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BRAINSTORMING AS A METHOD OF TEACHING A FOREIGN LANGUAGE

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Abstract. *The article deals with the analysis of the method of brainstorming as a teaching a foreign language. It is the most effective type of teaching to generate a lot of ideas in short time. Group processes are effective for evaluating existing ideas. However individuals are said to be better at creating original and higher - quality ideas.*

Keywords : *brainstorming, criticism, idea, effect, group.*

Brainstorming is a group creativity technique by which efforts are made to find a conclusion for a specific problem by gathering a list of ideas spontaneously contributed by its members.

The term was popularized by Alex Faickney Osborn in the 1953 book Applied Imagination.

Brainstorming is a combination of a relaxed, informal approach to problem-solving and lateral thinking. People are asked to find ideas and thoughts that can at first seem to be a bit irrelevant. The idea is to use some of these ideas to form original, creative solutions to problems. Even some seemingly useless ideas can spark still more ideas. The goal of brainstorming is to direct people to new ways of thinking and break from the usual way of reasoning.

The most important thing about brainstorming is that there should be no criticism of ideas. Students try to open up possibilities and discard wrong assumptions about the limits of the problem. Judgments and analysis of ideas are explored after the brainstorming process while focus should be at this stage on idea generation.[1]

The objective of the article is to show the necessity of using a method of Brainstorming in teaching English.

Benefits of the method. Brainstorming can help students learn to take risks. McCoy (1976) makes a strong argument in favour of learning problem-solving skills in order to reduce anxiety. There are no 'right' or 'wrong' answers in brainstorming and no danger of teacher correction. By carrying out a simple brainstorming warm-up, students can obtain a sense of competence and feel more confident in making intelligent guesses.[2]

The good learner uses the context of language to help in comprehension but the foreign language classroom can often seem artificial. Brainstorming

allows the students to create a context for the subsequent speaking task. Relevant existing knowledge (content schema) can be called up from memory and can provide a context which supports comprehension and production in the subsequent speaking task.

As discussed in this section, brainstorming can help our students to become better learners, but equally importantly, students will benefit just by working in groups. They will learn language from each other and by interacting together they will become better communicators.

A research study on the use of brainstorming was carried out in Oral Communication classes at a Ukrainian senior high school. The students had studied English since junior high school, but it was their first introduction to spoken English. Many students carried out the speaking tasks very slowly which resulted in very little speaking time. Many learners seemed to have a low level of the characteristics of the "good learner" which were previously discussed. Brainstorming was introduced as a short warm-up activity that could direct the minds of the students towards the speaking task and maximize their speaking time.

The study was carried out in four classes of 26 students. Each class was split into two groups by student numbers. Both groups were assumed to be at the same level of ability. Odd-numbered students did only the speaking task and acted as a control group. Even-numbered students did a brainstorming warm-up followed by the speaking task.

The type of brainstorming used was word-mapping. In word-mapping, students write one word in the center of the page and link other related words to it. Students did several examples in small groups and groups competed with each other to get the highest number of words. For each brainstorming session, the students were given only two minutes to encourage quick thinking and to reduce the time for worrying about mistakes.

The speaking task was a simple information gap involving the exchange of personal information. The students were given a time-limit of five minutes. Each piece of information exchanged was noted in a box on a worksheet. At the end of the task, the scores were counted. If a box was filled, a student got a point. There was no penalty for incorrect answers.

Since the goal of the task was to maximize student speaking time, a larger amount of information exchanged was assumed to mean a better performance. The score was planned to be a suitable measure of this performance. Other variables were not considered. Changes in score were considered to be due to the effect of the brainstorming session.

Types of Brainstorming : Individual and Group Brainstorming
    Individual Brainstorming.

When individuals brainstorm on their own, they come up with more ideas, and often better quality ideas, than groups of people who brainstorm together. Perhaps this occurs because of many reasons [3]

* In groups, learners aren't always strict in following the rules of brainstorming, and the risk of unfavorable group behaviors may arise.

