skills and is a priority in their future professional activities.*

**Key words:** *interactive technologies, battle discussion, foreign language teaching, foreign language communication skills, communicative competence, communication environment, professional training, future-to-be teachers, lecturers, students.*

**The research problem.** The vocational training of future-to-be professionals, in particular foreign language teachers, involves the goal-oriented development of their foreign language communicative competence (hereinafter referred to as FLCC) that is one of the primary objectives of their learning in higher education institutions. Upon graduation, a future-to-be foreign language teacher should not have only a good command of a foreign language (hereinafter referred to as FL), but also be able to fluently enter and behave and teach in a FL communicative environment, which is important for a competitive employee who can achieve certain heights in their professional activity. Hence, priority importance in mastering FL communication skills (hereinafter referred to as FLCS) belongs to communication with native speakers and creating a FL communication environment, based on the use of simulated professionally oriented situations of real communication with friends, colleagues, and like-minded people in the process of learning a FL.

The result is updating the process of forming students' FLCC and their abilities to creatively apply the acquired FL knowledge in an interactive as well as student-centred learning environment. This approach contributes to optimizing not only the professional training of future-to-be FL teachers by organizing professionally oriented FL communicative interaction, but also to revealing their main potentially significant qualities, in particular development of critical (evaluative) and productive thinking and active educational position, as well as readiness to use interactive technologies in their professional activities.

**Review of recent research and publications.** John Dewey, considered the intellectual and founding father of interactive learning and learner-centered approach, promoted learning by doing, problem-solving, and collaboration as core principles of interactive learning. Education, for J. Dewey, is not only about gaining theoretical knowledge but also getting practical experience. He viewed education from a holistic perspective whereby learning is seen as a continuous process that combines knowledge with life experiences and encourages students to integrate thinking skills with tangible results. This view of

education ensures students have significant experience which is internally meaningful and contribute to their growth as learners [7]. Other foreign scientists' researches (L. Abrahamson [1], D. Baum [2], N. Fleming [4], J. Harmer [5]), in which they investigated the interactive learning issues from the perspective of increasing student motivation for collaborative and cognitive activities, became the basis for the development and implementation of interactive learning methods in the pedagogical practice of education institutions. Specifically, Hans Fritz contributed to research regarding the linguistic interpretation of words in the context of interactive learning, utilizing modern information technologies for both classroom and independent work [6].

The Ukrainian scholars, namely T. Besarab [12], T. Hryhorieva, O. Humankova [8], N. Lutai [12], T. Koval [9], V. Kuchina [10], L. Morska [13], H. Serhieieva [15], and others dedicated great attention to the most effective ways of implementing interactive technologies in the process of forming students' foreign lexical competence. Thus, T. Koval, the author of studies devoted to interactive technologies for teaching foreign languages in higher education institutions, considers them as an integrated system and focuses attention on interaction, cooperation, and the use of the most up to date methods to enhance the effectiveness of the educational process [9].

In her research, V. Kuchina highlights interactive principles lying in developing methods that ensure active interaction between students and teachers and improving the educational process through dialogue and cooperation [10].

N. Lutai and T. Besarab, in turn, believe that the advantages of using interactive technologies are, first and foremost, student motivation through active participation and interaction in the process of live communication [12].

H. Serhieieva explores issues of current importance related to teaching foreign languages in a distance mode, considers the problems of organizing effective remote interaction between participants in the educational process during practical online classes and independent learning activities of students, focuses on certain aspects of using modern information technologies to

create an interactive learning environment when learning a foreign language online [15].

The effectiveness of interactive methods (discussions, role-playing games, projects) for improving students' communication skills, replacing traditional passive learning with active interaction have been highlighted by L. Morska [13].

The review of the research on the issue proves that interactive technologies are an effective tool for FL learning, as they help to increase students' motivation, develop their language skills and create a favourable environment for successful FL acquisition. However, the issue still requires further studies as well as search for new, even more effective technologies to enhance the FL education process in higher education institutions.

Highlighting previously unresolved parts of the overall problem. Admittedly, contemporary interactive technologies are still not being used in FL teaching to their full potential. Unfortunately, quite a few problems arise in training future-to-be FL teachers to employ interactive technologies in language teaching, since the main focus is primarily on existing technologies rather than on applying advanced ones, that can develop as well as enhance both teaching and learning. The numerous requirements for training FL teachers, where the use of technologies is often sacrificed, should not be ignored. Some scholars point out that the training, future-to-be FL teachers receive, is often obsolete, irrelevant, inappropriate, and out of date. At the same time, according to N. Lutai and T. Besarab, future-to-be FL teachers need to be able to correctly assess the relationship between technologies and learning objectives in order to reject or ignore technological advances that may be interesting but useless entertainment [12].

