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### **“BRAINSTORMING” AS AN EFFECTIVE WAY TO IMPROVE COMMUNICATION SKILLS OF STUDENTS OF NON-LINGUISTIC SPECIALTIES**

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*The article reveals the features of the technology of “brainstorming” as a method of group work in English classes for students of non-linguistic specialties. The purpose of the study is to conduct a theoretical analysis of the problem of using “brainstorming” in English classes, to develop and test exercises on the use of this method in the process of organizing group work among 1st year students of the specialty “Accounting and Auditing”. Objectives: to study the concept of “brainstorming”, the principles of its organization in English classes, to consider the stages of brainstorming, to test a system of exercises on using the “brainstorming” in the process of organizing group work. The results of the experiment showed that when using brainstorming technology, students show their creativity and critical thinking when discussing a problem situation. This method is aimed at discussing the experience gained in a small group. Using “brainstorming” allows a teacher to stimulate students’ communication in the lesson, as well as freely express their ideas. Brainstorming technology allows students to quickly assimilate educational material, connect students’ theoretical knowledge with practical activities, shape students’ creative activity in solving non-standard problems, stimulates students’ brain activity and develops students’ communication skills.*

**Key words:** group work, brainstorming technology, setting of the problem, search of solution, generation of ideas.

### **«МИҒА ШАБУЫЛ» – ТІЛДІК ЕМЕС МАМАНДЫҚТАР СТУДЕНТТЕРІНІҢ ҚАРЫМ-ҚАТЫНАС ДАҒДЫЛАРЫН ЖАҚСARTУДЫҢ ТИІМДІ ӘДІСІ РЕТІНДЕ**

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*Мақалада тілдік емес мамандықтар студенттерінің ағылшын тілі сабақтарында топтық жұмыс әдісі ретінде «миға шабуыл» технологиясының ерекшеліктері көрсетілген. Зерттеудің мақсаты – «Есеп және аудит» мамандығының 1 курс студенттерінде топтық жұмысты ұйымдастыру процесінде осы әдісті қолдану бойынша жаттығуларды әзірлеу және сынақтан өткізу, ағылшын тілі сабақтарында «миға шабуыл» әдісін қолдану мәселесіне теориялық талдау жүргізу. Міндеттері: «миға шабуыл» ұғымын, оны ағылшын тілі сабақтарында ұйымдастыру принциптерін зерттеу, «миға шабуыл» кезеңдерін қарастыру, топтық жұмысты ұйымдастыру процесінде «миға шабуыл» әдісін қолдану бойынша жаттығулар жүйесін сынақтан өткізу. Эксперимент нәтижелері «миға шабуыл» технологиясын қолданған кезде, студенттер проблемалық жағдайды талқылау барысында өздерінің шығармашылық қабілеттері мен сыни ойларын қолданатынын көрсетті. Бұл әдіс шағын топта алынған тәжірибені талқылауға бағытталған. «Миға шабуыл» әдісін қолдану студенттердің сабақта қарым-қатынасын ынталандыруға, сондай-ақ өз идеяларын еркін білдіруге мүмкіндік береді. «Миға шабуыл» технологиясын қолдану студенттерге оқу материалын тезірек игеруге, студенттердің теориялық білімін практикамен байланыстыруға, стандартты емес мәселелерді шешу үшін студенттердің шығармашылық белсенділігін қалыптастыруға, ми қызметін ынталандыруға және коммуникативті дағдыларын қалыптастыруға мүмкіндік береді.*

