Interaction in the educational discussion is based not on the statements of its participants expressing their own opinions in turns, but on their meaningful selforganization, including students' addressing each other and the teacher, to in-depth and comprehensive discussion of ideas, views, problems. An essential feature of the educational discussion is the dialogic position of the teacher, which is realized in special organizational efforts and the atmosphere of communication, which is supported by all participants in the discussion [1, p. 82]. The impetus for discussion is the creation of a problematic situation with the help of discussion questions. If we talk about the development of communicative skills of high school students in a foreign language class, we must first pay attention to one of the most productive and effective methods of teaching - the method of creating a situation of cognitive controversy, educational discussions. This technique is used in order to provoke increasing interest in a deeper study of certain issues, to develop skills of monologue language, education of tolerance. The teacher's role is to remain neutral and guide the discussion according to the rules, not to interfere. You need to move away from the group's desire to make you an expert or a respondent. The teacher must PEDAGOGICAL SCIENCES THE LATEST PROBLEMS OF MODERN SCIENCE AND PRACTICE 343 take care of creating an atmosphere in which all points of view, regardless of their source, have equal weight and attention. The educational effect of the educational discussion is determined by the opportunity given to the participant to obtain a variety of information from interlocutors, demonstrate and improve their communication skills and competence, test and refine their views and views on the issue, apply existing knowledge in solving learning problems. Thus, at this stage we note the developmental function of discussion and it is associated with stimulating students 'creativity, developing their ability to analyze information and reasoned, logically constructed proof of their ideas and views, increasing students' communicative activity, their emotional involvement in learning process. Such forms of discussion have become widespread in world pedagogy nowadays: 1). “Round table“ discussion is a conversation in which a small group of students exchange views and ideas, both between them and with the rest of the audience. 2). “Expert group meeting“ (panel discussion) is firstly a discussion of the problem between certain members of the group (four or six students with a pre-appointed chairman), and then giving a statement of their positions to the whole audience. 3). “ Aquarium technology “ is a special option for organizing a discussion, in which, after a short group exchange of views, one representative from the team participates in a public discussion. Team members can help their representative with advice given in notes or during timeouts. 4). “Brain storming“ is one of the most well-known methods of finding original solutions to various problems and producing new ideas. It was suggested by the American psychologist A. Osborne . This is a group method of generating ideas. Today this form is highly used in language teaching. The main stages of brainstorming are : - problem definition - selection of "idea generators" - discussion of problems - discussion of ideas and their ranking in order of importance - prioritizing of collective choice of the most valuable idea Among the advantages of brainstorming we include the equality of participants, the same productivity at each stage, the ability to capture the ideas put forward, the effect of the "Chain Reaction" of ideas. The disadvantages of brainstorming include the dominance of one or two leaders, the probability of focusing on one idea, the required level of knowledge to master the material, limited time. 5). A “ court hearing ” - a discussion that imitates a trial - is also a type of discussion in the class. Didactic scholars refer the discussion to both teaching methods and forms of teaching organization. Some experts see the discussion as a form of cooperation, when all participants in the joint activity comment on the issue under discussion. The method of discussion can be used at the stage of learning, in the process of their consolidation and systematization. In addition, discussion is used as a method of developing mental functions, creative abilities and personal qualities of students, as well as a method of stimulating and motivating people involved in the learning process. In fact, in the process of using the discussion when learning a foreign language, you can formulate certain organizational and pedagogical foundations common to all types of discussion: the discussion should begin with asking a specific question for discussion (ie one that has no clear answer and offers different options solutions, especially opposite); all statements should not go beyond the given topic of discussion; each of the statements made must be accompanied by arguments. [5] The teacher can ask some leading questions such as: “What facts support this opinion?”, “How did you come to this conclusion? ”; the discussion can end with a consensus (agreed, joint decision) and the preservation of the differences between the participants in the discussion. When planning a discussion, the teacher takes into account several important points: the time needed to conduct it, the materials needed for the work and the visual presentation of its results. Throughout the work, the teacher keeps in mind the following points: the goal from which you should not deviate; the time to be adhered to; clarity of the organization of the introductory part of the discussion, because it creates the emotional and intellectual mood of the discussion. According to the logic of using discussion as a method of consolidating educational material and stimulating cognitive activity of students, you can identify several options for modeling educational topics based on the discussion: studying the topic as preparation for the discussion to take place in class; introduction of a discussion component in separate classes at the stages of homework check and consolidation of the newly studied material; training in the form of independent or group work of pupils / students with the subsequent discussion of the received results. This allows students to master additional lexical material of a foreign language, encourages speech intention, namely the process of forming an idea in a foreign language and selecting the right words. The main advantages of a discussion are : - the student is forced to talk a lot, justifying his/her point of view; - mixed exchange of questions and answers; - the meaning of the question is important, not the student's specific knowledge of the answer to the question; - no assessment of the correct / incorrect answer, which creates a friendly atmosphere in the classroom, because one of the common reasons why students are silent in foreign language classes – they are afraid to answer incorrectly; - assessment of opinions on the principle of agreement / disagreement occurs by all participants in the discussion, both teachers and students.