In practice students, having acquired knowledge about the FL linguistic phenomena (possessing a certain linguistic competence) and knowing about the traditions and customs of English-speaking countries (possessing socio-cultural competence), can rarely apply this knowledge in real life. This is due to the lack of a natural FL communicative environment, that is one of the essential factors to complicate a FL acquisition and develop communicative competence of the future-to-be FL teachers.

Therefore, **the aim of the article** is to characterize and experimentally verify interactive form of FL teaching, namely battle discussion, as an effective tool for enhancing the level of future-to-be FL teachers' communicative competence in higher education institutions.

**Presentation of the main material.** The priority goal of higher education institutions is not only to provide future-to-be FL teachers with knowledge about the language system (to develop linguistic competence), cultural peculiarities and traditions of foreign countries (to develop socio-cultural competence), that is no less essential, but also to teach them to understand other people's opinions, express their own point of view and communicate with people from other countries, which is especially important today (to form and develop speech, compensatory and social competences). The goal can be achieved by completing the following objectives:

- develop students' FLCC (linguistic, speech, socio-cultural, compensatory and educational-cognitive) necessary and sufficient for communication within the framework of advanced and high levels of English proficiency;
- develop FL oral and written communication skills in formal/ as well as informal/environment;
- study the native culture through a FL, to develop students' abilities to represent their country in intercultural communication;
- involve students in world cultural traditions, to cultivate respect for other cultures and peoples, readiness for everyday communication, business collaboration and joint solution of universal problems.

Since FL educational process is carried outside the natural language environment, it is quite obvious that in order to successfully implement the above mentioned objectives, the challenge for successful FLCS development is to provide a FL communicative environment in which students will be able to apply acquired theoretical knowledge and practical communication skills. By such an environment they mean a specially organized educational process in higher education institutions that provides a level of FL proficiency sufficient for intercultural and interpersonal communication, i.e., an advanced level (C1)

in accordance with the Common European Framework of Reference for Languages (CEFR) [3].

In the process of professional training the future-to-be FL teachers it is essential to adhere to the defined principles of the communicative approach, which lay not so much in pursuing the practical linguistic goals as in the fact that the path to these goals is precisely the practical use of the language. After all, the communicative method is based on a learning process that is a model of the communication process. Like any model, the learning process is simplified in some respects compared to the real communication process, but in terms of its parameters (at least the fundamentally important ones), it is adequate and similar to it [6].

High-quality training of the future-to-be FL professionals in the area of present day education should reveal not only pedagogical conditions and their readiness for practical using already known methods of solving pedagogical issues, but also their ability to independently design pedagogical systems, processes, and situations that contribute to the future-to-be FL teachers' effective professional self-development. Their successful professional activities largely depend on how good they are at using innovative learning technologies and how well they master them. This obliges all pedagogical universities in Ukraine to train highly qualified and competitive FL professionals possessing a set of competencies that meet the requirements of the present day information world [11].

However, not all higher education institutions in Ukraine provide students with the opportunity to enhance their language skills by practicing in foreign educational institutions and communicating with native speakers. Thus, the lack of a real language environment is one of the reasons for the low level of FLCS among future-to-be FL teachers. Nevertheless, there are reasons to believe that a large number of interactive FL teaching strategies, battle discussion in particular, makes it possible to overcome this challenge as well as contribute to solving the problem of the lack of a natural FL environment, and, what is more, to increasing students' positive motivation for their future professional activities.

A battle discussion is an interactive form of

teaching within which two or more sides compete in arguing a controversial issue. It combines elements of both debate and games, and frequently used in FL teaching to develop students' critical thinking and FL communication skills. Key features of a discussion of the type are as follows:

- a clearly defined problem or thesis;
- opposing positions: «for» and «against»;
- rules: time limits for speeches and responses;
- key element – arguments and counterarguments;
- evaluation: the winner is determined by the teacher, jury, or audience [15].

The structure of the discussion should provide moderator's introductory speech, the teams' opening statements, rounds of arguments and rebuttals, questions between teams, closing statements, and the announcement of the winner.

