

## CHAPTER II.

# EDUCATORS' PROFESSIONAL DEVELOPMENT IN THE SYSTEM OF CONTINUING EDUCATION: INTERNATIONAL EXPERIENCE

UDC 37.015.311:808.53

DOI 10.36074/d-obliplo.monograph-2021.04

***Sheredeka Galyna***

*PhD in Philology, Senior Lecturer of German Philology Department, State Higher Educational Establishment «Donbass State Pedagogical University» Horlivka Institute of Foreign Languages, Ukraine  
ORCID iD <https://orcid.org/0000-0002-0945-1428>*

***Pischel Olga***

*Sonnenberg-Kreis Gesellschaft für Internationale Zusammenarbeit e.V., Projektmanager, Germany*

***Fasolia Nataliia***

*Vice-principal of Public school No 26 of Vinnytsya City Council, Ukraine*

### “DEBATE” INTERACTIVE TECHNOLOGY IMPLEMENTATION IN THE EDUCATIONAL PROCESS (On the results of participation in the German-Ukrainian Project “Youth Debates”)

**Abstract.** This article focuses on the implementation of interactive technologies, namely “Debate”, into the modern educational process. It is one of the actual themes and important necessities of the present situation. It determines the proposed **study relevance** because it is important to teach students to have an active life position, to be able to argue, to defend their point of view. The main **objective of the study** is to summarize and generalize the practical experience of application debate technologies in Ukrainian and German educational practice, based on the results of participation in the German-Ukrainian Project “Youth Debates” and how to use debates at school while teaching different subjects. To achieve the objective some problems have been solved such as: to reveal peculiarities of teaching debate technologies in the context of modern Ukrainian postgraduate pedagogical education; to determine the steps of actions while introducing debatable technologies at school; to consider aspects of the practical implementation of debate

technologies in the educational process on the example of the educational institution "Gymnasium with secondary school of the first degree" Kostiantynivka city, Donetsk region, Ukraine: to regard the experience in organizing online debates using remote technologies in Ukraine.

While writing this article the following **research methods have been used**: 1) theoretical: system analysis, abstraction, generalization, comparison, systematization and classification of the received information and its interpretation; 2) empirical: method of survey and questionnaire, method of comparative analysis of the obtained results, expert evaluation. Several stages of preparation to debates have been taken into account. **The conclusions** show that debate is an innovative pedagogical technology aimed to develop a many-sided personality and creates conditions for the high school students' active civic position formation in a holistic pedagogical process, ensuring the dialogic nature of learning. Students can acquire both educational and cognitive abilities not only in the scientific sphere, but also obtain socially useful experience.

Debates, as pedagogical technology, can be characterized not only by criteria of manageability and reproducibility, but also by guaranteed efficiency. All of this allows us to solve the main task of the education system for a civil and democratic society - to foster erudite citizens. Only students with high culture and flexible thinking, purposeful, self-confident, free from stereotypes will be able to get integrated into European civil and cultural space.

**Key words:** postgraduate pedagogical education; interactive technologies; debate; modern educational process.

**Introduction.** Modern educational process in Ukraine needs a qualitative approach aimed at universal values priority in accordance to the global standards:

- Sustainable Development Goals, Agenda for the development up to 2030, adopted by the UN Summit in September 2015 (Goal 4. Ensure comprehensive and equitable quality education and promote lifelong learning opportunities for all);

- Universal standard that defines the possibilities of teaching in the field of adult education GRETA "Fundamentals for the development of a competitive approach to the competencies of teachers in teaching / education" ("Fundamentals of developing a procedure for cross-recognition of teachers' competence");

European Higher Education Area Qualifications Framework (European Higher Education Area Qualifications Framework, FQ EHEA);

- The International Standard Classification of Education (ISCED) is developed by UNESCO as a comprehensive statistical description of national education systems and a methodology for assessing national education systems against comparable international levels. The basic unit of ISCED classification is the educational program;

- The Incheon Declaration of UNESCO "Education 2030: Ensuring universal inclusive and equitable quality education and lifelong learning" (2015), provides for accessibility, openness, interculturalism, universalization of content, technological innovation.