**Түйінді сөздер:** топтық жұмыс, «миға шабуыл» технологиясы, мәселені шешу, шешім табу, идеяларды қалыптастыру.

### **«МОЗГОВОЙ ШТУРМ» КАК ЭФФЕКТИВНЫЙ СПОСОБ УЛУЧШЕНИЯ КОММУНИКАТИВНЫХ НАВЫКОВ СТУДЕНТОВ НЕЯЗЫКОВЫХ СПЕЦИАЛЬНОСТЕЙ**

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В статье раскрыты особенности технологии «мозгового штурма» как метода групповой работы на занятиях по английскому языку у студентов неязыковых специальностей. Цель исследования заключается в проведении теоретического анализа проблемы использования «мозгового штурма» на занятиях по английскому языку, разработке и апробации упражнений по использованию данного метода в процессе организации групповой работы у студентов 1 курса специальности «Учет и аудит». Задачи: изучить понятие «мозгового штурма», принципы его организации на занятиях по английскому языку, рассмотреть этапы проведения «мозгового штурма», апробировать систему упражнений по использованию метода «мозгового штурма» в процессе организации групповой работы. Результаты эксперимента показали, что при использовании технологии «мозгового штурма» студенты проявляют свой творческий потенциал и критическое мышление при обсуждении проблемной ситуации. Данный метод направлен на обсуждение полученного опыта в небольшой группе. Использование «мозгового штурма» позволяет стимулировать общение студентов на уроке, а также свободно выражать свои идеи. Использование технологии «мозгового штурма» позволяет студентам быстрее усваивать учебный материал, связывать теоретические знания студентов с практической деятельностью, формировать творческую деятельность учащихся по решению нестандартных задач, стимулирует мозговую деятельность учащихся и формирует коммуникативные навыки учащихся.

**Ключевые слова:** групповая работа, технология «мозгового штурма», постановка проблемы, поиск решения, генерирование идей.

**Introduction.** "Brainstorming" is a group way of solving a problem that requires good communication skills and responsiveness. Regular use of this technique in the classroom can help students develop creative problem-solving skills that will be useful in the future [1].

The primary objective of learning a foreign language is to communicate fluently in that language. Therefore, it is necessary to incorporate teaching methods that stimulate students' cognitive processes, eliminate language barriers, and reduce the fear of making mistakes [2]. The research topic's relevance is to explore and enhance the "Brainstorming" technique as an effective group work method. This involves students collaboratively generating ideas, analyzing them, and making collective decisions to find unconventional solutions to problems while freely expressing their thoughts in English.

Many students believe that they must provide the correct answer to a problematic task. However, the essence of "Brainstorming" is different. Students must be creative and generate ideas, which can be unexpected and unconventional [3]. Brainstorming allows for a free flow of ideas based on the students' existing knowledge of an issue. Previous experience of a similar situation enables students to consider a given situation.

**Goal, objectives.** The goal of the study is to conduct a theoretical analysis of the problem of using "brainstorming" in English lessons, to develop and test a system of exercises on the use of this method in the process of organizing group work among 1st year students of the specialty "Accounting and Auditing".

To achieve the research goal, it is necessary to solve the following objectives:

- conduct an analytical review of linguistic theoretical literature on this topic;
- study the concept of "brainstorming", its principles;
- describe the stages of brainstorming in English lessons;
- develop and test a system of exercises for using the "brainstorming" method in the process of organizing group work.

**Methods.** The following research methods were used in this work:

- a descriptive method with its main components – observation, interpretation and generalization, which allows a detailed and systematic characterization of the material under study;
- analysis of teaching aids on organizing "brainstorming" in English lessons;
- empirical methods: observation of the practice of teaching a foreign language, experimental work, conversation, survey, their qualitative analysis, graphic interpretation.

**Results.** At the end of the experiment, a questionnaire was administered to sixteen students in the group to determine their perception of the "Brainstorming" technique as a method for group work in solving creative tasks related to English language teaching.

The questionnaire included the following questions:

- 1) Did you need the teacher's leading questions to generate ideas?
- 2) Did you have difficulties in generating ideas for the proposed problem situation?
- 3) Did the instructor's prompts during "Brainstorming" help you or, on the contrary, confuse you?
- 4) Would you like to use "Brainstorming" technique more often in your English classes?
- 5) What was the most challenging aspect of brainstorming for you?

Regarding the first question, over 70% of students confirm that the instructor's leading questions help "Brainstorming" participants to generate unique solutions to a problem.

As for the second question, 60% of respondents report experiencing difficulty expressing their ideas, which may be attributed to either a lack of proficiency in the English language or shyness.

