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## ОСОБЕННОСТИ ПРИМЕНЕНИЯ МЕТОДА МОЗГОВОГО ШТУРМА НА ЗАНЯТИЯХ ПО АНГЛИЙСКОМУ ЯЗЫКУ В ВУЗЕ

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### Аннотация

В статье рассматривается применение метода мозгового штурма на занятиях по английскому языку для развития у студентов иноязычной коммуникативной компетенции. На сегодняшний день метод мозгового штурма используется для решения широкого круга задач и проблем. Формат интерактивного обучения, к которому относится метод мозгового штурма, является своего рода тренингом, который направлен на проектирование средств общения между студентами и развитие у них иноязычной коммуникативной компетенции.

**Ключевые слова:** мозговой штурм, метод, иноязычная коммуникативная компетенция, продуктивность, эффективность, группа, проблема, идея, обсуждение.

## FEATURES OF THE APPLICATION OF THE BRAINSTORMING METHOD IN ENGLISH CLASSES AT A UNIVERSITY

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### ABSTRACT

The article discusses the application of the brainstorming method in English classes to develop students' foreign language communicative competence. Today, the brainstorming method is used to solve a wide range of tasks and problems. The interactive learning format, which includes the brainstorming method, is a kind of training aimed at designing communication tools between students and developing their foreign language communicative competence.

**Keywords:** brainstorming, method, foreign language communicative competence, productivity, efficiency, group, problem, idea, discussion.

The organization of an interactive learning format is the most effective method of revealing the talents and capabilities of students, developing organizational skills and the ability to solve problems, as well as developing foreign language communicative competence. The interactive teaching format involves the use of various modern teaching methods, and one of the most popular is the brainstorming method.

The brainstorming method is an operational method of solving a problem based on stimulating creative activity, in which the participants in the discussion are asked to express as many possible solutions, including the most fantastic ones. Then, from the total number of ideas expressed, the most successful ones are selected that can be used in practice.

The method appeared in the USA in the late 1930s. It was finally formed and became known to a wide circle with the publication in 1953 of Alex Osborne's book "Guided Imagination", which revealed the principles and procedures of creative thinking. A. Osborne proposed dividing the processes of generating ideas and their critical evaluation in time. This proposal became the basis for his method of direct brain attack, or brainstorming. The goal of the brainstorming method is to stimulate a group of people to quickly generate a large number of ideas and to obtain as many of them as possible. During a brainstorming session, a chain reaction of ideas occurs, leading to an intellectual explosion [1].

In addition to the classic brainstorming method, there are various modifications that vary depending on the conditions, number of participants and location. Let's consider some of them.

First, this is the method of individual brainstorming. The essence of this method is that the role of the fixer, generator and evaluator of ideas is performed by only one person. The disadvantage of this method is that there is no synergistic effect.

Second, the method of brainstorming with idea evaluation. It is used to solve very urgent problems and tasks. Here, high demands are placed on the participants. These are qualifications, composure, the ability to participate in such events. The stages of the brainstorming method with idea evaluation are much more extensive. First, ideas are generated and all participants are familiarized with the proposed options and comments. Then, all participants independently evaluate the options and choose several (about 3-5) best options, while each option is given advantages and disadvantages. These options are discussed with mini-storms, and the list of the best is narrowed down with clarification of the advantages and disadvantages. Finally, individual presentations of the best options are held and their collective ranking. The main disadvantages of the method are the large volume of workload and conflicts between participants. However, the advantages are that the "single brain" effect is removed and it is possible to organize constructive criticism.

Thirdly, reverse brainstorming. It is used when solving multi-stage problems. This is a different approach to generating ideas and solving problems, which turns the creative process upside down. It encourages team members to change perspective – the goal is to find factors that worsen the problem [2].

The brainstorming method is relevant today, as it promotes effective team creative activity, leading to the solution of the set tasks.

Organization of the brainstorming method for an English class with students takes place in 5 stages.

Stage 1 – formulation of the problem under discussion. Organizational moment, including preparation of the audience, creation of a psychological mood, announcement of the topic and form of the class, formulation of the task (problem), justification of the purpose of the upcoming collective work and rules.

Stage 2 – formation of working and expert groups. When creating working groups, the quantitative composition is determined (3-5 people). Members of the groups are selected depending on the wishes and personal preferences of the students. Each of the teams selects an

expert. Students who are able to select and evaluate the most productive ideas and proposals are selected for the expert group.

Stage 3 – implementation of the solution to the problem under discussion. At the beginning, the organizer needs to remind the topic, the problem under discussion and the task, the evaluation criteria and the existing rules, after which the work begins, the participants interact in working groups to generate ideas, search for ways to solve the problem. The task of the expert group is to record reasonable ideas, approaches, optimal paths that other participants in the group interaction put forward. The teacher monitors the progress of the discussion and compliance with the rules for conducting the class.

Stage 4 – evaluation and selection of the best ideas by the expert group. At this stage, the experts unite in one group to discuss and evaluate the ideas that came from the participants. Their main task is to present the best ideas for solving the problem. Ideas are evaluated according to the criteria and indicators that were presented before the brainstorming.

Stage 5 – generalization of the results, summing up the work of the working and expert groups [3].

The main advantages of the brainstorming method in developing foreign language communicative competence are [4]:

- joint activities of participants, each of whom has their own experience, vision of the situation and knowledge, create a synergistic effect that greatly enhances the result of finding solutions;

- the brainstorming process itself has a special creative potential, which is thereby transformed into an exciting collective and even game activity;

- the friendly and positive atmosphere that reigns during brainstorming allows its participants not only to constructively perceive any criticism, but also to improvise and use the maximum of their potential, and also serves to strengthen trust and a positive attitude.

Brainstorming is a universal tool, since it allows developing several “soft skills” at once: critical thinking, creativity, communication and cooperation, while solving the following pedagogical problems [5]:

- developing students’ ability to concentrate, to argue their own point of view;

- activating students’ creative activity;

- developing students’ ability to concentrate, to argue their own point of view;

- teaching teamwork, developing a tolerant attitude towards any point of view.

All of the above is aimed at developing the ability to apply acquired knowledge to solve real practical problems and issues.

As a rule, brainstorming is very productive and produces good results. However, the method has both positive and negative sides. The following can be attributed to the disadvantages of the brainstorming method [6]:

- the participants are constrained due to insufficient communicative skills in English [7];

- ideas are often put forward in the most general terms, there is no guarantee of their thorough development;

- this method requires not only skill on the part of the leader, but also developed improvisation skills on the part of the students;

- when dividing students into groups, the leaders may dominate, while the rest will not be included in the process;

- it is possible to “get stuck” on similar ideas.

In order to reduce the negative effects of this method, the following rules must be followed when conducting brainstorming [8]:

- absolute prohibition of criticism of ideas, comments, and remarks expressed by participants;

- approval of all ideas, even obviously impractical ones;

- giving preference to the quantity rather than the quality of the proposed ideas;
- conducting an assessment and selection of the ideas formed by trained experts;
- forming the task in general terms;
- ensuring free discussion relations between participants;
- encouraging ideas that arise as a result of combining and new implementation of ideas expressed during a brainstorming session.

The brainstorming method is effectively used in education, as it establishes communicative and emotional connections between the teacher and students and promotes productive work. This method is very useful in educational activities in English classes when solving various types of problems, as it not only develops the creative potential of each student, but also promotes the development of effective listening and speaking skills, which leads to the formation of foreign language communicative competence.

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