

STUDENTS' READINESS FOR THE FORMATION OF PRIMARY SCHOOLCHILDREN'S ARGUMENTATIVE SKILL WHILE IDENTIFYING THE REAL MOTIVE OF THE ACTION

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Abstract: The article deals with the problem of the future teachers training for the formation of argumentation junior pupils' skills identifying the true motive of an act as an intellectual activity. The specifics of the future teachers' training in higher education institutions are analyzed; the peculiarities of the process of development of argumentation skills are determined. The prospects for preparing for the formation of junior school students' argumentation skills in higher educational institutions are outlined. The problem of developing the professional competence of future teachers in the training of junior schoolchildren is substantiated. Their reasoning is grounded because of the argumentation of their behavior and the motive for its implementation. The emphasis is placed on the fact that the readiness of students-future teachers to develop skills of junior pupils' argumentation is impossible without argumentative competence which is a set of intellectual and communicative skills, and is formed in the process of communication, performing functions of explanation of the statement of assertion or conviction of the interlocutor, and is carried out on the principle's objectivity, rationality, and dialogue. It has been experimentally proved that argumentative competence as the basis of readiness to develop younger students' skills of argumentation in identifying the true motive of an act enables the mastery of the relevant techniques and positively affects the professional and personal qualities of the future teacher.

Keywords: argumentation, argumentative and debatable skills, argumentative competence.

1 Introduction

The development of personality is a rather complicated process that starts in childhood and is realized in communication with adults and peers. The success of the personality's social adaptation depends on the level of development of his or her communicative skills, which promote active interaction with the social environment, and the latter, in its turn, requires the ability to solve conflicts and controversial situations that arise in the process of communication. In this regard, one of the most important tasks of modern education is to create favorable conditions for the formation of culture of interpersonal relations, to develop each child's potential for the interpersonal relations with himself or herself, other children, adults and the world around, as well as to master a language as a means of communication and culture. Therefore, it is out of the question that it is very important to develop a person's communicative and argumentative skills.

Various aspects of argumentation are researched by O. Ivin, A. Alekseev, V. Brushkin, H. Gadamer, H. Jonston, M. Natanson, Ch. Perelman, T. Kruigez, A. Cattani, and others. The ideas about the essence of argumentative language can be found in the scientific works of N. Kuzina, T. Ladyzhenska, M. Makhnovska, O. Ushakova, L. Shadrina, V. Shuritenkova, V. Yashina, and others. The role of argumentation within the socio-cognitive approach to understanding personality's intellectual development was studied by J. Piaget, George Herbert Mead, L. Vygotsky, within the framework of the interactivistic approach – by V. Douase, G. Muni, T. Zitton, N. Muller, A. Perret-Clermont, and others. From the standpoint of the non-rhetoric approach, the issue of argumentation and argumentative activity is researched by H. Perelman, O. Volkov, T. Anisimova, E. Gimpelson, and others. Dialogical aspects of argumentation are studied by S. Lehesvuori, M. Hikiöniemi, K. Jokiranta, P. Nieminen, J. Hiltunen, J. Viiri. The fundamentals of dialogical pedagogy are developed by A. Segal, I. Pollak, A. Lefstein.

However, despite a wide variety of scientific works on the issue of argumentation, it is worth noting that widespread pedagogical

practice and a lack of systematic work in this educational area actualize the need to look for the most effective forms and methods for organizing pedagogical work on the formation of argumentative skills, in particular for the school-age children. Therefore, it is quite logical to assume that overcoming mentioned above concerns requires the solution of one more important task – enhancement of the argumentative competence of a teacher, who has special skills and abilities, which are necessary for teaching argumentation to a child.

This point of view is supported by the research works of N. Muller-Mirza and A. Perret-Clermont, who believe that argumentative skills have to be formed in the process of a child's development. In order to carry out this kind of activity and to master methods of assessing such skills, teachers must have special social skills and special pedagogical training. (1)

All mentioned above provided the rationale for the aim of our research – to identify the main approaches to the formation of primary schoolchildren's argumentative skill, to ascertain the level of future teachers' readiness for its development, to design an experimental method of teaching argumentation and to assess its results while using interactive methods in practical classes in the process of development of argumentative and discussion skills. The moral norms of argumentation and such spiritual and moral values as tolerance, active listening skill, and others laid the foundation for the experimental methodology.

