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TÍTULO: Tecnologías educativas efectivas en la enseñanza de lenguas extranjeras para estudiantes talentosos de escuela secundaria.

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RESUMEN: Este documento está dedicado al concepto de superdotado y a cómo apoyar y capacitar a estudiantes dotados de la escuela secundaria. El objetivo principal del artículo es describir y evaluar los métodos implementados centrados en apoyar y desarrollar niños superdotados. Los autores del artículo creen que el uso de métodos de enseñanza activos en las clases de lengua extranjera, en particular el método de discusión, el estudio de casos y el método del proyecto, son importantes para mantener la motivación de los escolares. Además, las actividades cognitivas ayudan a desarrollar el comportamiento social y las habilidades de comunicación. El artículo considera las etapas del método implementado, proporciona consejos prácticos, destaca los desafíos y las perspectivas de trabajo con estudiantes dotados en Rusia.

PALABRAS CLAVES: aprendizaje basado en proyectos, método de discusión, niños talentosos, competencia comunicativa, pensamiento crítico, motivación.

TITLE: Effective educational technologies in teaching foreign languages to gifted high school students.

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ABSTRACT: This paper is devoted to the concept of giftedness and how to support and train gifted high school students. The primary aim of the paper is to describe and assess the implemented methods focused on supporting and developing gifted children. The authors of the article believe that the use of active teaching methods in foreign language lessons, in particular the method of discussion, case study and project method are important for maintaining the motivation of schoolchildren. Moreover, cognitive activities help to develop social behavior and communication skills. The article considers the stages of the implemented method, provides practical advice, highlight challenges and perspectives of work with gifted students in Russia.

KEY WORDS: project-based learning, method of discussion, gifted children, communicative competence, critical thinking, motivation.

INTRODUCTION.

In modern society, more and more attention is paid to the development of intelligence, creativity and the formation of learning skills. Intellect is considered as the main human resource, which role is to solve current global problems. The most important qualities of a person that are valued are initiative, the ability to think creatively and find non-standard solutions, the ability to acquire a professional approach, and to stay motivated for learning.

Therefore, school education in Russia has been reconstructed in such a way that graduates gain abilities to achieve their goals independently, analyze and work with large amount of information, skillfully respond to different life situations. It is also worth mentioning the relevance of the development of programs, methods and technologies aimed at supporting and educating gifted children, identify their creative individuality. According to Shcherbatykh, L. (2012), gifted children are those who:

1) have higher intellectual abilities, sensitivity to teaching, creative abilities and manifestations than other peers,

2) have a dominant, active, not saturating cognitive need,

3) experience the joy towards the mental labor.

In order to develop their talents, gifted children should be trained in accordance with specially designed extended curriculum (Clough, 2006); feel the attention, support, patience and be in focus of the individual approach from the teachers or mentors (Mayer, R., 2008). On the one hand, specially created conditions that provide unlimited opportunities for analyzing and discussing books they read, listening to lectures, the ability to deeply understand and plunge into the essence of the problem (Robinson and Robinson, 1982); on the other, contribution to the manifestation of curiosity, the development of analytical and critical thinking, and the maintenance of motivation.

Programs to identify, support and implement the potential of gifted children have been launched not only in Russia, but also in other countries. In this respect, we have to mention undisputable role of organizations, activities, events and plan of measures: the role of nationwide system for the search and development of talented children; formation the network of the scientific research centers at leading universities in the country; introduction of benefits and grants for schoolchildren, who are winners of the “Russian subject Olympiads”, so called subject contests of high school students. These students are admitted at higher schools. In addition, there is an

increase in funding, namely, during the last five year; the number of funds allocated from the federal budget to support gifted children has increased.

In the framework of the presidential program "Gifted children - the future of Russia" for 2016-2020, technically equipped, specialized centers for working with talented children are being created, schoolchildren are being actively trained in all-Russian and international “subject Olympiads” (subject contests); opportunities have been provided for talented and gifted schoolchildren to participate in conferences, creative workshops. Recommendations are made for holding parents and teachers meetings in order to harmonize relations. Efforts are being made to create a favorable intellectual atmosphere for achieving maximum self-realization of creative students through the development of distance learning. The presidential program pays special attention to the choice of rational forms of management of students' intellectual activity, to the selection of the methods among various training systems that promote the development of independent thinking, critical thinking, initiative and creativity.

Thus, the questions that are actual and often arise: What children are called gifted? How to provide their further development? What can be done to support them?

The relevance and actuality of the problem is theoretically and practically connected with the identification of conditions, factors, forms, and methods of developing the talents of gifted children. As well, the question of teaching foreign language (FL) of linguistically gifted high school students is important. Under the conditions, when the modern society is involved in the growing processes of globalization, FL is becoming increasingly important. Knowledge of FL is a necessary attribute of a highly qualified specialist (Polat, E., 2000).

Therefore, the aim of the present paper is to provide description and assessment of the methods implemented in Russian schools focused on supporting and developing gifted children. The authors provide material that is based on the experience of the modern schools in Russia. The

paper highlights that curiosity, activeness, and creativity developed in gifted school students through specially organized programs and implemented methods distinguish them from their peers. They demonstrate more developed intelligence, the ability to classify, generalize, analyze, and find relationships. They are more confident and constant in finding answers to the stated questions.

DEVELOPMENT.

Discussion.

Initially, the phenomenon of giftedness has been mentioned, defined and discussed in the scientific circles. Many Russian and foreign researches have been devoted to the study of gifted and talented children. During the last years, "giftedness" has been treated as an integral quality (Torrance and Sisk, 1997), which includes cognitive, personal, and creative aspects (McNaughton, N., & Corr, P. J. 2008b).

Scientific literature provides detailed descriptions of the basic approaches to the study and realize human abilities and develop interest (Tannenbaum, A.J., 1983). One of the main approaches to the research abilities was factor analysis (McDonald, R.,1985), i.e. empirical identification of various factors, behind which the manifestation of different abilities was seen. Among other things, the intellect was viewed as a composite ability, including verbal, mathematical and other types of abilities.