The results for the third question showed that students' opinions were divided approximately 50/50. Half of the students believe that teacher's prompting helps students to react in a problem situation. The other half of the students believe that this is a negative point, because prompts block students' independent thinking, and in a situation of real communication or a real problem situation, students will have to find a way out of the situation without help.

The results of the fourth and fifth questions indicate that over 80% of students are interested in participating in "Brainstorming" activities. However, many students lack practice and have insufficient vocabulary to express their thoughts. Additionally, not all students aspire to be experts, as it requires leadership skills and a high level of English proficiency. In such cases, the expert takes responsibility for the final decision-making process and provides reasoning behind their decision.

The graph (diagram 1) clearly presents the results of pupils' answers to questions 1-4.

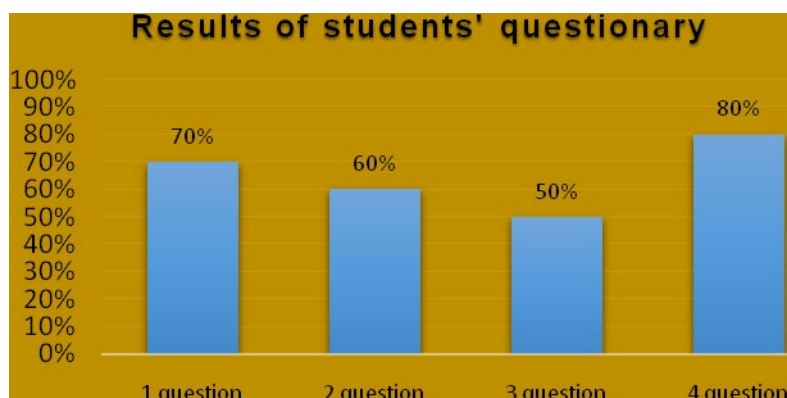


Diagram 1 – The results of students' questionnaire

If the same expert is always involved, "Brainstorming" may not be effective. It is recommended that students switch roles so that each student can take on the role of an expert and be responsible for making a decision and selecting the most effective idea [4]. To achieve this goal, "Brainstorming" should be frequently used in the classroom. This will help students become accustomed to the technique, learn to propose and justify their ideas, and develop their problem-solving skills collaboratively, showing their creativity and mental potential [5].

The results suggest that the "Brainstorming" technique used for collective problem-solving in English class was effective, as most students evaluated it positively. All students agreed to some extent that this method helped them complete their English language learning tasks more effectively. This technique encourages students to think outside the box and find unusual solutions to problem situations.

To determine the use of "Brainstorming" technique in English language classes and the opinions of teachers on this method, a questionnaire was administered to English language teachers who supervise non-language specialties at Baitursynuly Kostanay Regional University.

The questionnaire for teachers included the following questions:

- 1) Do you use "Brainstorming" technique in your classes?
- 2) If so, when and why?
- 3) What are the advantages of using "Brainstorming" technique?
- 4) Should the teacher help students in generating ideas?
- 5) Are your students engaged during "Brainstorming" activities in English classes?

The survey of teachers regarding the use of "Brainstorming" as a group work method for solving creative problems revealed that only 60% of respondents sometimes use this technique in English classes. The teacher acts as a moderator of the learning process.

Teachers provided different answers regarding the effectiveness of "Brainstorming" as a group method. Some consider it useful to introduce the lesson topic or as a verbal warm-up, and to gather ideas related to the topic for further discussion. However, it should be noted that some teachers only use "Brainstorming" as a warm-up activity and limit it to no more than 10 minutes.

Several answers were provided for the second question. According to some, "Brainstorming" is an effective group method for introducing the session's topic or as a verbal warm-up. They find it useful for gathering ideas to discuss statements related to the class topic. As these instructors use "Brainstorming" as a verbal warm-up, they spend no more than 10 minutes on this technique. According to some teachers, the main purpose of using "Brainstorming" technique in English classes is to gather information about students' background knowledge of the topic that the teacher intends to introduce.