To fulfill mentioned above tasks a complex of modern scientific methods has been used: theoretical methods – analysis, synthesis, generalization; empirical methods – observation (direct and indirect); diagnostics (expert interviews, conversations); methods of experimental-theoretical level; methods of mathematical statistics, used to process the data obtained and study the quantitative relationships between the phenomena and processes under analysis.

2 Materials and Methods

The solution of main research tasks requires analysis of the professional standard "Teacher of primary school of general secondary education establishments" (Professional Standard), which describes the main work duties, professional competences, knowledge, skills, and abilities of a modern primary school teacher. The conducted analytical work has shown that among above-mentioned requirements there are skills which, in our opinion, can be a sort of confirmation of the necessity of argumentative competence formation, in particular, "to assess the truth or falsity of the schoolchildren's statements and conclusions from systems of theoretical knowledge in the educational fields, identified by the State Standard of Primary Education" (skills and abilities of B3U2), "to analyze, evaluate, and summarize information on the dynamics and results of the educational process" (skills and abilities of G4U1), "to analyze and evaluate one's own level of professional competencies" (skills and abilities of G5U1), "to analyze and highlight main ideas, generalize the approaches, offered by different authors, compare them, draw conclusions" (skills and abilities of D2U2), "to prove one's own opinion..." (skills and abilities of Zh2U3). At the same time, we did not find in the standard the term "argumentative competence" or "argumentative skills and abilities". We believe that it is not the evidence of its uselessness, but is a confirmation of its universality, since one way or another its content components are contained in all blocks of competences and skills.

Correspondently, all mentioned above facts, require an analysis of the essence and content of argumentative competence. An attempt to find in the scientific literature the definition of this term has resulted in a very limited number of such studies. Thus, in particular, only a small number of scientists paid attention to the study of metacognitive, gnosological and social aspects of argumentative competence development, emphasizing the fact

that it is the skill of argumentation that promotes the solution of many educational challenges, in particular, the issues related to the acquisition of professional knowledge. (2)

At the same time, scientists are interested in the concept of “argumentative ability” and “ability to provide argumentation”. Consequently, to our point of view, it is necessary to start the research of the argumentative competence content from the analysis of argumentative skill as one of the most strategic logical actions, without which the scientific cognition of any object of the surrounding reality becomes impossible. Therefore, it is necessary to pay attention to the main aspects that reveal the essence of the mentioned above action.

It should be noted that in modern literature the concept of “argumentation” is quite ambiguous and is usually used in the meaning of “argument or proof”, “discussion or exchange of ideas”, “dispute on various problems”, “method of logical reasoning” and “special kind of human activity”. At the same time, while analyzing scientific works on the theory of argumentation, we’ve noticed the domination of the last meaning. (3-5) For example, V. Brushinkin, based on cognitive approach, concludes that argumentation is a process of “providing logically interconnected evidence (arguments) to objectively prove a certain statement (thesis) in the process of communication considering the psychological characteristics of the participants of argumentative activity process”. (3)

An encyclopedic interpretation of this concept is usually focused on the rational component of the logic-communicative process, based on justification or belief:

- argumentation is a method of persuasion, which is used for providing a rationale for any statement with the help of other statements, but at the same time it can't be used to prove its truth; (6)
- argumentation (from Latin “argumentatio” - argumentation) is a way of setting the grounds for any opinion or action (their justification) with the purpose of their public defense, creation of a certain opinion about them for the sake of their recognition or clarification; a method of convincing anyone using meaningful arguments; (7-9)
- in this meaning, the argumentation is always dialogical and is broader than the logical proof (which is essentially an impersonal and monological one), since it assimilates not only “technique of thinking” (actually logic), but “technique of persuasion” (the art of manipulation of people’s thoughts, feelings and will); (10)
- argumentation (from Latin “argumentation”) is the concept, which means a logical-communicative process, aimed at the justification of a particular point of view with the purpose of its perception, understanding and (or) acceptance by an individual or collective recipient. (11)