It is customary to allocate general and special abilities. Common abilities provide the mastery of different types of knowledge and skills that a person realizes in many activities, like any other. These abilities depend on natural instincts and features of education and upbringing (Ackerman, P.,et. al., 1997). A common ability or a set of common abilities is called giftedness (Rubinstein, S., 2003). In contrast to general special abilities, they are considered in relation to individual, special areas of activity, which is expressed in their classification by type of activity

(mathematical, artistic, musical, etc.). In psychology, the ratio of general and special abilities is understood as the ratio of general and special (Rubinstein, S., 2003).

The main provisions of the theory of abilities have been developed and deepened in numerous works devoted to the study of general and special abilities (Ananiev, B.,G, 2006), researches on general mental abilities and giftedness (Embretson, S., 1995), as well as a number of works on the study of special abilities. These include the study of: mathematical abilities (Craig, T., 2016), musical abilities (Golubeva, E., 1993), organizing abilities (Clasen and Clasen, 1987), and artistic abilities (Callahan, C., 1997).

The division of thinking suggested by (Guilford, 1982), who distinguished convergent and divergent has become an essential step in the differentiation of the components of mental abilities and actually initiated the introduction of the concepts "intellectual giftedness" and "creative endowment". The problem of differentiation of intellectual and creative abilities has been the subject of special psychological and pedagogical studies (Matyushkin, A., 1993).

The American scientist, observing his students, came to the conclusion that: “not those children who study well and those who have a very high IQ are successful in their creative activity. Creativity requires something additional and vital” (Torrence and Sisk, 1997, p.154).

Let us consider how the concepts of giftedness or gifted children can be put into practice in the frames the presidential program "Gifted children - the future of Russia" planning for 2016-2020.

On the one hand, giftedness is considered as intellectual ability, which manifests itself in a high level of general mental development, creative manifestations and receptivity to teaching in many fields of knowledge (Renzulli, J., 2002). Giftedness is either regarded as a qualitatively original combination of abilities, which ensures the success of the activity. The joint action of abilities, representing a certain structure, allows to compensate for the insufficiency of individual abilities due to the preferential development of others.

On the other hand, giftedness can be defined as:

- a systemic quality of the psyche that develops throughout life, which determines whether a person can achieve higher (unusual, uncommon) results in one or more activities compared to other people,

- general abilities or general moments of abilities, which determine the breadth of human capabilities, the level and originality of his activities,

- a set of makings, natural data, characterization of the degree of expression and originality of natural prerequisites and abilities,

- talent, the presence of internal conditions for outstanding achievements in activities.

Gifted children are those who:

- reveal higher (in comparison with peers) level of general intellectual development, including intellectual and creative abilities, whose special needs in teaching are related to their increased curiosity, research activity and aspiration for independent teaching,

- discover a general or special giftedness (to music, drawing, technique, etc.).

Thus, a gifted child is a child who demonstrates bright, obvious, in some activities outstanding achievements (or has internal presuppositions for such achievements) in various kinds of activities. Giftedness can be easily limited exactly by the mentioned above definitions; as for Russian school education, these types of giftedness are of high priority. Recently, most psychologists have recognized that the level, qualitative originality and character of the development of giftedness is always the result of a complex interaction of heredity (natural makings) and social environment mediated by the child's activity (game, educational, labor). At the same time, it is impossible to ignore the role of the psychological mechanisms of motivation or self-development that are located inside the individual and underlie the formation and realization of individual talent.

Modern psychological and pedagogical studies treat the notion of "giftedness" from different perspectives and describe different types of giftedness, such as:

- **General intellectual (academic) giftedness** is associated with a high level of intellectual development. It manifests itself in the special ability and success of training in various subjects; moreover, it is more individual and selective. Students of this type are good at learning, acquiring information, and therefore can show high results. They easily master any activity, show remarkable success in almost all school subjects. Soviet psychologists have noted that giftedness is more than a sum of abilities (Rubinstein, S., 2003). It includes not only a quantitative but also a qualitative component (Leontiev A., 1983). In comparison to the intellectual academic talent, it determines the success in training. The issues of academic giftedness were dealt with by the psychologist (Krutetsky, V., 1998), who comprehensively studied the mathematical endowments in order to reveal the structure of mathematical abilities.
- **Communicative giftedness** is associated with the ability to establish contacts, understand and predict human behavior, and the high quality of interpersonal relationships. Communicative giftedness is studied; firstly, from the point of view of the development of social intelligence. It is interpreted as an ability to understand people's behavior correctly, anticipating problematic areas in interpersonal relations, the ability to express quick and accurate judgments about people, for example, from the point of view while studying the qualities of a leader and creating leadership theories.
- **Creative giftedness** raises numerous disputes in academic circles. Disputable is the very necessity of distinguishing this kind of giftedness. Some experts believe that creativity is an integral element of all kinds of endowments that can not be presented separately from the creative component. Consequently, there is only one kind of giftedness named creative. If there is no creativity, it makes no sense to talk about giftedness (Matyushkin, A., 1993). Other

researchers defend the legitimacy of the existence of creative giftedness as a separate, independent species. One of the points of view is that giftedness is generated either by the ability to produce, to put forward new ideas, to invent, or to perform brilliantly, to use what has already been created (Thomas and Berk,1981). Creative talent is determined by those theoretical constructs on which the understanding of creativity is based. Four main areas in this field are distinguished: creativity as a product, as a process, as an ability and as a personality trait in general. For each of these areas, their understanding of creative endowments and their methods of diagnosing creativity are characteristic (Treffinger, D., 1995).

- **Social giftedness** is seen as a complex, multifaceted phenomenon, which largely determines the success in communication and is understood as the ability to establish mature, constructive relationships with other people. It identifies structural elements of social endowments as social perception, prosocial behavior, moral judgments, and organizational skills (Ushakov, D., 2004). The listed types of giftedness manifest themselves in different ways and face specific obstacles that are determined by the individual characteristics and the nature of the environment of the child.
- **The study of psychomotor abilities** has been conducted in psychology for a long time. The first diagnostic methods were proposed by F. Galton and E. Krepelin. Psychomotor abilities are closely related to speed, accuracy and dexterity of movements, kinesthetic motor and visual-motor coordination. Standardized tests focused on the perceptive motor development allow us to evaluate various parameters of motor development: tempo, rhythm, coordination of movements, and reaction rate. At present, in psychological studies, there are numerous methods for psychomotor abilities diagnosis identified. Initially, when creating these methods, researchers proceeded from the assumption of the existence of some common factor, the

general motor talent. A wide application of factor analysis allowed us to identify a number of independent factors in the future (Hall, C., 1985).