The typical procedure for using "Brainstorming" with teachers is as follows: the teacher explains the purpose of the "Brainstorming" session and then asks questions related to the topic. If the students provide correct answers, the teacher records them by creating a word map on the board, also known as semantic mapping [6]. The teacher refrains from evaluating the students' ideas during this exercise to encourage them to express their ideas with enthusiasm. Teachers acknowledge that correcting learners' mistakes during a "Brainstorming" session can hinder idea generation as learners may become hesitant to share their ideas or fear making mistakes. Therefore, teachers suggest various activities that can be done during "Brainstorming", depending on the topic to be presented and discussed in class [7]. However, during "Brainstorming" sessions, the teacher always focuses on the purpose of the activity, sets a time limit, writes down the students' answers, and reveals the actual topic at the end of the session [8].

For the third question, most teachers believe that "Brainstorming" is helpful for students to prepare for English language tasks. This technique encourages students to think creatively and consider unusual solutions to problems.

Regarding the fourth question, the survey results indicate that most teachers believe it is necessary for the teacher to help students in generating ideas by asking leading questions. This is due to the difficulty for students to complete this task independently.

According to the teacher survey, in most cases, students like "Brainstorming" technology and show high enthusiasm in generating unusual ideas.

For the fifth question, teachers recognize "Brainstorming" as an effective group method for solving creative problems for several reasons.

The "Picture-Stimulus" method [9] was used to assess the level of students' knowledge before and after the experiment. The maximum number of points that can be scored on this diagnostic is 100.

The results of the students' knowledge before the experiment (diagram 2) show that the majority of students have an average level of knowledge in all categories.

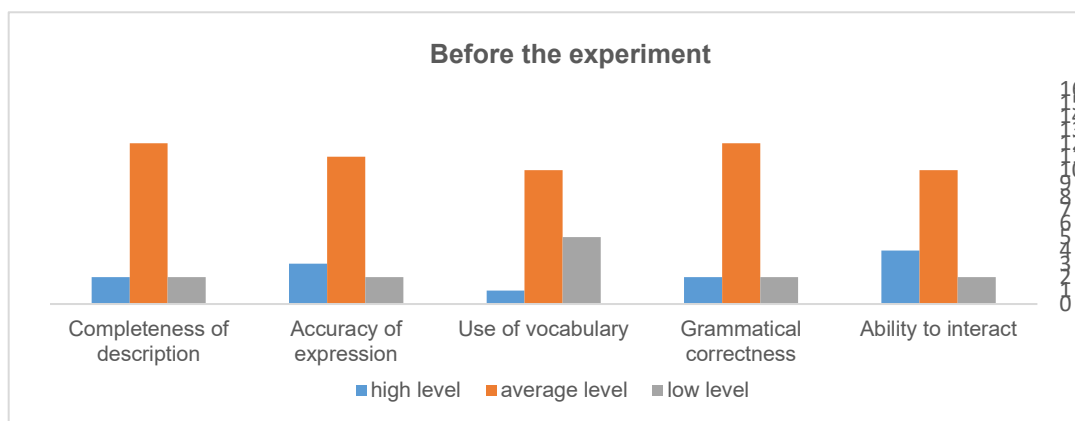


Diagram 2 – The results before the experiment

The diagnostic results confirm that the initial level of students' language skills is at an average level.

The repeated diagnostics was carried out similarly to the primary one. The tasks remained unchanged, which allowed to objectively assess the dynamics. The results of repeated diagnostics are illustrated in Diagram 3.