The analysis of the content of these definitions provides the foundation for the consideration of personality’s argumentative activity as an intellectual and linguistic activity, which is aimed at another person with an argumentative purpose. In particular, the speaker has to consider the possibilities, to accept a new statement, to convince an opponent, to provide the rationale for

the thesis with the help of other arguments, etc. Such argumentative activity becomes possible under the condition of providing evidence, exchanging opinions, finding truths for various problems and rationalizing one’s thoughts. These factors confirm the impossibility of its consideration without considering its meaning as “argument or proof”, “discussion or exchange of ideas”, “dispute on various problems”, “method of logical reasoning”, which have been mentioned before.

The confirmation of these ideas is found in the New Philosophical Dictionary, which states that structural and functional analysis of scientific argumentation requires a clear differentiation of the concepts of “argumentation”, “substantiation”, “proof”, which are often used as synonyms. Thus, in particular, the substantiation is a logical frame of argumentation. Differentiation of the concepts of substantiation and argumentation should be carried out in two directions – logical and linguistic. The argumentation is not a purely logical substantiation, it is both a logical and a communicative process, which is aimed at an adequate perception of the point of view, which is advocated; it is also aimed at its subjective-semantic identification, understanding, and inclusion into the culture. (11)

As for the analogy of argumentation with proof, it is worth paying attention to the fact that, depending on the specifics of the subject area under research, in the process of scientific argumentation different types of substantiation are used. Based on the specifics of the thesis, arguments used, as well as the way of their connection, we can single out the following types of substantiation: proof, disproof, confirmation, explanation, interpretation, definition, justification, etc. In the literal sense of the word, the proof is a logical process, which provides a rationale for the truth of a certain statement through other statements, which have already been proved before. According to it, the use of the concept of proof in the broad sense of the word (as any substantiation) is an inaccurate one. (11)

The above-mentioned ideas enhance the definition of “argumentative competence” content, which can be defined some intellectual and communicative skills, which corresponds to the structure of the argumentation (thesis, proof, conclusion). These skills are formed in the process of communication, performing the functions of statement explanation or persuasion of the interlocutor based on the following principles such as objectivity, rationality, and dialogue. In our opinion, it should be emphasized that argumentative competence is an integral part of the majority of professional competences of a primary school teacher in the establishment of general secondary education. Thanks to this competence all other professional competencies can be fully realized, in particular, readiness for the formation of primary schoolchildren’s argumentative skill while identifying the real motive of the action. In this regard, there arises a logical question – how we can identify the level of this readiness. An attempt to answer this question encouraged us to create a theoretical model of such readiness (Figure 1). This model reflects all necessary basic argumentative competence skills and abilities, which provide the ground for the readiness of a student (future teacher) for the formation of primary schoolchildren’s argumentative skills.