However, there are still many gaps and outstanding issues. They are related to the methodological support of teaching and the development of linguistically gifted children both within the framework of the basic course and in the system of additional education, psychological and pedagogical diagnostics of children's linguistic endowments, and the influence of certain socio-psychological factors on the manifestation and development of mental endowment.

One of the most actual and controversial problems are the development of methods focused on the training of high school students with signs of linguistic talent, selection of the content of learning FL, and instructional methods. It is evident, that gifted children require a special approach as it is necessary to constantly support their interest in learning and motivation. The content of training is determined by a combination of basic knowledge and skills.

In the training of gifted high school students, the following types of work are used: work using non-traditional lessons, lesson-teleconference, extra-curricular activities, various projects, special approaches for the exam revision, various tests, festivals, contests, as well as the use of multimedia tools; language labs, and the use of mnemonic techniques.

One of the examples, that demonstrate the unconventional lesson can be a lesson, is conducted in the form of a dialogue between the teacher and the students. The students' answers are encouraged by receiving points, if the answer is correct. At the end of the lesson, the children themselves count the points they have scored, announce the results, present the grades and, if possible, receive the awarding of especially distinguished children.

The linguistic (linguistic) giftedness of schoolchildren allows children development in a various complex directions: development of intellectual functions (thinking, memory, imagination, perception, attention and orientation in space and time); development of emotional-volitional

sphere and game activity; development of mimic muscles, and forming the features of a harmonious personality.

Schoolchildren with dominated intellectual talent master the basic concepts quickly, memorize easily and store information. Highly developed informational processing capabilities allow them to succeed in many areas of knowledge. The academic giftedness which is shown in successful development of separate educational subjects has a little other character and is considered more private, selective.

The following skills are distinguished in the system of the students' language abilities:

1. Getting information. The ability to holistic and logical perception is sufficiently expressed linguistic material, grasping the formal structure of linguistic exercises, tasks.

2. Processing of information of a linguistic nature with the manifestation of the following features of linguistic talent:

a) the capacity for logical thinking,

b) the ability to quickly and broadly generalize objects and their relationships,

c) the ability to classify and categorize,

d) the flexibility of thought processes,

e) striving for clarity, simplicity and accuracy in expressing one's judgment,

f) the ability to restructure the direction of the thinking process quickly and freely; for example, switching from direct to reverse thought. Storage and further use of linguistic information. A linguistically gifted student is distinguished by a good memory and language intuition, active and fluent possession of the lexical richness of the language, and a formed speech culture.

Therefore, while working with gifted children, it is necessary to constantly stimulate cognitive activity and cognitive motivation, develop creative thinking, make attempts to add creative

character to the cognitive process, taking into account the student's intellect select, the most promising and successful types of creative cognitive activity for the student’s development.

The authors of this article have selected, reconstructed, and implemented the most effective technologies and methods that help gifted children in developing foreign language competence.

Method of discussion.

Within the framework of the ongoing education reform, Russian scientists develop and apply various methods and approaches to teaching foreign languages. Learning a foreign language includes different types of speaking and thinking activities, that contributes to the formation of the ability to think clearly, to critically perceive information, to highlight the main idea in statements, and to find arguments to defend one's point of view. Conscientious mastering by the schoolchildren of a certain educational material, stated by the teacher, presupposes the possession of the skills of argumentative perception of speech, and assists in the formation of disciplinary and argumentative skills. In addition, mastery of the skills of argumentation and rules of discussion creates a sense of responsibility for what has been said, helps to establish emotional contacts between students, listen to the opinions of other participants.

The method of discussion, like any other method of instruction, has an object and subject of instruction, presupposes a goal and an action program aimed at its result. Discussion as a method of problematic learning is increasingly used in foreign language classes mainly because it allows the student to organically integrate knowledge from different areas in solving a problem, makes it possible to apply linguistic knowledge and skills in practice, generating new ideas (Argyris, C., 1980).

The use of active teaching methods in foreign language lessons, in particular the method of discussion, is important for maintaining the motivation of schoolchildren's learning and cognitive activity, helps to develop social behavior skills, and develop communication strategies. The

advantage of the method of discussions is that it enables students to change the forms of learning activities during the lesson, to focus on core problems, questions, and topics of the lesson. Method of discussions actively uses interactive exercises and tasks aimed not only at consolidating the material already studied, but also learning new ones.

Discussion method in the modern literature is described as a type of group methods of active learning, based on communication or organizational communication of participants in the process of solving their learning problems. Discussion is a method of organizing an educational process with the application of a group problem (Reynolds, J.,1978), conducting, if necessary, research for a comprehensive discussion of the problem situation, joint public discussion of disagreements and contentious issues, by persuading and defending position, and the formulation of reasoned opinions by students, characterized by a convincing logical justification. In pedagogical practice, the discussion is increasingly being used as a method of developing students' critical thinking (Anderson, L., & Krathwohl, D., 2000), forming a communicative and discussion culture, stimulating the activity and initiative of students. Thus, we understand the discussion as a discussion in which, by comparing different points of view, a common opinion is sought for the possible correct solution of a contentious issue.

Many main characteristics of the educational discussion have been highlighted. They are: relevance, problems, and contradictions. Relevance is interpreted as the degree of importance of the significance of a particular problem at a given moment, and in this situation, this is the relevance of its study and decision in society (Wiggins, G., 1988). Problem ability through theoretical analysis reflects a certain pattern of the scientific knowledge processing. When the subject is faced with the objective contradiction of the cognizable object, a contradiction arises between the process knowledge, which is often called logical cognitive. This contradiction is also objective, but since it arises in the consciousness of the subject, it has a subjective character. The

basis of any discussion is the problem, the choice of which is determined by relevance, topicality on the one hand, and convenience and relevance for the learning process, on the other. Therefore, when choosing a topic, the following should be taken into account:

- compliance of the topic (problem) with didactic tasks,
- importance, timing, and significance for all members of society,
- readiness (moral, emotional, psychological, knowledgeable) of the participants in the discussion.