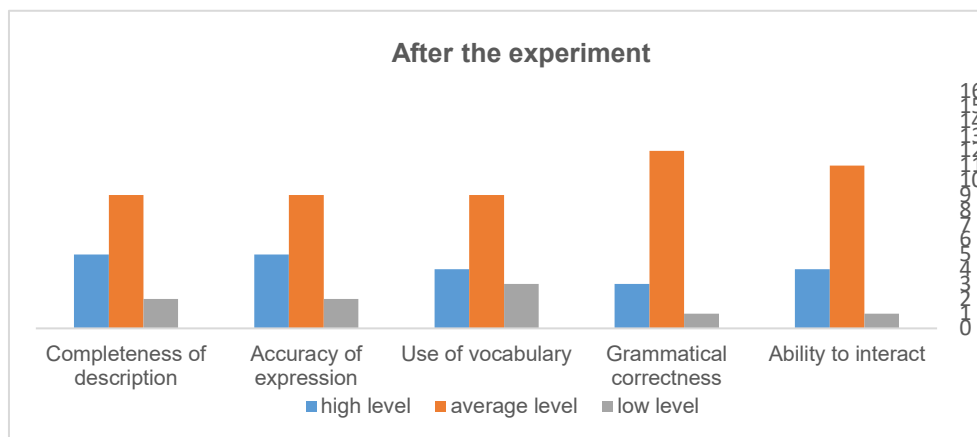


Diagram 3 – The results after the experiment

Repeated diagnostics, conducted after the experimental work, allowed to trace positive dynamics in students when introducing brainstorming technology. Due to the active use of the problem situation as a basis for speaking practice, students learned to formulate their thoughts confidently, enriched their vocabulary and began to use complex grammatical structures. Due to the immersion in the problem-solving process, students felt more relaxed, which significantly reduced pauses in speech and made speech more coherent.

**Discussion.** Experimental work was conducted at Baitursynuly Kostanay Regional University to introduce "Brainstorming" technique in the process of teaching English to first-year students in the "Accounting and Audit" program. The event was held on the topic of "Future Profession", which corresponds to the working program and syllabus of the "Foreign Language" discipline. The experiment aimed to determine the effectiveness of "Brainstorming" as a group work method for solving creative problems in teaching English at the higher education level.

Before and after the experiment, in order to observe the dynamics of students' progress, a diagnosis of knowledge in the field of speaking was conducted by the method "Picture-Stimulus". The method "Picture-Stimulus" is one of the effective methods for assessing descriptive speech skills. It is suitable for diagnosing the effectiveness of brainstorming technology because it uses visual supports (illustrations) that facilitate perception and stimulate the development of speaking skills. The Picture Stimulus technique is used to assess descriptive speech and allows students to develop skills in observing, analyzing, and creating a story based on visual information. As part of this technique, students performed the following tasks.

Picture description (monologue speech). Students were given a picture, for example, an illustration of a problematic situation, and they had to describe in detail the events, characters and environment depicted. This task promotes the development of accurate and detailed expression of thoughts. Example: *Look at the picture. Describe what you see. Talk about the characters, their actions, and the problem.*

Comparing pictures (group work). Students compared two pictures, discussing the similarities and differences between them. This task is aimed at developing group communication skills as well as the ability to organize their thoughts when comparing and analyzing. Example: *Compare the two pictures. What is similar? What is different? Use phrases like "The first picture illustrates the problem... but the second picture shows..."*.

Problem Solving. Students were shown pictures depicting a problem situation and asked to think of a story that could precede or follow this moment. This task develops creativity and narrative ability in a foreign language. Example: *Imagine what happened before and after this scene. Create a short story about it.*

The criteria for assessing the level of speaking are demonstrated in Table 1.

Table 1 – Criteria for assessing speaking level

Criterion	Description	Points	Max. score
Completeness of description	Specifying all key details of the problem situation	0-20	20
Accuracy of expression	Clear and logical explanation	0-20	20
Use of vocabulary	Lexical diversity related to themes	0-20	20
Grammatical correctness	Grammatically correct constructions	0-20	20
Ability to interact	(in group assignments) Ability to answer and ask questions	0-20	20

Let's distinguish the following possible levels:

- 1) 90-100 points: high level;
- 2) 50-89 points: average level;
- 3) 0-49 points: low level.

During the "Brainstorming" process, we considered that all problems have three common components:

1. The undesirable situation – If conditions are favorable for the person, there is no problem with the situation.

2. The desirable situation refers to a person's wish to improve an undesirable circumstance. Promising ideas may develop into specific goals that can be achieved, even if solutions have not yet been determined.

3. The presence of obstacles between the undesirable situation and the desirable situation are referred to the presence of obstacles between the current situation and the group's goal of resolving it. This component is the most challenging part of the problem as it requires decision-making.