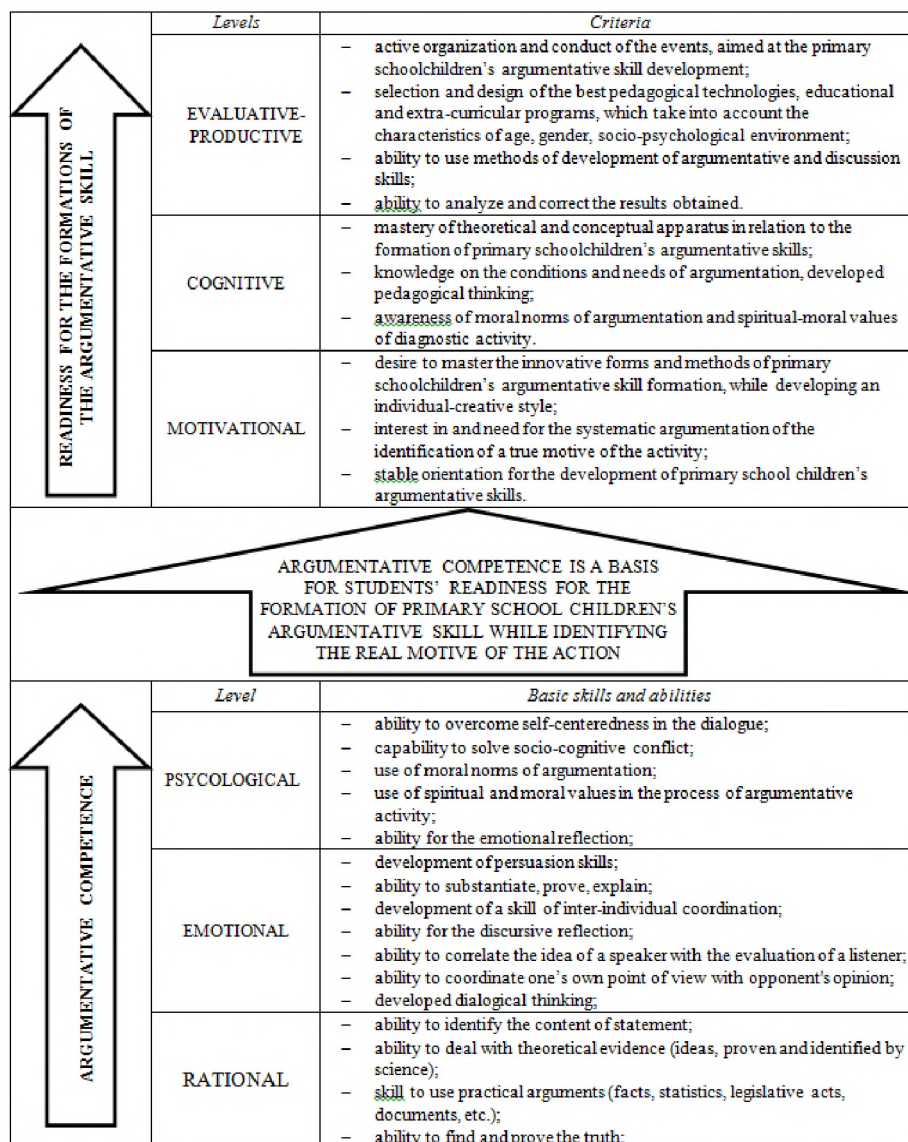


Figure 1. Model of Students' Readiness for the Formation of Primary School Children's Argumentative Skill While Identifying the Real Motive of the Action

According to the theoretical model, argumentative competence is a complex process of acquiring some skills and abilities, which have to be developed throughout the study at a higher education establishment. It should be noted that in the Curriculum there isn't any separate discipline, which is responsible for acquiring these skills. However, in our opinion, we should not neglect such disciplines as "Logic" and "Rhetoric", which form basic skills and abilities at all stages of rational and emotional levels of the argumentative competence. The inseparable parts are, undoubtedly, psychological and spiritual-moral components of pedagogical education, which enable acquisition of skills and abilities, characteristic for emotional and psychological levels of argumentative competence.

At the same time, we have to emphasize that such a subdivision into levels and stages is a rather conditional one since acquisition of these or those skills and abilities can't be planned within a framework of one particular discipline, they are the result of a complex and systematic formation of the teacher's personality and are acquired within all types of educational, scientific and up-bringing activities. Argumentative competence is the basis for the formation of primary schoolchildren's argumentative skill while identifying the real motive of the action. It is manifested at three levels – motivational, cognitive, and evaluative-productive. It is also important to mention that such

readiness is a relevant one, has specific manifestations and proves a teacher's professional competence.

