



## METHODOLOGICAL SYSTEMS OF TEACHING FOREIGN LANGUAGES USING DISCUSSION GROUPS: HIGH SCHOOL STUDENTS' PERSPECTIVE

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**ABSTRACT.** *The current article is devoted to the explanation and analysis of the discussion method in teaching foreign languages, emphasizing its benefits for high school level students from linguistic and extra linguistic perspectives. Various classifications of discussion method is provided with examples, and the author highlights the language goals and objectives behind all the discussion based methods in the field of foreign language teaching.*

**Key words:** discussion, round-table, debates, argumentative language

### INTRODUCTION

High school students are prone to disputes, contradictions, defending their point of view, have sufficient degree of independence and maturity. Thus, the development of dialogical speech and communication is the most favorable in this period. Discussion, in turn, is such a teaching technique that combines teaching conversational topics and the development of unprepared spontaneous speech. The educational effect of the discussion is realized in “the opportunity to receive information from interlocutors, to demonstrate and increase their competence, to check and clarify their ideas and views on the problem under discussion, to apply their knowledge in the joint solution of educational problems”[Gordienko 2015: 1112].

If we talk directly about school teaching, it is advisable to use the educational discussion at the lessons of foreign language in high school, when the skills and abilities of expressing one's thoughts and arguing one's point of view are sufficiently developed.

In the traditional method of teaching a foreign language, discussion is considered as one of the existing forms of teaching, but, as a rule, it is not always developed as a separate method of teaching speech interaction. When preparing lessons on your own during practice

we are faced with the fact that the method of discussion is not sufficiently represented in the training course, which makes it significant to consider the peculiarities of its



organization at the senior stage of education for the further development of this method in the framework of our research.

Discussion as a technique is implemented not only in private speech tasks aimed at developing specific discussion skills, but also in a number of active methods. For a more vivid example of the implementation of this technique in the learning process, we will consider a discussion as a teaching technique in close interconnection with an independent method of group discussion, which is separately identified by methodologists. The method of group discussion activates the educational process, due to the fact that high school students do not just receive ready-made knowledge, but "obtain" it by independently solving cognitive problems. The discussion allows to reveal the diversity of students' points of view about any problem, to analyze them.

In teaching a foreign language, discussion is one of the widely used techniques, which is aimed at ways of organizing joint activities of students, discussing the problem posed by the teacher, and finding a joint correct solution to the controversial question. Teaching discussion skills helps not only improve the speaking skills of high school students, but also provides the experience necessary to speak in the future at public events, various international symposia and conferences.

However, for the successful application of this technique, it is necessary that the teacher understands the goals, types and stages of organizing and conducting a discussion in the lesson, which will allow achieving the highest efficiency of teaching a foreign language.

The purpose of using the discussion in foreign language lessons is the practical application of language and speech skills and abilities, the formation of the ability to think critically and perceive

information, isolate the main idea in it, argue its confirmation and justification. As many methodologists note, the discussion contributes to the activation of the speech-thinking activity of high school students, which develops the speaking skill and the ability to think in the foreign language being studied. In the process of communication, they also learn to interact with each other, and in this regard, this method is important and necessary. The introduction of discussion as a method of teaching at the senior level in school will help develop students' speaking skills and communicative competence, since senior students, due to their age characteristics, have different levels of motivation and abilities. In the



process of discussion, interconnected learning takes place conversational topics, spontaneous speech and speech interaction, a natural motivation for the speech act is created, which stimulates the creative nature of the statement.

According to the type of conduct, the discussion can be spontaneous, spontaneous and organized, which is expressed in the order of speakers, the time and topic of the presentation. In the methodology of teaching a foreign language, discussions of an organized nature are used. An organized discussion is carefully prepared by the teacher, has a schedule and is held in a predetermined order on a specific topic of the lesson.

By the type of participation (form of holding), the discussion is divided into a pair, group, team. As the stages of conducting, as a rule, there are: 1) introduction to the discussion (preparatory stage), 2) discussion of the problem (main) and 3) summing up the results of the discussion (final stage) [Klarin 1995: 176].

Let's take a closer look at the stages of the discussion:

1. Preparing for the discussion.

The important points here are the definition of the topic of discussion, the purpose of the discussion, the choice of the moderator (the teacher himself can act as the moderator, however, it is possible when one of the students can act as the moderator), the distribution of roles, the adoption of regulations, etc.

As for the choice of the topic of discussion, the methodologists distinguish three main criteria:

- 1) the relevance, modernity of the discussion,
- 2) the presence of participants' interest in the topic,
- 3) the correspondence of the topic of the competence of the participants (their linguistic and non-linguistic skills and abilities).

A well-chosen topic plays a big role in motivating students.

2. Conducting a discussion.

At this stage, there are direct presentations of the participants, discussion of the problem.

3. Summing up.

Discussion and evaluation of the discussion takes place. The teacher makes comments on the conduct, participation of each participant in the discussion.



To organize an educational discussion in the classroom, it is necessary to take into account the interests of the students. Moreover, students can be allowed to choose a topic of interest to them by brainstorming. Conducting a discussion requires a summing up and reflection after itself, where the reasons for choosing a particular option and its right.