The students took all the components into account the "Brainstorming" process. They had graduated from university but were still unemployed. Although being unemployed was not yet problematic, the "Brainstorming" stage had already begun. The students proposed both logical and unusual theories as to why they were in this situation. This stage can be seen as a verbal warm-up, as it prepares students for the communication process and creates conditions for predicting the situation.

After all the students had presented their ideas, they were told that they had no financial support and could not rely on anyone but themselves financially. This created an undesirable situation – the risk of being

left without a means of subsistence. All the students were divided into groups of three. Each group was given worksheets showing jobs. The students were told that there were vacancies in different occupations with different working conditions and requirements for the future worker. Each group had to decide which job and why it would be more suitable for a recent graduate with no practical experience.

Consequently, the other components of the problem are identified: 1. The desirable situation – the opportunity to get a job to improve one's financial situation; 2. The obstacles – lack of practical experience and work experience.

When dealing with a problem situation, it is important to consider certain characteristics such as the complexity of the problem, the number of potential solutions, the level of interest among group members, their familiarity with the problem, and the necessity of making a decision [10].

1. Task complexity. Complex tasks are very difficult for students, as it requires a considerable amount of time to study the task and discuss it in order to develop general background knowledge. Solving complex problems often requires more than just group discussions, and may necessitate additional individual work or frequent group meetings to share information. To organize a "Brainstorming" session within a single session, students were given a situation that was not very complex but was sufficient for group discussion.

2. Number of possible solutions. Problems may have several solutions, but the number of potential solutions may differ, and some may require creativity to solve. It is important to consider each group's primary concern when finding a solution. For instance, one group may prioritize a good work schedule over a high salary. Another group may consider the financial indicator as the main factor in choosing a profession, prioritize money over working conditions. For the third group, job satisfaction may be the most important factor, regardless of payment or working conditions.

3. Students' interest in the task and problem situation. If group members are interested in the problem situation, they will be more involved in the problem-solving process and will invest their energy in finding a quality solution. If all members of the group are interested in finding a solution to the problem, they can propose ideas and give reasons for their choices. If there are participants in the group who are not particularly interested in finding solutions to problems, it is necessary to determine the leader of this group, who will be the expert, and the rest of the group will be generators of ideas. Generators of ideas do not need to justify their choice, they can only propose their ideas, and the expert should listen to all generators of ideas and then decide on the final choice. In our case there were three groups, in one group there was no expert. All the group members offered their ideas about which job would be suitable for an inexperienced specialist and why, and in the other two groups it was decided to choose experts – group leaders who have strength of character and also higher foreign language skills.

4. Experience of a similar problem situation.

Some of the problems discussed during the "Brainstorming" session may be common in the learners' practical experience, other problems may be unique and unexpected. People who have the problem of finding a job, who have experience in several fields, may have a better idea of which profession to choose, but learners could see similar situations in their family or friends, have background knowledge of the problem situation at hand and offer ideas based on their knowledge.

5. The need to make a decision. At this stage, participants should consider the number of people affected by the decision and the successful implementation. In the group without an expert, there were many interested parties, which made it difficult to reach a consensus. The participants engaged in lengthy debates to prove their points of view. In groups where an appointed expert was responsible for solving the problem, decisions were made more quickly as the expert took responsibility for the choice. The time was also shorter to solve the problem in groups with experts. Only the experts had to justify their choice based on the ideas proposed by the participants.

Several rules for voting for the best idea are highlighted for the final decision:

1. Majority rule is a widely used decision-making method in both expert and non-expert groups. It requires more than half of the participants to vote in favor of a single idea. Voting was conducted openly, with participants raising their hands in favor of a proposed profession and providing an explanation for their choice. This allowed each voter to practice their communication skills through an oral speech.

2. Minority rule is a decision-making method in which an expert, appointed by the teacher or chosen by the rest of the group, is responsible for making the final decision. The involvement of each group member varies according to the degree of respect they have for the expert. If the expert is appointed by the teacher, students may sometimes challenge the expert's decision, which can result in a time-consuming process. It is important to note that this method can be subjective and may not always result in the most objective decision. If participants choose the expert themselves, they typically agree with the expert's decision due to their trust in the expert's judgement and foreign language proficiency. In our case, the expert in one group was chosen by the participants themselves. The chosen group leader had a good level of English language proficiency and demonstrated obvious leadership qualities. In the second group, all participants were at a similar level and were passive. Therefore, the teacher had to select the expert from among them. In contrast, in the group where the participants chose the expert themselves, there were no issues with decision-making

or disagreements during "Brainstorming". This group applied the minority rule. The consensus rule was used in the third group.

