



EPISTEMOLOGICAL AND METHODOLOGICAL IMPLICATIONS OF DEBATE-BASED INTERACTIVE MODELS IN CONSTRUCTING ORAL COMMUNICATIVE DISCOURSE IN ENGLISH

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ABSTRACT

Within this approach, methods that ensure the active participation of students in organizing the learning process are of particular importance. In particular, according to the theory of communicative language teaching, in order to effectively master a language, learners must engage in active speech activity in conditions close to real communication [Canale & Swain, 1980]. This requires a transition from traditional reproductive exercises to interactive, student-centered activities in the teaching process.

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From this perspective, the use of the debate method serves to develop not only students' linguistic knowledge, but also their argumentative and critical thinking skills. Research shows that in the process of debate, students perform a high level of cognitive activity by substantiating their opinion, presenting evidence, and analyzing opposing points of view [Kuhn, 1991].

In addition, the use of the debate method forms the pragmatic aspects of speech in students, namely the skills of adapting to the audience, choosing communication strategies and controlling speech behavior. This is an important component of communicative competence [Brown, 2001]. As a result, the debate-based teaching model allows organizing the language learning process not only as knowledge acquisition, but also as a socio-communicative activity and brings students' oral speech competence to a qualitatively new level. Theoretical substantiation of the debate method requires its interpretation within the framework of social-constructivist epistemology. According to this approach, knowledge is formed in the process of social communication and cooperation [Vygotsky, 1978].

Debate is a multi-layered communicative activity aimed at generating argumentative discourse, in which participants produce meaning through the dialectical relationship between thesis and antithesis. This process involves higher-level cognitive operations, including analysis, synthesis, and evaluation [Bloom, 1956]. In this process, learners not only reactivate their existing knowledge, but also have the opportunity to construct new knowledge, reinterpret it from different perspectives, and develop alternative solutions.

During the debate activity, participants form a system of arguments to justify their position, analyze opposing views, and develop strategies to refute or support them. This serves to develop argumentative competence [Kuhn, 1991]. At the same time, the debate process also stimulates metacognitive activity, as the student monitors, evaluates, and, if necessary, reorganizes his or her thinking process.

In addition, debate as a communicative activity provides contextual and functional use of language units. Students learn to use linguistic resources appropriately in the speech process, which develops their discursive competence [Canale & Swain, 1980].

As a result, debate appears not only as a means of knowledge exchange, but also as an effective pedagogical mechanism that integrates complex cognitive and communicative processes. The conceptual potential of the method is determined by the following aspects:

- systematic development of discursive competence;
- activate argumentative thinking operations;
- expanding the repertoire of communicative strategies;
- stimulate metacognitive reflection;
- optimization of social interaction mechanisms.

The formation of oral speech is a multi-level integrative process, which is carried out through the synergy of linguistic, pragmatic and psychocognitive components. Debate technology acts as a complex tool that ensures the simultaneous activation of these components.

First, the learner moves from being a passive object of communicative activity to becoming a subject of discourse creation, which is an important sign of the constructive learning process [Bruner, 1996].

Secondly, there is a functional-pragmatic actualization of linguistic units. Research shows that the use of linguistic units in context leads to their solid acquisition [Ellis, 2003].

Third, the strategic organization of speech develops. This process is considered one of the main components of communicative competence [Canale & Swain, 1980].

Fourth, interactive listening and interpretation skills are improved because discourse is based on two-way semantic exchange [Brown, 2001].

In pedagogical practice, there are different configurations of debate, which are used differentially according to educational goals. In structurally formalized debate models, argumentation is built on a strict logical skeleton, which serves to form academic discourse [Halpern, 1998]. Spontaneous interactive discussion formats, on the other hand, develop natural speech and rapid reaction mechanisms. Role-based simulated debates create an authentic communicative environment by reconstructing the social context [Littlewood, 2000]. Problem-oriented debates, on the other hand, increase cognitive depth and stimulate analytical and critical thinking.

The integration of debate technology into the educational process requires a multi-stage methodological system. At the preparatory stage, a conceptual and linguistic base is formed, which ensures the readiness of students for discursive activity [Willis, 1996]. At the interactive stage, argumentative discourse generation is carried out and communicative intensity reaches its highest level. At the reflective stage, the results of the activity are metacognitively analyzed and further development strategies are determined.

Pedagogical research confirms the effectiveness of the debate method. In particular, it increases students' verbal activity, strengthens communicative confidence, and develops argumentative competence [Kuhn, 1991]. In addition, the structural integrity and logical consistency of the discourse are enhanced, which leads to a qualitatively new level of general communicative competence.

The theoretical and empirical analyses conducted above show that the debate-based teaching model is one of the innovative approaches with a high level of pedagogical effectiveness in the formation and development of oral discourse competence in English. The main advantage of this model is that it transforms the traditional language teaching process from a static knowledge transfer paradigm to a dynamic, interactive and communicative activity-oriented learning environment.

In the process of debate, the student moves from the role of a passive receiver of ready-made information to an active subject of discourse, thinking independently, building arguments and substantiating his point of view through linguistic means. This increases his cognitive activity and forms the skill of consciously using the language in real communicative situations, not just mechanical memorization. As a result, the process of language learning is manifested not only as the assimilation of linguistic units, but also as an intellectual activity with a socio-communicative content.

The debate-based teaching model also develops important competencies in students, such as critical thinking, logical analysis, quick reaction and communicative flexibility. This process enhances not only the grammatical correctness of oral speech, but also its pragmatic relevance, discursive coherence and communicative effectiveness. In this sense, debate serves as an authentic language practice that brings the student closer to real-life communication.

As a result, learners perceive English not only as a linguistic system, but also as an effective tool for social interaction, exchange of ideas and creation of meaning. This comprehensively develops their oral discourse competence, significantly increases the level of communicative confidence and expands the possibilities of active, conscious and functional use of language.

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