The educational value of this interactive form lies in improving and enhancing students' critical thinking, communication and persuasion skills; developing the culture of verbal debate skills.

Regarding the above, within 2025–2026, verification work was carried out in real educational conditions at the Faculty of Humanities and Technology of the Kremenets Taras Shevchenko Regional Academy of Humanities and Pedagogy. The verification was aimed at testing the feasibility and effectiveness of using interactive FL teaching technologies, in particular battle discussions, and their impact on the development of future-to-be FL teachers' communication skills. About 50 students, enrolled in FL teacher training programs, were involved in the verification training system.

In order to thoroughly verify the effectiveness of the suggested techniques, control (CG, 23 students) and experimental (EG, 25 students) groups, comprising 4th-year students, were formed on the basis of the faculties. Thus, 48 students participated in the experiment at the final stage.

The comparative analysis was carried out within CG and EG, which did not differ significantly from each other: they were taught by the same lecturers, their academic success rate and quality of knowledge were approximately the same. The only difference was the content of education: in the CG teaching was conducted traditionally, i.e., lecturers worked independently, teaching according to the standard programs

in professional disciplines, whereas in EG, the emphasis was shifted to the use of the suggested interactive form, such as battle discussions, which served as a means of motivating students' learning activities in the process of developing and improving their FLCS.

For diagnosing the level of the students' FLCS a set of monitoring measures was carried out to verify the knowledge, abilities, and FLCS acquired by the students during their studies. Thus, a self-assessment card was used to determine the level of students' FLCS. The results of the self-assessment confirmed that most students (EG – 63.93%, CG – 66.66%) had doubts about their FLCS, so they rated their level as low for successful further professional activity; 26.44% of respondents in the CG and 28.96% – in the EG were at an average level; a high level was recorded only in 7.11% of the EG students surveyed and in 6.90% of the CG students. Thus, on average, 66% of students indicated dissatisfaction with their level of FLCS and, as a result, asserted an intention to enhance their knowledge, skills, and abilities in order to successfully attain their professional activities in the future.

The generalized results of the diagnosis proved that students in both groups were at the same level of training, and the level of their FLCS did not fully meet current educational qualification requirements. This gave reason to recognizing the need to improve the future-to-be FL teachers training in a specific direction by introducing interactive FL teaching technologies into the educational process, namely battle discussions, which would contribute to enhancing future-to-be FL teachers' communication skills.

Consequently, in accordance with the above mentioned objective it was necessary to verify the feasibility and effectiveness of using interactive learning technologies, i.e. battle discussions, focused on real-life issues which were relevant and important to students in relation to their future professional activities. For example, discussion on the topic «Advantages and disadvantages of being a foreign language teacher» proved to be extremely interesting and had a significant impact on the formation of positive motivation among students to master FLCS and their practical application. Professionally-oriented sit-

uations were created in the classroom: each student played a specific role and spoke on behalf of a character of their choice, expressing their thoughts on the profession and using appropriate specialized vocabulary. The discussions were based on various episodes from the experience of teachers at schools where students underwent internships, and the problems they encountered during their internships.

Future-to-be FL teachers were engaged in FL speech activities within the scope of the curriculum, reflect on problematic situations of a professional nature, and use active teaching methods that involved changing the nature of traditional classes. During the battle discussion and detailed analysis, students pointed out possible difficulties and developed appropriate methodological recommendations for avoiding and overcoming them. The work of the type contributed to the development of independence and creativity of future-to-be FL teachers, which is a priority in their further professional activity. The classroom was filled with lively and cheerful atmosphere of interaction between students and teachers, accompanied by an optimistic mood on both sides; relationships were based on the principles of cooperation, mutual assistance, and goodwill. Team members enjoyed participating in joint activities and spending their free time together. Relationships are dominated by approval and support, and criticism is expressed only in a tolerant manner and with good intentions. Classes were conducted in the atmosphere of fair and respectful treatment of all participants, who, in their turn, demonstrated integrity, honesty, diligence, activity, and energy. It is particularly noteworthy that the successes and failures of individual group members elicited empathy and sincere sympathy from all participants. Thus, mutual affection, understanding, and cooperation prevailed in the relationships between microgroups within the team. This indicated that a friendly psychological climate has a significant impact on the formation of FLCS in future FL teachers.