- Belene framework for action adopted at the VI Belem Conference in 2009 "Life and lifelong learning for a successful future - the power of adult learning" and others.

The strategic objectives of postgraduate pedagogical education reformation are the following: teachers' involvement into a flexible retraining and advanced training system in new realms of science, advanced technologies and teaching methods implementation, data management improvement, etc. [1].

Modern pedagogical science tries to leave behind the authoritarian management paradigm, when a student is perceived as an "object" of educational influences. Modern education process is a system of independent cognitive activity organization, support and stimulation. Creative and cooperative conditions should be established during any educational process nowadays [2].

Thus, teachers themselves become co-authors of the educational process. The main idea of this strategy is to identify teachers' individual abilities and inclinations, ensure various favourable conditions for their further creative development and professional growth. This involves methodological reorientation of the educational process management, aimed at pedagogical workers' further professional and personal development, based on the implementation of humanization, differentiation and individualization principles during the postgraduate education process.

Educational and managerial processes improvement in the system of pedagogical workers professional development is possible through continual trainings of scientific, pedagogical and methodical staff of the postgraduate pedagogical educational institutions. In these circumstances it is possible to develop new modular curricula for teachers of different functional and professional levels, to implement various interactive technologies as a part of the In-service Teacher Training Institute educational activity. Thus, interactive technologies are gaining popularity in the common learning technologies system, as a part of the general educational process and teacher's professional development. Ability of critical thinking and successful communication in the modern social environment is a priority for the successful education process.

Debate learning technology is described in the Committee of Ministers of the Council of Europe Recommendations about secondary education improvement in Ukraine. Foreign languages school debates development has been considered as a successful educational technology for competencies formation in modern European education, as described in the "New Ukrainian School" concept and formulated in the regional program "European dimension in education, expanding cooperation. Educational process in Donetsk region in the 2017 - 2020".

To master many modern debate technologies is critically important for every individual with his/her own life philosophy. These technologies are also very important for the development of students' critical thinking and

argumentative skills. It could be determined and explained by intellectual competition popularity nowadays and need for their implementation as a kind of training programmes introduced at various educational institutions. To achieve the best result in students' development we should teach them not only to "play debates", but also to find subject contradictions, and provide persuasive arguments.

Learning debates also promotes students' ability of counter-arguments, listening and careful answering. The debates clearly show the attitude of the parties to socially important topics. Debate is not a separate isolated skill: the students who take part in it develop not only communication and oratory skills, but also political maturity and intelligence. Debates also contribute to the solution of educational, developmental, social problems. Thus, the introduction of interactive technologies in the educational process - namely debate - is an important necessity of the present situation. **It determines the proposed study relevance.**

Interaction of participants in the educational process is a basis of interactivity. It has been successively used since ancient times, but rarely introduced in educational institutions, especially in the area of higher education. There was almost no proper methodological support of the management process, its theoretical understanding, experimental testing and modernization. Learning process technologization is very important nowadays. We should provide it with a relevant personal orientation, taking into account all peculiarities of the modern educational system.

Considering the introduction of debate technologies in pedagogical practice, we should note that certain aspects have already been explored by many Ukrainian and foreign researchers from different points of view. Thus, the prominent philosopher and linguist M. Bakhtin convincingly proved that dialogue was the most effective tool to unite people. Because of his works publication, the essence of each word and each discourse could be understood as polyphonic ones. Their meaning depends on a great number of previous contexts

and the "dialogical principle" of discourse: every word, sentence or text bears the imprints of all those people who have ever used this word, sentence and narrative. N. Voloshin has considered the peculiarities of debates as a speech genre. O. Didukh has also studied English-language debates and linguistic peculiarities. Scientists O. Smirnov and Y. Yeregin have determined the general structure of debates and functions of their participants and considered debate-forecasting possibilities. E. Oreshina has explored various communication methods in the form of debates, particularly in universities. She developed a new approach to the structure of debates, participant's functions, etc. O. Kalinkina, T. Svetenko, M. Lyubetsky, A. Panchenkov, D. Taran and O. Frankovska have explored and adapted various debate reflections.