Consequently, as we can see, argumentative competence, on the one hand, is an important part of general professional competence of primary school teacher of the establishment of general secondary education, on the other – it provides the grounds for the development of readiness for the formation of primary schoolchildren's argumentative skill while identifying the real motive of the action. The importance and necessity of this skill formation are out of the question, as the modern concept of education is focused on the creation of a discussion environment in institutions of secondary education, where regularly arise the situations, in which the child feels the need to prove his or her point of view. It requires a child to have a developed ability to correlate his or her point of view with the opinion of another person, thus, the child has to look for the proof of a statement.

It has to be noted that at the present stage, the concept of argumentative skills is considered to be a rhetorical phenomenon, which underlies intellectual and communicative activity. N. Makhnovska (12) has researched this concept in detail and she defines "argumentative skill" as person's capability to use the ways of implementing intellectual and

communicative actions, which are aimed at the explanation and proof of one or another point of view and, as a result, the persuasion of the interlocutor. Based on the activistic approach, the researcher identifies not only the types of argumentative skills but also describes their qualitative characteristics without reference to the subjects of communication: purposefulness, dynamism, productivity, integrity, autonomy, hierarchy. (12)

According to T. Ladyzhenska and N. Makhnovska, (13) such skills are the basis of the activity of creating an argumentative text; they correlate with the thesis, arguments, methods of proof and conclusion. Such activity requires the work of thinking, understanding the characteristics of the addressee, considering the communicative situation.

The basis of the formation of primary schoolchildren's argumentative skills is, above all, the dialogue with peers and adults, as it is the primary and natural form of communication and education of primary schoolchildren. Also, it should be added that speaking and listening are dominant types of speech activity in the preschool and primary school age, the level of their development influences academic achievements and success of interaction with other people.

The works of O. Ushakova (14) and A. Arushanova (15) prove this point of view. The scholars emphasize that the main type of child's communication with adults and peers is a dialogue, which combines different forms of speech and types of statements. The dialogue also provides meaningful communication, understanding one's experience and realizing the opportunity to prove the child's point of view.

We support the idea of O. Ushakova (14) that it is important to develop children's speech activity from their first days in a kindergarten. But it is worth adding that it is important to continue this work in primary school, teaching children to talk to each other and adults, to explain, reason and prove. The ability of primary schoolchildren to actively argue, to convince directly depends on those skills, which children received in preschool establishments and this work should be continued in primary school.

P. Galperin (16) and D. Elkonin (17) emphasize the necessity of teaching children to algorithms of mental actions, in particular, the algorithm of conclusion, since the argumentative skill by its nature is closely related to the development of thinking, the child's intellectual, cognitive and linguistic abilities. The dialogue is the very sphere, where the child uses expanded and meaningful answers. As he or she begins to prove and explain, foundations of monologue speech are being laid.

It is worth noting that by the end of the preschool age, children master the basic ways of processing information, which play an important role in argumentation – this is analysis, synthesis, comparison of objects, their decomposition, abstraction, specification, and generalization. Accordingly, the argumentative skills of primary schoolchildren can be described as a sequence of elements, which traditionally reflects the structure of argumentation and reasoning: thesis (hypothesis) – proof (arguments) – conclusion. However, according to A. Filipova's opinion, (18) there can also be another variant of constructing the argument: proof of thesis, and then the conclusion (or several conclusions), which subsequently become the main thesis. According to the researcher, the composition can be saved and undergo various changes depending on the subject-thematic content of the statement, functional style, genre, individual manner of the author. Each structural component of argumentation (thesis, proof, conclusion) requires the formation of an appropriate set of skills, which allows the child to obtain a single semantic whole of the argumentative statement (for example, the ability to formulate thesis, select appropriate arguments on order to prove this thesis and the ability to conclude). (18)

Consequently, the argumentative skill, as an important component of communicative and dialogic skills, has a general speech mechanism, which has a complex structure of the

creation of the linguistic statement. According to O. Leontiev, (19) linguistic activity is always purposeful and motivated and is realized using speech. For children, this motive of argumentative skills, manifested in communication with peers and adults, is the need to understand the relationships of people, causes of their actions, relationships, behavior, desire to convince others in the correctness of his or her beliefs. It is also a need to explain the contradictory processes, which can be observed in the surrounding world.