3. The consensus rule is a decision-making method in which the final decision is made by an expert, but all members of the group must agree with the decision by expressing their arguments in favor of a particular idea. Consensus is usually reached only after a long discussion. The advantages of this rule are that consensus often leads to high-quality decisions due to the time and effort it takes to get all group members to agree. One potential disadvantage of this method is that although all participants may agree on a decision, it is not certain that this decision will be ideal for everyone. Additionally, the process of building consensus often involves conflict as participants discuss ideas, which can lead to interpersonal tensions [11].

During the "Brainstorming" sessions, the students actively participated in discussing the problem. The positive impact of "Brainstorming" on the group environment and students' behavior was evident. Several students demonstrated quick reactions, which indicates the independent initiative of some students.

"Brainstorming" can increase students' concentration and critical thinking skills. One of the most significant benefits of "Brainstorming" is the development of perseverance. Through "Brainstorming", students can generate and discuss various ideas, including the potential outcomes of those ideas. This process requires students to focus on a specific topic, which can expand their knowledge in that area.

Generating creative ideas. Due to the participation of a large number of students in "Brainstorming" during the discussion of a problem situation, many different ideas are generated. Each student has a unique way of thinking, resulting in a diverse range of ideas. The more students participate in "Brainstorming", the greater the number of ideas that emerge, increasing the likelihood of generating creative ideas. This promotes the development of students' creative thinking.

Teaching respect for other people's opinions.

"Brainstorming" is a process of exchanging ideas, but not all ideas are treated equally by students. Only some ideas are accepted by a majority vote. Therefore, with frequent use of "Brainstorming" in English classes, students learn to respect other students' opinions, if not to accept them. Assignments like these can teach valuable life lessons as students learn to internalize and think through ideas that they may have previously dismissed. This can also help students gain self-confidence, as they realize that their opinions are significant. When "Brainstorming" is used, a simple discussion can turn into an inclusive space for all participants.

Developing the ability to take risks is an important skill.

It is important to encourage students to express their bold ideas in front of their classmates and teachers. During "Brainstorming" sessions, students learn to express their opinions and ideas out loud, which can increase their confidence in proposing creative ideas. This skill can also be applied to real-life situations where taking risks is necessary.

Social aspect. "Brainstorming" in English lessons can help students develop their creative thinking and communication skills, as well as make new friends. It provides an opportunity for students to connect with like-minded individuals beyond their usual circle of friends who share similar interests.

Teachers responding to the survey also note that there are sometimes problems in organizing "Brainstorming" sessions. Among the main problems they mention are:

1. Different levels of interest in the problem.

Not all group members show the same level of interest in solving the problem situation. This discrepancy in students' involvement in the communicative process has an impact on the whole activity. To solve this problem, the teacher and the facilitator (if there is one) need to use strategies to get the students' attention and to involve them in an active process. They need to create a stimulating environment that encourages each student to express their ideas.

2. Diverse group dynamics. Group dynamics are crucial to the success of "Brainstorming". The composition of the group may vary considerably in terms of students' existing knowledge, problem-solving skills, and intellectual abilities. To overcome any imbalances in the relationships between group members, it is necessary to create an inclusive environment where every opinion is valued. The teacher or facilitator should promote cooperation and create an environment of mutual learning to utilize the collective intelligence of the group. Working together is essential for students to find effective solutions to problems.

3. Unwillingness to share ideas. Some students may be hesitant to share their ideas due to insecurity or fear of judgement. To overcome this barrier, teachers should create a safe space where students feel comfortable expressing their thoughts. The facilitator or teacher can establish clear rules that require everyone to respect each other and their opinions. Providing feedback can motivate participants to share their ideas and participate in the "Brainstorming" process.