Because of "pedagogical technology" concept analysis, S. Sysoyeva has determined more than 300 of its features, for example: a pedagogical system; a system-activity approach to the educational process; a rational way to achieve a consciously formulated educational goal; a science; a pedagogical activity; teacher's art; a model; means of optimizing and modernizing the educational process; a procedural component of education development; an integrative approach in education [3].

It has been determined that any pedagogical technology must meet the basic processability criteria: consistency (the processes of consequentiality, interconnectivity, integrity), manageability (the possibility to diagnose objectives achievement and learning process planning), an efficiency (it should be selected according to the results and optimal costs and must guarantee certain standard of learning achievement), reproducibility (a possibility to be used in any similar educational institutions and by other scientists) [1]. However, the work of scientists has ignored the issue of direct introduction of interactive learning technologies in the system of future teachers' training, who will further use them in their work with students in various classes. The identified problem also requires in-depth analysis, a scientific approach and a more detailed research.

**The aim of this article** is to summarize the practical experience of implementing debate technologies in educational practice.

The aim of the article is to solve the following tasks:

- To reveal the features of debate technologies in the context of modern Ukrainian and German education;
- To determine the algorithm of actions in the implementation of debate technologies;
- To consider aspects of practical implementation of debate technologies in the educational process on the example of the educational institution "Gymnasium with secondary school of the first degree" Kostiantynivka city, Donetsk region,
- To regard the experience in organizing online debates using remote technologies in Ukraine.

While writing this article the following **set of complementary research methods has been used:**

1) theoretical: system analysis, abstraction, generalization, comparison, systematization and classification of the received information and its interpretation; 2) empirical: method of survey and questionnaire, method of comparative analysis of the obtained results, expert evaluation.

Considering debate as a kind of educational technology, we have specified its definition based on various interpretations. A generalized definition of the term “debate” means a clearly structured and specially organized public exchange of views between several parties on a topical issue. Any debates should be democratic just like a method, because they involve honesty, opportunity equality, and respect for the opponent, tolerance and, at the same time, critical thinking [4].

Thus, there is a need to analyse the debate technology algorithm, its stages and possibility of a practical application.

Each stage of the debate, in turn, consists of certain steps. Debates begin with students focusing on the discussion topic. They are faced with a problem,

and then they should formulate the debates purpose. Next, students should update their general knowledge on the issue, identify keywords, analyse and find out the essence of the problems. The next step in this stage is to draw up a research plan.

Then all the necessary information should be collected for its further analysis. Creative thinking should be used to make statements and objections. Speakers' speeches, depending on the level of students' readiness, are composed by debaters individually or as a team.

Preparations for the debate require a large amount of information processing, and it is much larger than the minimum offered by the curriculum. The educational result of independent research at the stage of preparation for debates is manifested not only in the new information gathering, but also in mutual learning through additional information acquisition by each student, and in students' primary research skills mastering. The developmental effect on the stage of preparation is manifested in active curiosity, students' cognitive interest in research methods of thinking mastering.

The next step is the actual debate stage. Debates should be held according to the rules that ensure opposing views and opinions conflict. First, the participants by lot (or by preliminary agreement) express their positions: assertions or objections. Then the debate is held according to the approved regulations. The speakers of each team try to convince the neutral judge that their opinion is the most acceptable. The stage of the debate ends with the analysis of the game. The referee has to make his decision and determine the winning team. The stage of reflection involves the following procedures: debates description, analysis and constructive criticism. Students should be provided with recommendations based on their identified personal changes [5;6].

