

USING THE METHOD OF DEBATE AND DISCUSSION IN THE LESSONS OF FOREIGN LANGUAGES

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Annotation: *This article discusses using new methods of debate during the lessons.*

Key words: *debate, competition, encourage.*

Competitions on a “debate” among students promote the development of a new generation of open society tolerant and mobile, it is critical to conceptualize change.

Debates form:

- the ability to form and defend their position;
- public speaking skills and ability to engage in dialogue;
- team spirit and leadership qualities.

This method develops the ability and generates the necessary skills for dialogue, debate:

- develop critical thinking;
- The development of communicative culture, public speaking skills;
- Formation of research skills (cited arguments require evidence and examples, for which the search is necessary to work with information sources);
- Creating organizational skills (means not only the organization itself, but also indicates the materials);
- the skills of listening and taking notes.

In their classes, I use the method in the form of intellectual debate competition, which helps to actively promote their views and opinions, express debate, "speed" or mini-debates and others.

Rules of the game: the game is played by two teams (one argues the thesis, and the other denies it). Commands depending on the format of debates consist of two or three players (speakers). The essence of the game is to convince a neutral third party, the judges that your arguments better (louder) than the arguments of your opponent.

I. Getting Ready to Play

Preparing for the game begins with a definition of its theme (thesis). In the "debate" is formulated in the form of statements such as: "Technological progress leads to the destruction of civilization."

So, at the preparatory stage, students should not only deeply examine and carefully consider the content of the proposed themes for the game.

II. Game

Shape of the debate

Regulation "Debate"

Action	Time
Speech U1	3 minutes
Questions to OZ U1	3 minutes
Speech 1	3 minutes
Questions ultrasound to January	3 minutes
Speech by U2	4 minutes
Questions O1 to have 2 to	3 minutes
Speech 2	4 minutes
Questions U1 to Mar.	2 minutes
Speech KM	4 minutes
Speech 3	4 minutes

Specially selected judges or neutral audience evaluate performances of commands for the selected criteria, and announce the winner.

III. Analysis of the game

After completion of the "debate" going on a reflective analysis of the activities of all participants. Analyzes the training teams to the "debate", their methods of nomination arguments and answer questions opponents, other elements of the activity.

Productive at English lessons the following formats debate: Express debate, the debate as a form of work with a written or oral text, "speed" or mini-debates and others.

During the "speed" or mini-debate "one on one", each participant has the right to ask two questions of his opponent. The lesson is kind of a common problem, which is divided into components. For each mini-problem heard a couple of competing speakers (two minutes each) and their questions to each other, the output of each speaker are recorded in writing and then discussed the group.

Foreign language lessons with pupils 7, 8, 11 classes trying to master the technology of debate, as it helps to efficiently organize the process of learning a foreign language as a whole.

If you need pre-treatment (this depends on the subject of debate and knowledge level of the group) - I give homework, for example, write a short essay on the topic, pick up quotes, prepare the supporting notes, abstracts, notes, etc.

Before the start of the debate students practiced in the justification and development of various ideas associated with the topic. Tasks can be of different plan, for example, listening: to listen to the statements and answer questions, then share examples from their own lives. Textbook "Spotlight" in English and «Schritte» German language provides a wide variety of tasks and exercises to help you to carry out preparation for the debate.

As for the division into groups, we test various options: during the first debate, the group of 12 employees divided into 2 teams, while I take into account the desire of students. The purpose of the debate was the first form of students' understanding of the structure of speech. An example of a plot of speech in the debate can serve up the first speaker of the speech: greeting the audience - and the performance of the team itself - entry - justification of the relevance of themes, the nomination criteria - the argument - the conclusion - thanks for your attention. In addition, much attention was given appropriate use of language clichés.

In further debate, we have tried to follow the format, i.e. each team was on speaker 3 (students create their own groups, and roles are distributed by mutual agreement), chosen disciple, keeping an eye on the regulations, other students served as judges. Of course there are difficulties, in particular, a time limit, the argument is not always convincing, but we are trying to overcome them.

Next, I present a fragment of a lesson conducted on a "debate." (Grade 7)

Lesson Focus: "Teaching reading"

Purpose of the lesson:

Training:

- To introduce students to a particular form of debate - a debate;
- To expand students' knowledge of languages;

Educational:

- develop the skills of dialogical speech;
- develop the ability to compare, inference, synthesis, analysis, logic;
- develop the ability to express their attitude to the subject under discussion, to clarify and discuss the opinions and attitudes of the interlocutor to that question.

Nurturing:

- To promote tolerance and respect for different views;
- The ability to educate the partner communication and the ability to work in a group.

In conclusion we can say that, we showed the use of method of debates in the English lessons. Using this method in the lessons of Russian and Uzbek helps to improve students' oral speech, to develop thinking logically, to prove his/her ideas.

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