
EDUCATIONAL DISCUSSION AS AN EFFECTIVE METHOD IN TEACHING FOREIGN LANGUAGES

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Abstract

This article deals with one of the methods of problem-based learning - discussion. This process of teaching a foreign language can be made more effective by problematizing the learning process, which stimulates thinking activity, independent search for information and the desire to analyze.

Key words

problem-based learning, cognitive task, problematic presentation of material, discussion, dispute, debriefing.

In the teaching of foreign languages, the widespread use of group discussions gives a new impetus to problem-based learning, on the principle that the study of a learning document will be more effective if students not only receive ready-made knowledge from the teacher, textbooks, but also "accept" them by solving cognitive difficulties.

Problematizing the learning process can enhance the effectiveness of teaching foreign languages. Problem-based learning can be viewed as an educational principle, a new type of learning process, a method of teaching, and a new didactic approach. The presentation of material based on problems contributes to the effectiveness of the learning process, as it stimulates thinking and independent research, as well as analysis and generalization. A problem-based learning approach involves the creation of problem situations under the guidance of the teacher and the active and independent participation of students in finding solutions.

In foreign language classes, including professional training, a problem-oriented learning method known as the discussion method is becoming increasingly popular. By utilizing this method, students are able to integrate knowledge from various disciplines, utilize their language skills, and generate new ideas as they solve problems in a natural manner. All foreign language teaching,

including a variety of speaking and thinking exercises, helps students develop their capacity for critical thinking, information perception, and highlighting of key concepts as well as their ability to come up with solutions and justifications for those concepts.

Discussion - (from Latin *discussio* - consideration, research), public discussion of a controversial issue, problem; dispute. The two most important characteristics of discussion, which distinguish it from other types of dispute, are publicity (presence of an audience) and argumentation. Discussing a controversial (debatable) problem, in which each party, opposing the opinion of the interlocutor, argues its position.

Discussion consists of constructing and testing a set of possible answers to these questions in situations where no valid results can be found immediately. This form of knowledge development demonstrates the search function of discussion.

The discussion develops as a sequence of certain actions that form its compositional plan. These actions include: defining the subject and purpose of the discussion; choosing a discussion strategy and building its general plan; formulating theses; proving and criticizing them, comparing, contrasting, identifying the truth sought in the results of the discussion; summarizing the results of the discussion, identifying unresolved problems, tasks and directions for further research. The driving factor of the discussion is the dual procedure applied to each proposed point of view, which combines two opposing processes - proof and refutation. Through this procedure, it is possible to arrive at a correct solution to the problem.

Discussions occur with varying degrees of confrontation. It can be an argument, a debate, a polemic or an argumentation. In any case, argument implies the presence of at least two different points of view, two different approaches to solving the actual problem or issue. Argumentation is often equated with controversy and polemic. Deliberations, however, differ from disputes and polemics in that they are purposeful and strive towards compromise rather than disagreement and struggle.

Therefore, unlike a dispute, a discussion can be seen as an activity that unites rather than divides. The attributes of discussion are organization, order and collective activity that reveals the truth or falsity of each thesis, the means of which are justified positions rather than opinions of the parties. It is known that one of the main reasons why students are afraid to speak publicly in a foreign language is their lack of communicative skills and experience of public speaking in their native

language.

Thus, conversations in foreign language classrooms at universities may be a useful way of teaching speaking strategies and tactics. Mastering debate abilities in a foreign language will allow in the future not only to interact successfully with foreigners, but also to speak publicly, at international seminars and conferences, and to defend one's own position in one's own language.

The organisation of the learning process based on discussion serves as the foundation for active communicative activity aimed at joint problem development, with a focus on the implementation of active learning aimed at the formation of reflective thinking, as well as the implementation and organisation of student experience. The following characteristics of the technique stand out:

- 1) group work of participants,
- 2) interaction, active communication of participants in the process of work,
- 3) verbal communication as the main form of interaction in the discussion process,
- 4) orderly and guided exchange of opinions with the appropriate organization of place and time of work, but on the basis of self-organization of participants,
- 5) focus on achieving learning objectives.

Discussion classes can be structured, with elements of game modeling, project-based; by the type of participation (by the form of conduct) there are different team (debate), group (round table), pair discussions, etc.

To summarize, learning a foreign language itself contributes to the development of logical thinking, discipline, organization and self-control. Because if when communicating in your native language you can speak relatively freely and eloquently, go beyond the topic, showing emotions, then communication in a foreign language implies self-control, the need to build phrases according to clear rules, within the framework of the educational process.

Thus, the discussion technique not only teaches the culture of speech, but it also motivates students to look for answers to the addressed problems on their own, stimulating and developing cognitive activity.

The use of discussion in teaching a foreign language forms a culture of creative thinking in students, creates conditions for the use of personal life experience and previously acquired knowledge to assimilate new knowledge, and in combination with other methods of research and problem solving allows them to navigate in the rapidly changing flow of information, making it possible to educate

professionals who are able to conduct an open and constructive dialogue with representatives.

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