This year Germany's debating movement "Jugend debattiert" is celebrating its 20th anniversary. The project was initiated by then Bundespresident Johannes Rau with the aims of encouraging young people to engage in society and

promote crucial debating skills. To extend relevant methodologies to all school subjects was a further motivation of his. Actually, under the patronage of the current Bundespräsident Mr Steinmeier and in partnership with all federal parliaments, the project has become known as a crucial event bolstering the democratic engagement and education of the youth. 1.320 schools from all regions of Germany partake in the annual debates and competitions taking place within schools, on a regional and national level. This project has a democratic and educational character. The realisation is largely sponsored by the non-profit Hertie and Heinz Nixdorf funds and additional since 2019 the Ministry of Education and Science has also been contributing.

Generally, high schools teach debating methodologies in the 8th or 9th grade. Competitions start out small in individual classes. Within their age brackets winners then compete against other classes and eventually against other schools in the presence of spectators. The debate competitions at all levels take place in 2 age groups: (8-10 grade, 11-12 grade). Usually, it is different age-appropriate topics that are dealt with. In addition to or instead of teaching debating in class, some schools organise extracurricular debating clubs that cater to students interested in strengthening their debating competence.

Since Germany's school system is organised on the federal level, these are the federal ministries that determine learning contents meanwhile the overarching aspects of school education are in the state responsibility, by the Ministry of Education and Science. Decisions on how to implement methodologies related to "Jugend debattiert" can thus freely be made by the federal states.

For example, the Ministry of School and Education of North-Rhine Westphalia supports the implementation of „Jugend debattiert“ by signing a five-year contract with a sponsor of the project, the Hertie fund. As the federal state with the highest numbers of schools it is also the one with the biggest debating competition, involving 281 schools and 47.000 students. The ministry handles organisation, implementation and administration. Although debating

techniques are taught from the 5th grade onwards, students only begin to take part in competitions from the 8th grade.

Several education ministries of federal states support the application of the methodologies drawn from “Jugend debattiert” in languages and history lessons at the least. For example, the contents of the “Handout for German lessons: innovative and competent”, edited by ISB State Institute for school quality and educational research of Bavaria (1), highlights the need to learn how to debate, as part of nurturing the core competencies of “speaking and listening“. To develop these skills diverse exercises were recommended for use in language lessons, which primarily promote oral expression and active listening. For instance, students are required to repeat and summarise what the previous speaker has said before adding their thoughts, as a way of promoting careful listening and referring. Then, on the next step, through repetitive idiom will be replied to the opponent.

It is important to highlight that “Jugend debattiert” as a method in the classroom is not only aimed at talented students who have already discovered their ability to articulate themselves on a high level.

The ISB Institute emphasized that the methods of “Jugend debattiert” can generally be exercised by the entire classes and are applicable to all subjects. Debate according to the rules of “Jugend debattiert” is methodologically suitable to promote various competencies in schoolchildren:

- linguistic skills, especially the ability to speak
- the ability to form one’s own opinion by dealing with current political issues
- media literacy, as independent research on the topics is an indispensable prerequisite for successful debating
- the ability to work in a team, as solutions can only be found together in the debate“ [1].

“Jugend debattiert” especially promotes teamwork in classes, since students’ work together researching one common subject and identify pro and

contra arguments, thus incentivising them to interact respectfully and constructively. The aim is not to win or have the best arguments, but to find a lot of them, learn to understand which aspects they belong to and determine whether they are really new and unusual. This process then also bolsters creative thinking and encourages collaboration with others to achieve a diverse and nuanced outcome [7].

In Ukraine, as in other European countries since the 90's there are various debate movements for school children, competitions, tournaments in both Ukrainian and English. In some schools, debate clubs have been operating for many years, where in the context of extracurricular education, teachers and trainers teach students the techniques of parliamentary debate and world debate.