However, at the senior stage of training, the topic should answer psychological characteristics of students. The choice of a topic should not only contribute to the development of language and speech skills and abilities, but also involve them in problem-based learning, which will motivate students for active speech interaction. The analysis of each problem should stimulate the thinking and self-reflection of students, which will help their self-determination.

The following forms of discussion are the most common and suitable for developing speaking and verbal interaction skills:

- Round table. This form is realized in the form of a conversation, in which several students participate, exchange opinions with each other and with the rest of the students "on equal terms";
- Meeting of the expert group ("panel discussion"). With this form of discussion, the intended problem is first discussed by all members of a separate group within the audience, and then they state their positions to the entire audience.
- Forum. It is a discussion during which a group of students exchange views with the audience (group, class);
- Symposium. Is a more formal discussion in which students present messages in which
- present their points of view, and then answer questions from the audience;
- Debate. A more formalized discussion, which is based on pre-fixed speeches of the participants - representatives of two opposing, rival teams (groups) - and mutual refutations;
- Group discussion. Organized in a small group purposeful conversation, discussion of any problems;
- Brainstorming. One of the most famous methods of enhancing learning by jointly searching for original solutions to cognitive problems, generating new ideas. Underlies many business and didactic games. The method has a number of requirements for the



organization of a group of participants, technology of conduct and rules of conduct [Klarin 1994: 126].

It is important to note that when teaching a foreign language at the senior level, the discussion can be used both as an independent method and as a technique, a separate form, that is, it can be an educational element of other classes, for example, act as a part of project work.

In this case, it is advisable to build educational cycles according to the level of language and speech skills of students, teaching at first the basic skills of reasoning and argumentation. For this, special tasks are used, aimed at teaching the particular skills of conducting a discussion: expressing one's own opinion on the indicated problem in a short form; agreement, disagreement with different opinions; argumentation of your own point of view; formulation of a joint opinion / solution to the problem; tasks aimed at teaching speech etiquette, etc. [Vinogradova 2003: 15]. Tasks of this nature are much more common in educational and methodological complexes than separately developed discussions on the topics studied in their pure form.

Educational discussion in foreign language lessons contributes to a number of communication skills and abilities of direct speech interaction, namely

- identify and formulate a problem;
- argue;
- interact with other participants in the discussion, listen and hear them;
- build your statement in relation to the previous statements;
- follow the topic of discussion to solve the problem;
- be tolerant of opinions.

It is also important to note the conditionality of the situation as a feature of the discussion, which is typical for learning outside the linguistic environment. The discussion inevitably contains elements of artificiality that should be tried to be minimized. Therefore, special attention should be paid to the preparatory stage of the discussion, having thought out the roles of the participants, the sequence of their speeches, to work out the linguistic side of the lesson, the appropriate material, to study and consolidate the necessary lexical units and grammatical structures with high school students. However, you need to



understand that the teacher only sets the direction of the discussion, raises questions for discussion, and the search and analysis of information is carried out by students who also participate in the choice of a topic, posing problems, etc.

The next feature of the discussion in foreign language lessons is the linguistic aspect. With this form of study, mistakes are inevitable, since the language of discussion is not the native language of the students. Correcting such errors should be helpful and productive. However, correcting mistakes in the course of a discussion can confuse the participants, disrupt the dynamics, but at the same time, mistakes cannot be completely ignored, especially those that can lead to misunderstandings, disrupt communication. The Methodists offer the following options here:

1) analysis and correction of errors at the final stage, when

summing up, highlighting the grammatical and lexical correctness of statements by a separate criterion; 2) correction of errors in an interrogative clarifying form or by repeating the student's already grammatically correct utterance by the teacher. Difficulties in high school students can also be caused by the need to select linguistic means for expressing their thoughts in a foreign language and the degree of their limitedness of these means. Here, the teacher needs to control that students all the time adhere to the framework of a foreign language, do not switch to their native language.

## **CONCLUSION**

In conclusion, considering the reception of discussion in a foreign language lesson at the senior level, we note some of its advantages: a discussion in a foreign language disciplines and organizes, promotes the development of logical thinking, self-control, and actualizes the set of students' language tools. Students are focused on communication, listen carefully to opponents, try to delve into the essence of the statements of others, whereby the discussion becomes a universal means of teaching speech interaction. Thus, the value is not so much the goal of the discussion, but the very path to it. The discussion not only fosters speech culture, but also stimulates high school students to independently search for a solution to a given problem.

The use of discussion at the senior level of education contributes to the formation of a culture of creative thinking among high school students, will allow them to use their personal life experience and previously acquired knowledge. Students learn to act in the



interests of the group, to be attentive to the participants in the interaction, to be interested in other points of view, to respect other people's opinions. The use of discussion as a method in conjunction with various research and problem methods provides an opportunity to prepare for the end of the learning process thinking young people who are able to understand various problems, navigate in information and are open to constructive dialogue, which will find application not only in their subsequent educational or professional activities, but also in everyday life, in the process of foreign language communication with people of other cultures.

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