4. Conflict and lack of consensus: overcoming disagreement constructively. Conflict and lack of consensus can hinder the development of effective solutions during "Brainstorming" sessions in English lessons. To solve this problem, the teacher or facilitator should redirect any disagreements towards constructive discussion. Establishing rules for respectful dialogue and promoting open-mindedness can facilitate a shared understanding of the problem and a negotiated solution.

5. Time and energy consumption: optimizing the process.

In some cases, "Brainstorming" sessions can take too long without achieving the desired goals and wasting students' energy. To avoid this, the teacher or facilitator needs to structure the process effectively. This can be achieved by setting time limits for generating ideas, organizing the flow of ideas, and redirecting students' attention when necessary. Optimizing students' use of time and energy can help maintain a balance between generating ideas and making informed decisions.

**Conclusion.** Increasing the motivation of students to learn English and maintaining students' concentration in the lesson is a difficult task for the teacher. English teaching methods include many strategies to keep students actively involved in the lesson. Among such strategies, brainstorming technology occupies a special place. Brainstorming is a group work method that is used in English lessons so that students can show their creativity and critical thinking when discussing a problem situation created in the lesson. This method is aimed at discussing the experience gained in a small group. The use of brainstorming allows students to stimulate communication in the classroom, as well as freely express their ideas.

Despite the potential difficulties in organizing "Brainstorming" sessions in English classes, this group method of creative problem-solving is a powerful teaching method. It creates an environment in which all students are actively involved, introducing variety into the learning process and fostering a culture of cooperation. Through "Brainstorming", students discover their creative potential, learn to think critically about a problem situation and develop innovative solutions.

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### **ӘДЕБИЕТТІК ОҚУ САБАҚТАРЫНДА КОММУНИКАТИВІК ДАҒДЫЛАРДЫ ДАМУДА «ДЕБАТ» ТЕХНОЛОГИЯСЫН ПАЙДАЛАНУ**

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Мақалада дебат технологиясы әдеби оқу сабақтарында коммуникативті дағдыларды дамытудың бір түрі ретінде қарастырылады. Мақала тақырыбының өзектілігі адам өмірінің барлық салаларындағы өзгерістермен байланысты қарқынды дамып келе жатқан ғылыми-техникалық прогресс әлеуетті жұмысшылардың кәсіби дағдыларын дамыту қажеттілігі туралы айтады. Яғни, қазіргі білім беру мекемелері қоғамның өзгермелі жағдайларына бейімделетін және демократиялық қоғамда өзін жүзеге асыра алатын белсенді тұлға болуына мүмкіндік беретін қоғам мүшелерін, тұлғалық қасиеттерді шығаруы керек. Бұл міндетті шешу үшін оқу-тәрбие процесін ұйымдастыруға деген көзқарасты қайта қарау қажет. Бұл ақпаратты берудің дәстүрлі тәсілдерден, тікелей, сөздік тәсілінен жүйелік-белсенділік, яғни тұлғалық-бағдарлы, дамытушы, мұнда басты орын студенттердің өз бетінше әрекет етуіне көшуді қажет етеді. Бұл мәселені шешуге арналған технологиялардың бірі – Дебат технологиясы.

Дебат технологиясы тек қызықты ойын ғана емес, сонымен қатар оқушылардың танымдық белсенділігін дамытудың тиімді құралы. Дебат оқушылардың сыни тұрғыдан ойлауын, коммуникативті дағдыларын, шешендік және сендіру дағдыларын, аналитикалық қабілеттерін дамытады, басқаша айтқанда, дебат дәл қазіргі қоғамға қажетті және сұранысқа ие қасиеттерді дамытады.

**Түйінді сөздер:** «дебат» технологиясы, американдық парламенттік дебат форматы, парламенттік дебат, коммуникативті дағды, саяси дебаттар.

### **ИСПОЛЬЗОВАНИЕ ТЕХНОЛОГИИ «ДЕБАТЫ» В ХОДЕ РАЗВИТИЯ КОММУНИКАТИВНЫХ НАВЫКОВ НА УРОКАХ ЛИТЕРАТУРНОГО ЧТЕНИЯ**

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