Since 2016, with the financial support of the German Ministry of Foreign Affairs and the methodological support of the Hertie Foundation, the NGO International House Sonnenberg in cooperation with EdCamp in Kharkiv a pilot project "Youth Debates" has been launched. To begin with, 8 schools from Dnipropetrovsk, Kharkiv, Zaporizhia and Mykolayiv regions joined this initiative, where teachers received methodical training from experts in Germany, where they got acquainted with the practice of adapting debate methods to the educational process in schools, and attended the final of that year's national tournament. "Jugend debattiert" in Berlin.

In 2020, 70 schools from 20 regions of Ukraine were already operating according to the "Youth Debates" method, mainly in extracurricular education, in the form of a debating circle or club. Classes were conducted by certified teachers weekly, from the beginning of the school year. In December, students already mastered the methodology and participated in qualifying competitions at the school level, between neighbouring regions, and the winners - in the national semi-finals and finals "Youth Debates".

Every year, new schools join the project, where teachers initially participate in a selection competition. Among 60-70 applicants, project managers select 15-16 teachers, according to the criteria of participation.

Methodical training conducted by German trainers follows a step-by-step structure introduced in Germany: first, it is a two-day seminar consisting of 2 modules: explanation of concepts and rules, training exercises, presentation of examples of individual debate elements, review of evaluation criteria. A significant part of the workshop is the second module, i.e. debating from different positions, as well as evaluating the debate as a jury member and giving personal feedback to each participant.

After this training, teachers receive working manuals for teachers and students and acquire the necessary qualifications to prepare students. After the first year of work in the project, the second two-day training is planned; it is aimed at improving skills, deepening understanding of the methodology, as well as criteria and rules of evaluation. This training also consists of two parts, where the second takes place in the form of an educational debate. After that, teachers receive a certificate confirming their qualifications to prepare students to participate in debate competitions.

In recent years, students of the educational institution "Gymnasium with secondary school of the first degree" from Kostiantynivka have been actively involved in two projects: "Youth Debates" and "Parliamentary Debates" of a British format.

"Youth Debates" project aims to attract students, help them learn not only to speak properly, but also respect the opinion of the interlocutor; not only to listen, but also to hear; draw attention to socio-political issues. The main difference from other debate practices is the focus on collaborative work: it is impossible to win if you only bring yourself to the fore. The ability to debate involves, above all, tolerance, respect for other participants, giving others the opportunity to speak, the ability to build their own statements in such a way that after them there is something to talk about.

According to the rules of the "Youth Debates" four students take part in the debate, the former two represent the PRO side and the latter two – CONTRA one. Topics must be set in advance. But participants find out what side ("for" or

"against") they have to present only in half an hour before the debates start. The winner is the one who gives everyone the opportunity to join the discussion, facilitates a productive discussion, maximally "advances the discussion", providing an opportunity to cover the problem in depth and in many ways.

The "Public Debates School" was held in 2018 for five days with the support of the United Nations Development Program and consisted of two modules for its participants from Luhansk and Donetsk regions. This initiative is funded by the Project "Restoration of Governance and Reconciliation in Conflict Communities in Ukraine", implemented by UNDP in Ukraine with the support of the Swiss Confederation, the Government of Sweden with organizational support by "Donetsk Debate Centre" NGO.

The established rules of the debates (compared) are the following (see Table 1):

*Table 1*

**Debates Rules**

<b>Educational debates in the format "Youth debates"</b>	<b>Parliamentary debates according to the British format</b>
1) The main purpose of the debates is to cover the problem as much as it possible from all points of view; 2) The winner of the debates is not a team, but an individual, although it is ensured by the interaction of partners within the team; 3) The team is formed just before the game starts. Four participants take part in the competition. 2 defend the position - "pro", 2 - "contra". The game consists of 3 parts - introductory, open (free) discussion and the final part.	1) This format allows everyone to take an opinion of each player. It is also possible to prove that each idea has a right to exist. It is necessary to develop an action plan to solve a specific problem. 2) The parliamentary debates focus on quick thinking, logical reasoning and analysis, research-based rhetorical skills and pre-collected examples. 3) There are four teams: two on the "Government" side and another two on the "Opposition" one. Every team consists of two debaters and should consider a topic proposed by a "Parliament". A different topic is suggested for each round. According to the results of the game, the teams should be divided into places from the first to the fourth.