The category of inconsistency reflects a psychological sense of difficulty in solving the tasks posed. The most common objective contradiction is the contradiction between the abilities of students and the requirements that they are presented by the school and teachers. The contradiction is caused by the inability to meet the conditions for the performance of the assigned tasks before the necessary qualities; personality properties are formed, knowledge is expanded, abilities develop. To overcome this contradiction in personality, it is necessary to find out new approach, to develop the required qualities.

The problem situation is accompanied by intellectual difficulty, excitement of cognitive activity (Anderson, L., & Krathwohl, D., 2000), desire to understand, express, forming the motive of the discussion. The formulation of the problem, its analysis, and the search for solutions take place during a group discussion, the result of which should be the formulation of conclusions, their discussion, verification, perhaps even the achievement of the final single solution.

The use of discussion methods claims the partial or complete solution of the following problems:

• participants' awareness of their opinions, judgments, assessments on the issue under discussion.

The advantage of the group discussion is that students are given the opportunity to get out of the controversial situation through deliberate discussions of the opposing points of view; they are not inclined to support the only possible action and a single algorithm of solutions.

• development of students' independent thinking requires knowledge and consideration of different, often diametrically opposed points of view, sometimes the rejection of doctrinairism (ideas of the superiority of a concept).

• observance and maintenance of respect for the opinion, position of opponents; often, the participants in the discussion are intolerant to people who have other views and stand on other positions. Respect for the opponent's beliefs is an important condition of any discussion. Although the very essence of the discussion involves a refutation participants have to avoid insults and abuses in every possible way.

• developing the ability to criticize existing points of view constructively, including the opponents point of view. The rules of criticism are aimed at increasing its constructiveness and receptivity. Criticism is quite a complex, responsible element of the discussion, often leading to contradictory consequences and can be caused both by objective and subjective necessity. Objective necessity is determined by deviations from formal, organizationally regulated processes of professional activity, non-compliance by the executor with any instructive instructions. If such a relationship of actions and regulations are not visible; then, in this case, we can talk about the subjective necessity of criticism. Subjective criticism can be caused by a person's non-compliance with ethical norms and rules of conduct. Faced with the objective or subjective need for critical remarks in someone's address, you should exercise maximum caution and correctness and adhere to the rules of non-compliance which negates efforts aimed at critical analysis of the situation. Adherence to the rules of criticism and possession of the rules of their application allows us to constructively accept comments, form the ability to cope with feelings of resentment, infringed upon the dignity not to create a "protective barrier", to mitigate the negative impact on the mental well-being and the mood of the criticized party.

• development of the ability to perceive critical remarks directed at him. Any constructive criticism is beneficial, it allows improvement, helps to eliminate shortcomings, requires reflection and the adequate reaction in order to increase the effectiveness of the discussed problem and not to cause harm to health. It is very important to develop in school students the correct attitude to criticism, to see its constructive basis for further correcting mistakes, and also to distinguish it from false and destructive criticism.

• development of the ability to formulate questions and value judgments, to listen without interrupting, to conduct polemics. Long-term studies of psychologists convince that accuracy is not the only criterion that guides a person in making an appraising judgment. Evaluation behavior and subsequent selection should also be optimal from the point of view of the criterion of economy, or minimization of effort (Hill, W., 1969). From what has been said, it can be concluded that it is permissible to be incorrect for an appraising proposition, but partially. Along with the criterion, the accuracy of reflecting reality, modern research emphasizes still such criteria as economy, or minimization of cognitive efforts (Borko, H. & Livingston, C.,1989), increasing the effectiveness of the subsequent action and improvement of emotional state. Thus, the criterion of optimality is that for which the value judgment is rendered. The ability to correctly formulate questions allows discussion to be able to keep the initiative in communication, to develop and flow in the right direction and to receive information that corresponds to your plans and interests. A well-posed question interests, activates the interlocutor and does not allow the monologue to drag on.

• development of the ability to work in a group people that share the similar opinions. Mastering the skills of group work can be used in different situations and for different purposes; for example, to improve classroom performance. In the present study, a certain procedure is proposed for teaching group work skills, which includes three stages: demonstration, mastering

of skills and formation. Keeping to the procedure allows us to realize the necessary conditions for successful participation in the group; this is an active interaction and a conscious and organized process of working on yourself. Also, pedagogical techniques that are designed to help the teacher form his own set of tools (techniques) for group work in the conditions of a particular class are developed. These techniques are based on the use of the notion of a cycle of educational work on the formation of skills and skills training.

• the ability to produce a range of solutions. The application of brainstorming tactics is an operational method of solving the problem on the basis of stimulating creative activity, in which participants are invited to speak out possibly more solutions. Then, out of the total number of ideas put forth, the most sensitive ones are selected, which can be used in practice. This method can be planned in advance as a part of the lesson, which is based on the search for new principles for solving the problem. The method promotes the dynamics of mental processes, abstracting from the usual views and focusing on a particular goal.

• the development of the skill to speak briefly and to the point. The ability to highlight the important is necessary so as not to waste time on minor trifles and for non-essential elements not to lose the main essence of the matter. The skills to allocate important are acquired by students during the discussion. They include the ability to write in writing the key points of the interlocutor's speech in order to easily recreate the text of the opponent in question. Allow to prepare for the next stage of the discussion, since highlighting the important from previous discussions, schoolchildren are pondering and making their counterarguments, arguments in defense of their position, facts that refute the judgment of the other party.

• development of the ability to speak in public, defending their rightness. Schoolchildren demonstrate skills as the most profitable to submit themselves and make the listening audience recognize the information to be delivered. Through the method of discussion, students learn to

speak and work with the group, draw attention to their speech, and how to behave during a public speaking.