While identifying the true motive of the action the teacher must consider the fact that, according to O. Leontiev's theory of motivation, the source of motivation is a need to show the true desire for anything external, meeting with which makes this subject a true one, which, in its turn, transforms the subject into the motive of the purposeful action. The motive, according to O. Leontiev, (20) is the result, that is, the subject, which causes the activity, the field, where it is specified. However, the most difficult thing for a teacher's in the process of identifying the true motive of the action is probably the identification of this very motive, as, by this theory, human activity is polymotivated, and therefore, each action may be subject of several needs to some extent.

Although the motive in a certain sense is the "beginning" of human activity and determines what the individual needs at this very moment, it can't provide activity with a certain direction without having a purpose (anticipated result), and the action itself needs this purpose, (20) thus, it leads to the final result of the action. Accordingly, the purpose allows finding out what the person longs for, while the motive gives the idea of why the person needs it.

This means that it is extremely important for a teacher not only to correctly identify the purpose and motive of the schoolchild's activity as a result of the analysis of their argumentation but also to have argumentative skills, which are the components of argumentative competence. The argumentative skill of primary schoolchildren is a complex psychological issue, which includes linguistic mechanisms of programming, planning, realizing and monitoring speech. Besides, the structure and content of argumentative skills are directly related to the structure of the argumentation itself (thesis, proof, conclusion) and are aimed at the formation of the ability to formulate the thesis, select arguments and methods of proving this thesis, to make the corresponding conclusion.

All mentioned above prove that primary schoolchildren's argumentative skill can be interpreted as intellectual and communicative skill, which corresponds to the structure of argumentation (thesis, proof, conclusion) and is formed in the process of communication with adults and peers, performing the functions of explaining the statement or convincing the interlocutor.

At the same time the qualitative characteristics of primary schoolchildren's argumentative skill: purposefulness, which is manifested in the ability to monitor speech activity, aimed at the creation of an argumentative statement or its fragments in accordance with the plan. It also provides the ability to be aware of the subject of the statement, to keep it in the process of communication with interlocutors, to include the argumentation into everyday communication according to its functional purpose. One more characteristic is dynamism, which regulates the speed and flexibility of finding necessary arguments and ways, in which they are presented in the statement. Integrity is also an important characteristic of the argumentative skill, as it presupposes that a child can integrate verbal and nonverbal skills, communicative skills, and skills of using speech etiquette, etc. This characteristic is manifested in the ability to include the elements of description, narration, and reasoning into the statement. Independence, as one of the characteristics, can be seen in the ability to use different genres of communication with and without a help of a teacher, as well as with the involvement of visual accompaniment or without it.

3 Results and Discussion

The formation of primary schoolchildren's argumentative skill provides the need for communication, desire for getting to know and evaluating other people, self-knowledge and self-assessment. The formation of primary schoolchildren's argumentative skill requires the readiness of a student (future teacher) for the formation of primary schoolchildren's argumentative skill while identifying the real motive of the action. The basis for such readiness is the development of teacher's argumentative skill, which in turn enables the implementation of the specified readiness at three main levels: motivational, cognitive and evaluative-productive, which are characterized by certain criteria of the formation of such readiness. Such subdivision is a conditional one and it is based on the acquisition of basic skills of readiness for the formation of primary schoolchildren's argumentative skills.

In particular, at a motivational level, the most important features are the student's desire to master the innovative forms and methods of primary schoolchildren's argumentative skill development. At this very level, the students should be able to develop an individual-creative style, be interested in this activity, need the systematic argumentation of the identification of a true motive of the activity and be oriented at the development of primary schoolchildren's argumentative skills.

The cognitive level is manifested in the mastery of theoretical and conceptual apparatus concerning the formation of primary schoolchildren's argumentative skills, knowledge on the conditions and needs of argumentation, developed pedagogical thinking, moral norms of argumentation and spiritual-moral values of diagnostic activity.