**Conclusion.** Therefore, effectiveness of FLCS formation in future-to-be FL teachers largely depends on the focus and organization of

the forms and methods of the educational process, among which communicative and interactive teaching methods, in particular battle discussions, based on a democratic style of pedagogical interaction, are a priority. They are aimed at independent search for optimal solutions, contribute to the development of the students' critical and logical thinking, initiative and creativity, and designed to facilitate the process of forming

FLCS in students of philological faculties of pedagogical higher education institutions.

Further research should be focused on searching even more encouraging methods and techniques for interactive teaching and learning foreign languages that would be equally effective in both on-line and off-line education process aiming to enhance the level of future-to-be FL teachers' communication skills.

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## БАТЛ-ДИСКУСІЯ ЯК ІНТЕРАКТИВНА ТЕХНОЛОГІЯ ДЛЯ УДОСКОНАЛЕННЯ ІНШОМОВНИХ КОМУНІКАТИВНИХ НАВИЧОК ЗДОБУВАЧІВ ОСВІТИ

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**Анотація.** *Вступ.* Ефективність формування іноземних комунікативних навичок майбутніх вчителів іноземної мови значною мірою залежить від спрямованості та організації форм і методів освітнього процесу, серед яких пріоритетними є комунікативні та інтерактивні методи навчання, зокрема батл-дискусії, з акцентом на демократичному стилі навчальної взаємодії. Доцільність використання зазначеної інтерактивної технології для підвищення якості професійної підготовки майбутніх вчителів іноземної мови та розвитку в них іноземних комунікативних навичок у процесі студентоцентрованого навчання зумовлюється її відповідністю цілям навчання та змісту навчального матеріалу, необхідністю у підвищенні навчальної мотивації, активізації пізнавальної діяльності та формуванні ключових компетентностей здобувачів вищої освіти, зокрема майбутніх учителів іноземної мови.

**Метою** дослідження є характеристика та експериментальна перевірка інтерактивної форми навчання іноземної мови, а саме батл-дискусії, як ефективного інструменту підвищення рівня комунікативної компетентності майбутніх учителів іноземної мови у вищих навчальних закладах.

**Методи.** Для досягнення поставленої мети в роботі використано комплекс сучасних загальнонаукових та спеціальних методів: аналіз, синтез, узагальнення науково-педагогічної та методичної літератури, моделювання навчального процесу, а також опитування та аналіз результатів навчальної діяльності здобувачів освіти, експериментальне тестування розроблених стратегій, опитування учасників навчального процесу.

**Наукова новизна.** В результаті дослідження було встановлено, що батл-дискусія є ефективною інтерактивною моделлю навчання іноземної мови, яка передбачає створення бадьорої, позитивної атмосфери педагогічної взаємодії учасників освітнього процесу, розвиток в майбутніх учителів іноземної мови самостійності, креативності, комунікабельності, гнучкості, уміння працювати в команді, мотивації до саморозвитку та інших необхідних для професійного удосконалення навичок. Базуючись на демократичному стилі педагогічної взаємодії, батл-дискусія спрямована на оригінальний пошук оптимальних рішень, сприяє розвитку критичного та логічного мислення, ініціативності, винахідливості та інноваційності майбутніх вчителів іноземної мови, які вчать висловлювати власні думки та толерантно ставитися до критики опонентів, що сприяє вдосконаленню їхніх іноземних комунікативних навичок та є пріоритетним у майбутній професійній діяльності.

**Висновки.** Запропонована інтерактивна технологія, що отримала назву батл-дискусія, була розроблена з метою покращення процесу формування іноземних комунікативних навичок у здобувачів освіти вищих педагогічних навчальних закладів. У статті розглядається поняття інтерактивних технологій, їх місце і значення в системі освіти вищих навчальних закладів. Подальші дослідження повинні бути зосереджені на пошуку ще більш перспективних методів і технік інтерактивного навчання іноземних мов, які були б однаково ефективними як в онлайн-, так і в офлайн-форматі навчання та сприяли б підвищенню рівня іноземних комунікативних навичок у майбутніх вчителів іноземної мови.

**Ключові слова:** інтерактивні технології навчання, батл-дискусія, студентоцентроване навчання, іноземні навички спілкування, комунікативна компетентність, комунікативне середовище, професійна підготовка, освітній процес, майбутні вчителі, викладачі, здобувачі освіти.

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