In the adopted discussion session, the following stages are distinguished in this research:

I. Preparation for discussion. At this stage, the problem is formulated, the definition of the main issues for discussion, rules, conditions, rules are set, roles are allocated, didactic material is distributed. Group discussions should be used when studying topics that do not have an unambiguous historical evaluation. The choice of the topic of discussion is one of the most difficult tasks facing the training group preparing the discussion. Successfully chosen topic affects the interests of participants and is the key to an active exchange of views. It is desirable that the topic was connected with the global problems of the present or with the academic interests of schoolchildren, and be in the competence of the participants.

Before the discussion takes place, school students get acquainted with the basic rules of the dispute, compliance with which increases its effectiveness and fruitfulness, that contributes to success. One of the rules is to correctly identify the subject of the dispute and highlight the points of disagreement. The subject of the dispute are those provisions, judgments that are subject to discussion through the exchange of different points of view, the comparison of other opinions. It is very important that the participants clearly understand what is the subject of their dispute. Having determined the subject of the dispute by formulating a controversial provision, the participants in the discussion should accurately understand which point they disagree with and establish points of disagreement.

The second important rule is to hold the subject of the dispute in focus, to understand the tasks set, the subtleties of the case, to be erudite and competent. Otherwise, there are risks of losing the subject matter of the dispute, going away from the solution of the main issue, reducing the effectiveness of the discussion of the controversial issue.

A necessary condition for the effectiveness of the dispute is also the certainty of the positions, views of its participants. The dispute becomes more fruitful if the participants in the discussion have common ground positions, initial mutual understanding, a common platform for discussion unresolved issues. The opinions of the participants in the dispute may be different, but there should be a common goal, the desire to find the right decision, the desire to understand the contentious issue and achieve the truth.

Another rule states that, first of all, it is necessary to be able to identify the basic, supporting concepts associated with the subject of the dispute, carefully selecting the terms necessary for discussing the issue raised. Do not overload the dispute with scientific terminology. When discussing a particular issue, one must use various concepts necessary for revealing the essence of the problem under consideration.

In addition, the next ability should be noted, the ability to evaluate the actions of an opponent correctly whose behavior is determined by the goals and objectives that he pursues in the discussion. The behavior of students is largely determined by their individual characteristics, temperament properties, character traits. The behavior of polemicists is also influenced to a certain extent by national customs and cultural traditions of the people and the country.

II. Conducting a discussion. This stage involves speeches of participants, debates. Editing the draft of the decision, adoption of the final document.

III. The evaluation stage. During this stage, a summary is made, the evaluation of the discussion is given, the opinions are summed up, the contribution of each participant is determined in the course of the discussion, options for further work or ways of applying the findings are discussed, and then, the discussion is discussed, each participant's participation in solving the problem. While evaluating the discussion, the participants give comments on the content of the meeting,

evaluation of the role of the facilitator. The next step is planning further stages of discussions. When discussing the outcome, it is important to pay attention to both the form (structure) and the content (rhetoric). The structure of the discussion implies the presence of actual disagreements, the presence of team leaders, the observance of the stages of development of the discussion, and the effectiveness of the discussion. The rhetoric of the discussion is determined by the choice of the actual topic, the competence of the participants, the content of the arguments, references to public opinion, documentary evidence, and quotes from authoritative publications.

Teacher as the organizer of the discussion, in his/her turn, adheres to a certain strategy:

1) restrict his/her one's own judgments,

2) stimulate the productivity of ideas through questions,

3) change the course of the discussion with the help of questions or generalized judgments,

4) clarify, explain the statements of students with questions, rephrasing,

5) not to ignore a single question and answer,

6) provide time to think over the answers,

7) monitor of the rules of discussion,

Thus, the discussion method allows to develop communicative competence, to cultivate speech culture, to promote the development of logical thinking, and to increase self-control. The application of this method in teaching a foreign language shapes students' culture of creative thinking, creates conditions for the use of personal life experience. The organization of the learning process based on the discussion is focused on the implementation of active learning, aimed at the formation of reflexive thinking, the actualization and organization of the experience of schoolchildren.

The group discussion organizes a joint communication of a group of students in the interests of an intensive and productive solution of the group task. As an active teaching method, group discussion is used to discuss complex theoretical problems. The main task solved by this method is an exchange of opinions between listeners, clarification and coordination of their positions, development of a unified approach to the problem. This method allows you to successfully consolidate knowledge, expand them and create the ability to conduct a dialogue.

The discussion for learning purposes should be distinguished from the usual conversation, since the conversation, as a rule, covers several topics and does not have a rigid structure and limitations. The discussion, as a method of teaching, tends to be limited to one question or topic and is built in a certain order. A distinctive feature of the discussion is the absence of a thesis, but the availability of a theme as a unifying theme. Discussion is often seen as a method that activates the learning process, studying a complex topic, a theoretical problem.

This method of the method is universal for language learning, as it allows to integrate all language and sociocultural knowledge of students. Educational discussions are used as a way to control the knowledge of linguistically gifted students and the effectiveness of teaching. Therefore, more often, discussion methods are used in the teaching of public humanitarian disciplines.

Case study.

Case study is another method adopted for supporting gifted children. In the practice of teaching a foreign language, one of the most important components is the training of professionally oriented communication, in the process of which professional communicative competence is formed as the main component of foreign-language professional training of students.

As a sufficiently effective innovative method of teaching professionally oriented communication in a foreign language, the case study method has proved itself. Let's see what the researchers understand by this method.

Case method is a method of studying specific situations (from English "case" - case, situation), a method of situational analysis. This method of teaching uses the description of specific economic or social situations (cases, stories, cases) for joint analysis, discussion or decision making by students on a certain section of the training course. Work with cases involves parsing or solving specific situations in a certain scenario, students need to understand the essence of the problem, suggest possible solutions and choose the best of them. As a result, students should prepare and present in the classroom the results of their research orally or in the form of a presentation. Thus, the case method always assumes both the independent work of the student, and brainstorming within a small group, and public speaking with the presentation and protection of the proposed solution (Erskine, J., et. al., 1981).