In addition to the foregoing, the rules have been established for judges (see Table 2) as well as for debates preparation stages (see Table 3).

**Research results.** The results of debate technologies development were presented during the "Management of preparation and support of inter school debates of high school teams in European languages" cluster within the regional

creative laboratory "Modern educational trends". This event has been conducted by the Department of International Integration of Donetsk Regional In-service Teacher Training Institute. During the work of the laboratory the answer was given to the question: how to develop interactive technology that is necessary for any teacher. First of all, interactive learning technology should provide not just a mechanical shift from one method to another, but an algorithm for logical transition through active methods from one stage of the educational process to another to ensure its integrity, quality and their harmonious integration into the learning process [3].

*Table 2*

**Judges' debates rules**

<b>Educational debates in the format "Youth debates"</b>	<b>Parliamentary debates according to the British format</b>
<p>Players' evaluation criteria:</p> <ol style="list-style-type: none"> <li>1. Knowledge – ability to understand the issue;</li> <li>2. Express one's own opinion - ability to formulate player's opinion;</li> <li>3. Conduct a dialogue - ability to react to other participants actions;</li> <li>4. Persuasion - ability to justify one's position.</li> </ol> <p>For each criterion there is a clear evaluation report, given - from 10 to 5 points. Maximum - 60 points. Three jury members 20 points each.</p>	<p>Debates evaluation levels:</p> <p>Were there significant violations of the rules in the game (obvious disrespect, unfair interpretation, etc.).</p> <p>Did the performances of the players correspond to their roles?</p> <p>Which of the positions of the parties («for» or «against» the resolution) was more convincing in terms of argumentation?</p> <p>Which of the teams better defended the position of their side?</p> <p>The players of which team performed better in form.</p> <p>90 points are great. The performance corresponds to the semi-final or final level, contains much strengths and mostly no weakness.</p> <p>80 points are good or above average. The performance corresponds to the level of the playoffs, and contains obvious advantages and minor disadvantages.</p> <p>70 points are average. The performance contains both strengths and weaknesses in approximately equal amounts.</p> <p>60 points are below average or bad. The performance has obvious shortcomings and only minor strengths.</p> <p>50 points are very bad. The performance has fundamental shortcomings and very few or no strengths.</p> <p>The referees, when allocating team places according to the results of the debates, must be guided by the following criteria (in order of importance).</p>

The results of participation in the project are the following: Alina Ugrimova, the 10<sup>th</sup> grade student of Kostyantivka Gymnasium with secondary school, became a winner of the regional tournament, semi-finalist of the All-

Ukrainian debate tournament of the German-Ukrainian project "Youth Debates" and took the second place in the School of Political Debates.