* Students pay more attention to other student's ideas, instead of giving their own ideas.

* Sometimes learners forget their ideas while they are waiting for their turn.

* Sometimes people can't speak or say their ideas because of shyness.

* Individual brainstorming may be less engaging and less stressful. Students are free and do not worry about other people's opinions and judgements, and can therefore be more freely creative.

There are however some downturns with individual brainstorming. In a group brainstorming, the experiences of the members of the group help to develop ideas thoroughly. This is something that might be missing in individual brainstorming where only the individual's experience comes to play.

Group Brainstorming

Group brainstorming may work in so many effective ways:

* Brainstorming brings the full experience and creativity of all members of the group to solve a problem. When individual group members get stuck with an idea, another member's creativity and experience can take the idea to the next stage. Group brainstorming can therefore develop ideas in more depth than individual brainstorming.

* Another advantage of group brainstorming is that it helps everyone involved to feel that they have contributed to the end solution.

* It reminds one that other people have creative ideas to offer.

* Brainstorming can be great for team-building and creating harmony within a team!

Nevertheless group brainstorming has some disadvantages. It can be risky for individuals. Valuable but unusual suggestions may appear irrelevant at first sight. That's why the teacher needs to be careful not to suppress these ideas. Group problem-solving must not stifle creativity.

Use of Brainstorming.

John R. Hayes recommends following these steps in his book "The Complete Problem Solver."

"Separate idea of generation from evaluation. Start with the idea generation phase, writing down ideas as they occur, without criticism. You should welcome wild or silly ideas, and you should try to combine or improve ideas that were generated earlier. The hard part in this phase is to control your internal editor– the internal voice of criticism which may lead you to ignore an idea that seems too dumb or trivial. Just as with group brainstorming, when you begin to run out of ideas, you can review the list as a source to stimulate further

production. When the ideas really have stopped coming, it is time to move on to the evaluation phase. Here you review each idea to select those that seem best for solving the problem."[4]

As it is said above individual and group brainstorming can work perfectly well, teacher should give the types of brainstorming so that students may fulfill their needs according to their learning style. Group brainstorming can be done as a following format:

* The environment for the brainstorming must be prepared to take place. You should arrange the students desks in a manner that helps better students contributions.

* Depending on the level of students you can either write the ideas that come from the session yourself or appoint one student to record them.

* The ideas should be noted in a format that everyone can see and refer to. You may use the board or computers with data projectors.

* The problem must be defined which you want students to solve clearly.

* Teacher must be sure that students understand that the objective of the session is to generate as many ideas as possible.

* After stating the problem, teacher should give students enough time to think the problem over on their own.

* Teacher should ask students to contribute their ideas.

* Make sure that you give all students a fair opportunity to contribute.

* Try to get everyone to contribute and develop ideas, including the quietest members of the class.

* Tell students that they may develop other students' ideas, or use other ideas to create new ones.

* Teacher should tell students that criticism and evaluation of ideas are banned at this stage because criticism is risky and may stifle creativity and cripple the whole brainstorming process. This uncritical attitude among members of the group is of paramount importance.

* Give free vent to students creativity and imagination. Let people have fun bringing as many ideas as possible.

Practical Aspects of Brainstorming

Brainstorming is an ideal warm-up activity because it takes little time. Also, it can be explained easily and be used with any chosen topic. There was only one type of brainstorming used in this study. However, some others are listed below with brief examples and many other types can be imagined.