The evaluative-productive level requires the student to be active in organizing and conducting events, aimed at primary schoolchildren's argumentative skill development. At this level, the students should be able to select and design the best pedagogical technologies, educational and extra-curricular programs, which consider the characteristics of age, gender, socio-psychological environment. At the evaluative-productive level, the students (future teachers) should be able to use methods of development of argumentation and discussion skills and have the ability to analyze and correct the results.

To formulate the argumentative competence of students (future primary school teachers), we have arranged and conducted a pedagogical experiment, which was characterized by the active use of techniques and technologies for the development of argumentative readiness. These techniques and technologies were used in one group (experimental) during extra-curriculum training on the methodology of teaching special disciplines in primary school. In the other group (control) there was so-called passive work, which did not have the purpose of conducting additional classes but was based on the students' self-study of the methods and ways of argumentative activity of students (future teachers of primary school).

Every week during the academic year the students of the experimental group attended additional training sessions, workshops, and lectures. The students thoroughly studied the structure, rules and basic constructions of argumentation and evaluated the tactics and methods of argumentation, in particular:

- the fundamental method, which presupposes a direct contact with the interlocutor, who is familiar with the facts, which provide the basis of the proof; while using this method a student must be a skillful user of statistic data;
- method of contradiction, which is based on the revealing contradictions in the statement and paying specific attention to the arguments of the interlocutor;
- method of comparison, which is very effective and of exceptional importance under conditions of appropriately chosen comparisons; it empowers the initiator of communication with exceptional brightness and great power

of persuasion, representing a special form of the method of "extracting conclusions";

- method "yes, but ...", which can be most effectively used when the interlocutor is biased against the topic of conversation;
- method of "pieces", which involves deconstruction of the interlocutor's monologue into some parts: "definitely", "doubtfully", "there is a great variety of points of view here", "it is a mistake"; this method is based on the thesis: "in any situation, and especially in the conclusion, one can always find something inaccurate, false or exaggerated, then for sure the so-called "attack" allows partly "ease" situation, even the most complex one";
- method of "boomerang", which does not have the power of proof, but it has a huge impact on the audience, under the condition of using a bit of wit; it also allows to use interlocutor's "weapon" against himself or herself;
- method of "ignoring", which is most often used in conversations, disputes, discussions, and involves ignoring the fact, provided by the interlocutor and this fact can't be refuted;
- method of "conclusions", which is based on the gradual subjective change of the point of conversation;
- method of "visible support", which requires very thorough preparation and for the opponent this method is the most appropriate in the discussion. (21-23)

Within methodological work, we have also conducted a questionnaire among the students of the control and experimental groups. The questionnaire aimed to identify the degree of students' readiness for the formation of primary schoolchildren's argumentative skill while identifying the real motive of the action.

Students of both groups were proposed a questionnaire, the questions of which were drawn up in such a way as to reveal the degree of readiness to develop the skills of junior pupils' argumentation in identifying the true motive of the act on a motivational, cognitive and appraisal-performance level.

At the motivational level, students had to show how they are ready to apply the individual-creative style, how they are of interest and who feel the need for systematic argumentation to identify the true motive of the act, how stable their focus is on the development of the argumentative skills of junior pupils.

At the cognitive level, students had to demonstrate the degree of mastering the theoretical and conceptual apparatus for developing the skills of argumentation in junior pupils and knowledge of the conditions and needs of the argument, developed pedagogical thinking, mastery of moral norms of reasoning and spiritual and moral values of diagnostic activity.

At the appraisal and performance level, students had to show the readiness to organize and conduct activities aimed at developing junior pupils' skills for argumentation in identifying the true motive of the act, selecting and developing the best pedagogical technologies, educational and extra-curricular programs that take into account peculiarities of age, sex, socio-psychological environment, as well as to show the degree of mastering the methods of development of argumentative and discussion skills and the ability to analyze and correct the results. (24)

In connection with the tasks, the questionnaire contained several blocks of questions of varying complexity. The block of questions for the definition of basic concepts characterized the cognitive component of readiness to develop the skills of junior pupils' argumentation, their understanding of the key issues and the essence of the argument, and on the other - showed their level of awareness of readiness to form the skill and the degree of motivation to the relevant activity. So, in particular, if the student agreed with one or two statements, this indicated a low level of awareness, since the proposed statements do not fully characterize the concept, but only partially, which gives grounds for identifying a low level of readiness; if all the statements were marked - it was a higher degree of awareness and average readiness; if the student formulated a personal definition - this

indicated a high level of readiness to formulate the junior pupils' argumentation skills.