*Table 3*

**Debates preparation stages 2017-2018 on the example of Kostyantynivka**

<b>Educational debates in the format "Youth debates"</b>	<b>Parliamentary debates according to the British format</b>
<p>29/04/2017 - the presentation of project "Youth Debates " at the Third National (non)conference for school teachers EdCamp Ukraine 2017 in Kharkiv.</p> <p>12/06/2017-17/06/2017 – teachers’ group study trip to Germany for the training, participation, at the competition of "Bundesfinale Jugend debattiert 2017" in Berlin. «Bundesfinale Jugend debattiert 2017».</p> <p>01/07/2017-25/08/2017 - work with methodical materials, preparation of the project presentation in schools and the training for participating educators in Dnipro city.</p> <p>September-October 2017 - group work with students, debate training tournaments, and school final competitions.</p> <p>10/31/2017 – there was a meeting with German projectmanager Olga Pischel and Viola von Cramon and Ukrainian educators at "Gymnasium with secondary school of the first degree". Teachers and students meet project leaders in order to share their impressions and experiences further socially relevant topics were discussed.</p> <p>11/11/2017 - Regional qualifying debate competition on the topic: "Should grades be cancelled in senior classes?" took place.</p> <p>November 11, 2017 at the «DRUZI вільний простір» (Kostyantynivka city) regional debates ``Should homework be canceled at school" took place. The winners of school tournaments (Kostyantynivka Gymnasium with secondary school of the first degree and secondary school №15) took part in the all-Ukrainian semifinal: Oleksandra Katasonova (Slovyansk city) and Alina Ughrymova (Kostyantynivka city).</p> <p>09/12/2017-10/12/2017 - All-Ukrainian debate tournament semi-final and final took place in Kharkiv city.</p>	<p>February 15-18, 2018 - the first school module: three-day training "Public speaking and debate skills. SCORE Index and organization of public debates on its results" for 20 people from Luhansk and Donetsk regions took place;</p> <p>20/02/2018-12/04/2018 - teams preparation to participate in public debates;</p> <p>April 13-15, 2018 - the second school module: a two-day practical debate "Argumentation and communication skills formation for young people. SCORE index and organization of public debates according to its results".</p>

Anastasia Serbinova, the 10<sup>th</sup> grade student of the same educational institution, took the second place in the tournament of the School of Political Debates; the coach Stanislava Stasenko organized classes with teachers of Ukrainian, English, German languages and history, acquainted them with the debate technologies, elements of which they now use in their lessons. Nowadays, preparations for the next tournament have already started, namely English debates tournament on the "Bullying" topic.

Since the beginning of the COVID 19, 2020 pandemic, in order to reduce interpersonal contacts, it has become clear that the organization of debates of German-Ukrainian project "Youth Debates" requires a change in the format of conducting face-to-face to online using remote technologies.

By definition, distance technology means technology in which all participants are simultaneously in the web environment remotely: chat, audio, video conferencing, social networks, etc. / or asynchronous / interaction between distance learning subjects, during which participants interact with each other with time delay, while using e-mail, social networks.

In the city of Vinnytsia, in order to continue working under quarantine restrictions, so-called "debate schools" using remote technologies have been organized and held. The participants of the debate school are students not only those who have previously participated in the "Youth Debates" format, but also those who have debated in other formats. So, the group consists of 20 people who represent 8 educational institutions of Vinnytsia.

To organize a debate school with the use of distance technologies one needs to do: to choose a platform for training, practice and an actual debate, which will ensure the work of the group and subgroups; form a list of participants through questionnaires (in order to disseminate information, you can involve the Department of Education, social networks and the media); carefully plan the course of lessons, which should include breaks in work with computer equipment; features of the organization of online communication.

During distance learning, a debate school has been held using distance technologies. At a preparatory phase, a board in the Trello application has been created for the team's quick communication. It contains information about the school work plan, contacts of principals and other necessary information. It has been later supplemented by topics for debate and contacts by experts who have joined the school.

Also during the preparatory phase, online questionnaires with questions have been created to help selecting potential participants and feedback questionnaires to summarize. The Zoom platform has been chosen for the debate school. It has opportunities not only to organize collective work, but also to unite individuals into groups.

The organizational stage includes the formation of the school curriculum, its adaptation to the online format, communication with experts involved in the program (individuals who can give participants more information from their own experience on the content of selected topics of debates). At the same time, a database of program participants has been formed, instructions for organizing work in groups have been developed, and presentation materials have been prepared. During the main stage, a clear timing of classes for productive work of participants has been determined, training is conducted, the program has been adjusted on the basis of feedback questionnaires (if necessary) and final debates have been held. The final stage includes the analysis of the final feedback questionnaires, the final SWOT-analysis.

The list of topics for debate can be determined by "brainstorming". For example the following:

1. Should the form for writing a motivation letter to the university be introduced?
2. Should the use of plastic bags be banned in Vinnytsia stores?
3. Should mandatory volunteering hours be introduced for students in grades 9-11?