Brainstorming parts of speech
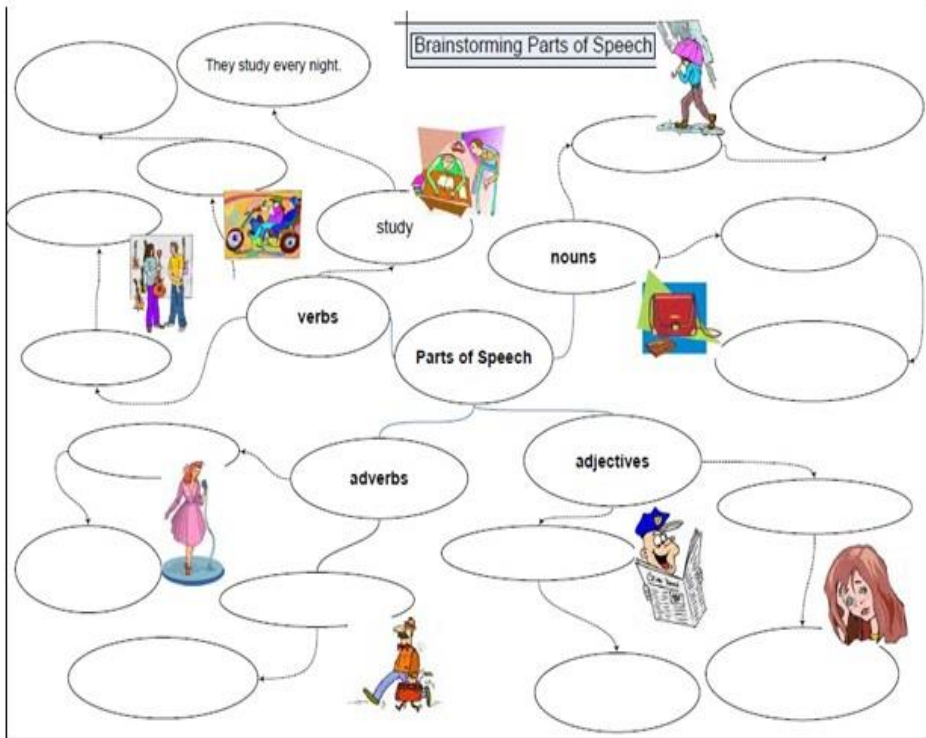
The exercise given is for introducing, reviewing or reinforcing commonly used parts of speech. Depending on the level and ability of the students, a teacher may ask students to work in groups or work independently. This activity works really well as simultaneously an individual, group and class activity. While students work independently the teacher can walk around and choose some of the best ideas and write them on the brainstorming diagram (which they have already drawn) on the board. This activity should be casual and collaborative.

Conclusions. Brainstorming is a very useful activity that can be easily introduced into language classes. The research study previously discussed shows that it helps our students to become better learners. In addition, it is a fun activity which students enjoy and well worth trying out in your own classes.

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COMMUNICATIVE CLUSTERS OF CONDUCTOR AND CHORAL TRAINING OF PROSPECTIVE MUSICAL ART TEACHER

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Abstract. *The aim of the article is to highlight the communicative clusters of conductor and choral training of prospective musical art teacher. Using the methods of theoretical modelling and categorial analysis the mechanisms of interaction of educational process subjects are described; communicative clusters of the educational process in higher art education are justified; the forms of realizing communicative cluster of the educational process in higher art education are highlit.*

It is proved that versatility of conductor and choirmaster activity of prospective music teacher emphasizes the need for laying the foundations of communicative culture. Being a complex phenomenon, communicative culture is associated with different areas of professional and creative practice where communicative activity occupies a special places. Justified and presented in the article communicative clusters: 1) the subject of study; 2) teacher; 3) student; 4) group of learners; 5) learning situation; 6) learning environment) reflect the content and structure of conductor and choral training of prospective music teachers, make it possible to optimally build up and implement the communicative functions of learning choir group.

Keywords: *communicative clusters, pedagogical process, higher art education, dialogic interaction, subjective experience.*

*Introduction***.** The transition of global community from technogenic to anthropogenic civilization, modern socio-cultural realities, domination of the humanistic paradigm in pedagogical theory and practice determine the need for working out innovative approaches to designing modern educational systems. At the beginning of the XXI century professional training of prospective musical art teacher no longer meets the requirements of the time, an important component of professional education becomes communicative culture of a