In the scientific literature, both more concise and more detailed definitions of the method of cases could be found, and there are different names for this method; for example, Panfilova, A., (2004) considers the method of situational learning (case-study method) and how the method of case analysis is distinguished by its variety. The authors of the paper accept, that the very concept of situational learning (with the help of case studies) assumes an analysis of the proposed situations, so the distinction between the case-study method and the case analysis method seems to us not entirely legitimate. The present article uses the name "case method". In this work, the authors accept the definition of the case methods that states that the method of studying specific situations is a learning activity that is primarily student-centered and based on real. These are events or problems with contextual information that provide students with the opportunity to apply their knowledge, improve the skills of ordering information, and identify and solve problems.

The main point is that in the absence of a language environment, this method gives a real opportunity to use active oral practice, which is so necessary for future specialists to form a professional communicative competence in a foreign language (Elbow, P., 1986). It is emphasized

that "this method is an integrated professional approach that develops the skills of reading, speaking and listening" (Zolotova, 2015, p.3).

When using the case method, the problem situation can be presented in any form: text, audio, video, etc. Mandatory components of the case are a description of the specific situation, the formulation of the task and a description of the presentation of the result (essay, presentation, discussion, debate). It is necessary to prepare the case in such a way, that during the discussion, each member of the group had the opportunity to participate, so the groups form small - 3-5 people.

It is quite unanimous for scientists to single out certain stages of work on the case, which can be summarized as follows:

1) familiarize with the situation and highlight key points,

2) analysis of the information received and identification of problems,

3) searching for the necessary information that is missing in the case,

4) development of possible ways of solving the problem,

5) selecting effective ways of solving, by identifying the pros and cons of each,

6) registration of results and their presentation,

7) discussion and summarizing.

For successful work with the case, students are recommended to distribute the functions of participants; in writing, to fix any ideas received by "brainstorming", and to develop a unified position in the group.

Obviously, each stage involves continuous interaction between the group members. This interaction involves communication in a foreign language in the context of a given situation, the context of which carries a professional component.

The authors, who consider the case method for vocationally oriented instruction in foreign languages, unanimously state that this method has many merits. Its use creates the necessary language environment and motivates students to use a foreign language for real communication; thus, giving students the opportunity to show their professional knowledge in practice, promotes the effective development of the skills of all types of speech activity (reading, listening, speaking and writing, if the end result is presented in writing); in the course of the situation analysis, new vocabulary, idioms, and syntactic structures take possession; which helps to form the skill of business communication, as well as a number of analytical, creative and social skills.

In addition, working with cases allows students to form the following key professional qualities that are necessary for each specialist: the ability to work with information; the ability to make decisions, including in complex, stressful situations; skill to work in team; ability to react quickly and adequately to the information received, including in foreign space (Christensen, C.,1986).

The authors of the present paper claim that the case method can be used as an intermediate or final control along with such familiar methods as a test or an exam.

To sum it up, it can be concluded that the case method is an effective way to implement training in a foreign language. In conclusion, I would also like to emphasize that pedagogical skills need to constantly improve, and actively use in their practice a combination of different technologies for training specialists.

Project method. A great practical application at the moment is the newly revived and actively used method of projects. Relying on a rich 6 research basis, the project method fits well into the paradigm of personal-oriented pedagogy as a means of developing professional and academic skills. This method contributes to the interdisciplinary integration of knowledge, skills and skills, increases motivation, expands the scope of subjectivity in the process of self-determination, then strongly activates self-activity, and therefore self-learning.

The choice of the design method for educational purposes is explained by the flexibility of the model itself, which allows you to completely shift the emphasis to the cognitive and later scientific activity of the student. Using the principles of the design method in the educational process allows students to equip students along with outwardly oriented learning strategies whose purpose is to create a supportive learning environment, communicative (a cognitive communication plan through which the optimal solution of communicative tasks is controlled): cognitive (repetition, organization, auditory and visual perception of familiar material, synthesis) (Issers, O., 2006) and metacognitive strategies (planning, goal setting, monitoring, regulation, evaluation) (Guzeev, V., 1995). As the result, schoolchildren in the process of project implementation determines specific learning goals and successfully achieves them through a combination of conceptual, illustrative, training and controlling components.

In this paper, we support the definition of the project method: "The method presupposes a certain set of educational and cognitive techniques that allow to solve a particular problem as a result of independent actions of students with mandatory presentation of these results" (Polat, 2000, p. 19). This definition completely reflects the requirements and objectives for the project activity, and also emphasizes the significant benefits project method in accordance with the new standards of training, namely: motivation, individualization in learning, problematic in the choice of topics, critical thinking, integration of knowledge and skills from various fields.

The application of the project methodology fully corresponds to the concept of teaching a foreign language in the school. The development and implementation of the project method is carried out according to the goals and objectives of the course, and consists in improving the competences that make up the foreign-language professional and communicative competence. Each lesson is structured taking into account the goals, tasks, methods and skills that students should acquire. The research is based on the hypothesis: the use of the project method contributes to the integrated

formation of the communicative skills of schoolchildren (in the field of reading, writing, listening), the reflexive style of instruction, optimizes training to the level of professional knowledge of a foreign language, and prepares students for further education in higher education institutions on bilingual programs.

Methods.

Applied teaching methods: project, communicative, demonstration, and cognitive. Innovation of the proposed training model is that it allows to develop the main types of speech activity in a complex way; it allows to combine both group and independent kinds of work, to effectively develop the academic skills necessary for gifted students for further education. The essay and presentation become both forms of learning and a modern tool for controlling knowledge.

Each stage of the project has a clear consistent structure and ends with a reflexive stage, filling out evaluation tables and discussing the results of students' work individually and in groups.

Stages of work.

The following stages of work on a research project with a structure close to scientific research are singled out: Stage 1: introduction to the project; 2 stage: planning; Stage 3: development of the topic, and implementation of activities; Stage 4: processing of results; Stage 5: presentation; Stage 6: evaluation of the results of work. The chosen type of project requires students to have a well thought out structure, identified goals, justification of the relevance of the subject of research, search and presentation of sources of information, research methods, and results.

Content of each stage.