Among the positive factors of conducting debates with the use of remote technologies are the following: the opportunity to continue developing debate skills, wide geographical coverage of participants, involvement of experts from different parts of Ukraine and the world, improving camera skills. The disadvantages are: the lack of teamwork and live contacts, which makes it difficult to create an emotional atmosphere so important for the debates.

Based on the above, **we can draw the following conclusions:** the debate is an innovative pedagogical technology aimed to develop a many-sided personality. In addition, the debates create conditions for the high school students' active civic position formation in a holistic pedagogical process, ensuring the dialogic nature of learning. Students can acquire both educational and cognitive abilities not only in the scientific sphere, but also obtain socially useful experience.

The debate, as a pedagogical technology, can be characterized not only by the criteria of manageability and reproducibility, but also by guaranteed efficiency. Everything mentioned allows us to solve the main task of the education system for a civil and democratic society - to foster erudite citizens. Only students with high culture and flexible thinking, purposeful, self-confident, free from stereotypes will be able to get integrated into European civil and cultural space.

Teachers, striving to educate a person of a new free society are responsible for their position and able to make decisions. They have long been convinced of the need to have a dialogue between the subjects of learning. Dialogue is understood as an equal interaction between a student and a teacher, created to prepare young people for a constantly dialogic and contradictory adult life. Determination and courage in expressing one's opinion, readiness to argue one's position in various life situations, maximum tolerance in expressions and behaviour will be formed only with the use of active dialogic learning technologies. Along with this, the debate can be seen as a means of improving pedagogical skills, honing the oratory and communication skills of a teacher. At

the same time, it is a way to an active position in life. The abilities to express one's opinion publicly, to choose one's own way of solving a problem and to convince others of its expediency are important in modern life for everyone [8].

#### **References:**

[1] Kovalenko, L. V. (2009). Vprovadzhennja interaktyvnykh tekhnologhij navchannja jak faktor profesijno-osobystisnogho rozvytku pedagoghichnykh kadriv u systemi pisljadyplomnoji pedagoghichnoji osvity. Pedagoghichnyj dyskurs. Vypusk 5, c. 116-120. [in Ukrainian]

[2] Lucyk, I. Gh., Bordjugh, O. Gh. (2013). Interaktyvni tekhnologhiji navchannja jak chynnyk osobystisnogho rozvytku studentiv pedagoghichnogho koledzhu. Pedagoghichna osvita: teorija i praktyka. Zbirnyk naukovykh pracj. Vypusk 13, c. 92 -96. [in Ukrainian]

[3] Sysojeva S.O. (2011). Jak rozrobyty interaktyvnu tekhnologhiju vchytelju. Interaktyvni tekhnologhiji navchannja doroslykh: navchaljno-metodychnyj posibnyk. Kyjiv: VD «EKMO», c.279. [in Ukrainian]

[4] Kaliberda, Gh.A. (2008). Intelektualjna ghra «Debaty» u navchaljno-vykhovnomu procesi zaghajjnoosvitnikh navchaljnykh zakladiv». Zbirka materialiv dlja kerivnykiv debatnykh klubiv ta vchyteliv, jaki navchajutj debativ ta dyskusij. Poltava: POIPPO, c.204. [in Ukrainian]

[5] Trapp, R., Zompetti, J. P., Motiejunate, J., Driscoll, W. (2005) Discovering the word through debate. A practical guide to educational debate for debates, coaches and judges.

[6] Shuster, K., Meany, J. (2005). Speak out! Debate and Public Speaking in the Middle Grades.

[7] Eberhardt, A., Meierhöfer, B. (2016). ISB State Institute for school quality and educational research (Hrsgb.) German lessons innovative and competent, Munich 2012, p. 3.

[8] Jermolenko, A. Debatni tekhnologhiji: pedagoghichna praktyka. Pisljadyplom. osvita v Ukrajini. 2015. № 1. S. 81–84. [in Ukrainian]