The block of questions on the definition of methodological readiness characterized the evaluative-productive component of readiness to formulate the junior pupils' argumentation skills and showed the readiness of students for creative work on the formation of this skill. So, in particular, if a student offered one or two traditional methods, this indicated a low level of awareness; if several methods, non-standard solutions and unconventional ways of solving the proposed pedagogical situations were offered, this showed a higher degree of awareness and average readiness; if the student showed a creative approach, offering his ideas and a variety of ways to implement them - this indicated a high level of readiness to formulate the junior pupils' argumentation skills.

The general results of the questionnaire showed that in the control group, the majority of students (64%) showed the average level of theoretical training and low level of creativity. In the experimental group, the majority (78%) showed a high level of theoretical training and an average or high level of creativity in developing skills for argumentation among junior pupils. The above suggests that additional weekly pieces of trainings non-rhetoric, workshops, and lectures on the formation of argumentative competence as the basis for readiness to formulate the junior pupils' argumentation skills gave the highest result for qualitative indicators in the experimental group, compared with the control, which confirms their effectiveness in a certain direction of work.

Consequently, the consideration of the problem of preparing future teachers for developing skills of argumentation among junior pupils in identifying the true motive of an act as an intellectual activity enabled the following conclusions.

The importance and necessity of forming the skills of reasoning is a requirement of nowadays, in particular, the orientation of the modern concept of education to the creation of a discussion environment in institutions of secondary education, in the context of which the child regularly finds himself in a situation of need to prove his point of view, which requires her ability to correlate another person and find the grounds for the proof of a statement, that is, argumentative skills. The argumentative skill, which is an intellectual and communicative skill that corresponds to the structure of the argumentation (thesis, proof, conclusion) and is formed in the process of communication with adults and peers, performing the functions of explaining the statement made or the conviction of the interlocutor makes it possible for the person to carry out a full-fledged argumentative activity, which is in content intellectually-speech, directed to another person with an argumentative purpose, namely to consider, if possible, to adopt a new statement, to persuade the opponent, to substantiate, to substantiate the thesis using other arguments, etc.

4 Conclusion

It is extremely important for the teacher not only to correctly identify the purpose and motive of the activity of the students as a result of the analysis of their arguments but also to possess the skills of forming the argumentative skills which provides for argumentative competence, since the argumentative ability of children of junior school age is a complex psychological entity that includes speech programming mechanisms, the planning, implementation, and control of speech expression, and its structure and content are directly related to the structure of the argumentation (thesis, evidence, conclusion) and is aimed at mastering the abilities to formulate the thesis, to carry out the selection of arguments and methods of proof of the thesis, to make statements to the conclusion.

Formation of the argumentation skills of junior pupils in identifying the true motive of an act as intellectual activity requires the acquisition of the argumentative competence by the teacher which is an important component of the general professional competences of the teacher of the elementary school

of the institution of general secondary education and the grounds for the readiness to develop skills of argumentation in junior pupils in revealing the true motive of the act. It is realized on three main levels: motivational, cognitive and evaluative-productive, having corresponding formation criteria.

According to the results of the experiment, comparing the level of readiness of future teachers to prepare the junior pupils' argumentation skills in identifying the true motive of an act in the experimental and control groups, it can be noted that the qualitative characteristics of mastering the methods of development of argumentative and discussion skills in the experimental group are significantly higher than in control one. The indicated confirms the conclusion that gaining argumentative competence increases the level of readiness and enables the mastering of methods of forming skills of argumentation in junior pupils in revealing the true motive of the act which positively influences the professional and personal qualities of the future teacher.

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