The initial stage introduces the students to the basics of the project activity and evaluation criteria to clarify the controversial points. Students are invited to choose the topic of the project, to formulate the problem within the framework of the topic, to determine its essence, to propose and

discuss possible ways to solve it. The teacher, together with students, determines the field of knowledge in the professional sphere, in which students feel confident, and can achieve the greatest result. The research topic should be primarily interesting to the students themselves, and the chosen problem is relevant for the context of their learning activities. The topic should also appeal to the background knowledge of the student, which facilitates the search and selection of material for the study.

Evidently, at the first stage, it is necessary to ensure the individualization of the project activity through assignments with a high level of problems, where one can express one's point of view, ensure a clash of opinions between the discussions. The problem situation activates processes for autonomous work; students themselves begin to "design, redesign and reconstruct the available knowledge.

The task with the choice and justification of the topic for students is facilitated by the fact that at the stage of writing course papers on specialized disciplines, students need to refer to current sources in a foreign language in order to compensate for the lack of knowledge in the chosen field of study. The foreign language, in this case, acts as a means of obtaining new information, enriching the vocabulary, expanding linguistic knowledge and applying them in scientific research.

The second stage is devoted to the search and selection of the necessary information in the literature sources, planning activities for the project, reading the articles on the research topic, narrowing the research topic, formulating the research question, putting forward hypotheses that determine the further development of the project, discussion and substantiation of each of the hypotheses, and problem solution. The formulation of goals determines the whole subsequent course of the project, its logic, choice of sources, content, accompanying tasks that can be solved in parallel with the realization of the main goal. In the course of the work, it is proposed to review

and draw up the final design work plan, define the goals, objectives and methods of research, the expected results.

Students work with English-language sources, so you need to determine the criteria for selecting sources, and the criteria for determining the degree of their academicism; since the ability to extract a huge number of texts from the Internet on a given topic not only facilitates the work, but also creates difficulties in how to choose the right text.

At the planning stage, the following skills are formed: the ability to work with scientific English-language academic sources, carry out a critical evaluation of the reading with the use of search, review and detailed reading strategies, the ability to find hypotheses, arguments, evidence facts, and understand the opinions of the authors of scientific articles for further use in writing essays and «Summary». The information contained in the same text can be interpreted differently and lead to different conclusions, so an important role in working with the text has a critical comprehension and discussion of the results of the read.

Academic works, as a rule, texts of a large volume, must be able to correctly read, extract the necessary information, and critically reinterpret it. Texts of large volume will help to form various reading strategies, which are necessary for scientific activity. Language oriented texts provide an adequate selection of linguistic speech material for the creation of their own similar works, helps to form language and speech skills and abilities. Reading helps to obtain factual information on a wide range of issues under discussion, formation and control of adjacent speech skills and language skills. At this stage, it is necessary to maximize the use of the system of exercises, focused on learning different types (look-through, familiarization, learning, search), exercises on information retrieved, deploying and compressing information, communication tasks to control functional vocabulary and grammar. Exercises for the formation and refinement of all speech and language skills and skills are built on the basis of text and written instructions for assignments.

Students report on the work done, submit a written plan with clearly articulated topic, research question and hypothesis, as well as completed evaluation tables with a brief summary of each of the selected sources. At this stage it is very important to form the student's interest and responsibility for the result, to give a sense of the relevance of their actions and contribution to the development of the problem.

At the third stage, the product of the project activity is prepared through the writing of academic writing. The evaluation product of this stage is an academic essay written on the topic of the study. The structure of the essay is chosen depending on the genre (argumentative, comparison and opposition, causes and effects). Students get acquainted with existing types of academic writing, acquire skills in writing academic texts, learn about the structure and features of writing academic essays, and improve their skills in choosing the style of presentation. In the process of research, students are reasonably writing about ideas on the topic of the study, they are introduced to the requirements of the academic community for writing.

Students write an academic essay on the topic of research drawing on the sources read (Stage 2 of the project). One of the requirements for academic writing is to present a topic with a meaningful argument. Before starting to write a paper, students need to choose which genre of essay will most suit the topic of their study of reasoning, comparison, reason and consequence to try, and divide and group what they learned on the topic of research on the basis of read from their own judgments on the research topic.

Additional written assignments will help students to skillfully use language structures in accordance with the chosen genre, to know the structural organization of the text of the paragraph (the organization of the paragraph, to give arguments, to follow the logic of the presentation of the material, to express the main idea and auxiliary ideas, coherence, correctly formulate quotes and references to sources, in writing works without plagiarism, to make out bibliographies).

At this stage, there is a need for additional consulting hours and the development of additional tasks that will help fill the gap in knowledge and facilitate the assimilation of the material presented. Individual and group consultations with the teacher contribute to a more in-depth study of problem areas faced by students in the process of writing texts, receiving feedback on the essay, identifying problem areas in the process of working on academic texts, planning further activities aimed at their revision.

The fourth stage is the preparation and presentation of the research results. This stage is aimed at forming the skill of the "academic" presentation. The presentation should have a clear structure and reflect the main content of the project. Particular attention is paid to such sections as: the structure and content of the presentation, the design of slides in the PowerPoint format, the preparation of the speech text, the rehearsal of the speech and the stage of answering the questions. Students throughout the entire work go through all stages of work on the presentation on the topic of their research. Before the final test, students have the opportunity to simulate the "final test" situation, speak to their colleagues, take part in the discussion and receive feedback.

Students analyze the information, analyze and synthesize the results from the perspective of the proposed hypothesis, formulate conclusions, prepare results, prepare materials to protect the project and its presentation, taking into account the evaluation criteria. Criteria for evaluating the academic presentation were developed by the authors of this paper.

At this stage, students are required to demonstrate such skills and skills as: oral presentation of a logical, well-structured text with a coherent transition from one part of the sentence to the other, using linguistic cohesion. The answer should reflect a critical analysis of the reading literature on the research topic, with well-formed references to the sources used. Students should present, substantiate and defend their point of view, demonstrate the contribution to the problem under study, confirming the arguments and correctly arranging the accents.

At the stage of answering the questions, the readiness to support the discussion is demonstrated, confidently answering the questions, understanding the positions of other participants. Owning the techniques of monologue and dialogical speech, the speakers should confidently substantiate their position, using almost unmistakably various complex grammatical structures and the necessary vocabulary, an absolutely competent functional use of lexical means.

The 4th stage ends with a group consultation, where all project participants have the opportunity to correctly give feedback to each other by filling in the evaluation tables for each participant: to seek strengths, pay attention to the weak, and give advice, recommendations.

The fifth stage is a reflexive stage of the project, analysis and synthesis of the results. Students summarize the work done, carry out critical self-analysis, self-evaluation of the implementation of the goals. To do this, students are asked, according to approved criteria, to fill out an evaluation table based on their own work in order to identify successes and reasons for unsuccessful moments.

Results of the project.

Despite the fact, that there are always single students, who due to low motivation and the level of foreign language skills are not able to carry out project activities in a foreign language, the model developed allows the gifted students to present and realize themselves as individuals, to realize in practice the skills, skills and ways of working, to demonstrate one's individuality, to teach students to choose the right and optimal ways to solve set tasks, to take into account and to forecast possible situations, and also provides conditions for continuous self-education.

A structured and predesigned flow of project work contributes the development of all components of foreign-language communicative competence in the process of foreign-language speech activity, and also allows thematically to focus on linguistic and speech material reflecting the specifics of the future professional activity of the student.

The construction of the work according to the proposed plan fully corresponds to the goals and objectives of the designed program and promotes the gradual integrated development of skills; a smooth transition from reading English sources, analyzing and comprehending the information obtained through the process of writing academic texts in a foreign language, developing skills in oral presentation of hypotheses, ideas, thoughts and conclusions of the research in the form of an academic presentation.

Filling in the evaluation tables during the execution of the project assignments allows students to feel the practical benefits of the work done, assess their capabilities and results, and analyze shortcomings. All this significantly increases the motivation to learn the language, research work, and therefore, contributes to the increase of communicative competence of students.

To increase the density of communication in a language, it is important to balance the supply of theoretical and practical material. The project method should be combined with communicative types of classroom work, actively using interactive tasks to assess the skills and skills of students. Using a variety of forms of communication such as discussions, lectures, the use of game forms, and the simulation of communication situations in classrooms reflect the real context of students' activities, develops communication skills and promotes motivation.

To implement the project method, appropriate professional training and methodological competence of the teacher, flexibility in the organization of training activities, the ability to combine traditional and non-standard, innovative methods in the educational process in a foreign language and individual approach to work with each student are necessary. Otherwise, the result may have a negative impact on students, will be ineffective, and students will waste time and lose motivation.

The project method requires a well-designed project structure and time for doing the work at each stage. Each stage must have its own goals and objectives, be logically completed and contribute to the development of certain competencies. It is very important to arrange to plan the project in such a way that each previous stage is a support for the implementation of the next one. Thus, each classroom is a link in the chain of preparation for the project, which significantly optimizes the entire learning process, making it more focused and consistent. Each stage ends with the completion and execution of evaluation tables and reports in a written form.

In general, the results of applying the project method allow us to consider the possibility of further development of this form of organizing the teaching process.

CONCLUSIONS.

All the described methods involve gifted school students into discussion which reveals its fundamental component that is the existence of a practically and theoretically significant problem for discussion (from the social, cultural, political and other points of view). However, the existence of the problem will not ensure a fruitful discussion. In order to participate and accomplish the task, it is necessary to have a certain set of skills, including both intellectual skills and speech activity skills.

In addition to language skills, the described methods require the ability to adequately argue their statements, represent their point of view convincingly, and possibility to prove the point of views. Argumentation is an intellectual-communicative activity based on the implementation of communicative actions to create a text or its fragments aimed at explaining or proving a particular point of view and on the partner's beliefs. The basis of the argument is the cause-effect relationship. The style and methods of argumentation are often justified nationally and are dictated by the cultural identity of both the individual and society.

Successful discussion presupposes the presence of certain skills to represent, argue and discuss their position, as well as respect for all its participants, their views and culture. However, one can not ignore the fact that behavior in the frames of the methods, including not only the selection of the means of speech activity, but also the means of persuasion and argumentation, will be culturally conditioned, so that by teaching through the methods, it is necessary to organize one's speech behavior not only according to the tasks communication, but also in accordance with the cultural norms of the language being studied. It is evident, that one of the goals of the method tasks is to achieve the maximum possible degree of agreement of its participants on the problem under discussion in the given conditions.

The means used in the described methods should be recognized and selected by all its participants. The outcome of the implemented methods should not be reduced to the sum of the stated points of view, but to be expressed in a more or less objective judgment supported by all participants in the discussion or by their majority. Thus, in the discussed methods a clearer and more clear formulation of the solution of the problem is gradually formed; the moment of subjectivity is removed to a certain point: one person's convictions or a group of people receive the proper support of others and thereby objectify.

The organization of the learning process is focused on the implementation of active learning aimed at developing reflexive thinking, updating and organizing the experience of listeners as a starting point for active communicative activities aimed at joint development of the problem, as characteristic features of the methods are distinguished: group work of participants, interaction, active communication of participants in the process of work, verbal communication as the main form of interaction in the process of discussion, orderly and guided exchange of opinions with the relevant organization of place and time of work, but on the basis of self-organization participants, the focus on achieving learning goals.

The methods for development of gifted students not only allow to cultivate the speech culture, but also encourage students to seek an independent solution of the problems through communication, which in turn is the stimulus, the driving force of cognitive activity. The application of the methods in teaching a foreign language shapes students' culture of creative thinking, creates the conditions for using personal life experience and earlier knowledge to assimilate new ones. In the process of learning through the mentioned methods, students solve problems in the framework of managed group communication, the participants develop the ability to act in the interests of the group, the attentive attitude towards the interlocutors, interest in other points of view, and respect for the opinions of others, which contributes to the formation of the team.

The application of these methods makes it possible to prepare a thinking and intelligent individual who can navigate rapidly changing information flows and is ready for an open and constructive dialogue. Due to these methods, gifted students will learn to create models of scientific research, decision-making models that they will be able to apply not only in their learning activities, but also in everyday life, and also in the process of communicating with representatives of other cultures.

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