

Diskussion als eine der Methoden zur Ausbildung der Sprechfähigkeit im Englischunterricht

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Zusammenfassung: Aktuell gewinnt die Diskussion als Methode des Fremdsprachenunterrichts in der modernen Bildung eine besondere Bedeutung. Der Unterricht mit dieser Technologie bietet den Studierenden eine hervorragende Möglichkeit, nicht nur ihr Wissen über Objekte und Phänomene der Welt um sie herum zu erweitern, sondern gibt ihnen auch das Potenzial, sich selbst zu offenbaren. Der Beitrag diskutiert die Problematik der Unterrichtsdurchführung in Form von Gesprächen im Englischunterricht sowie die Bedingungen für diese Art von Arbeit und die Bestandteile dieser Methode.

Schlüsselwörter: Diskussion, Unterrichtsdiskussion, Methode des Fremdsprachenunterrichts, kommunikative Kompetenz, Komponenten der kommunikativen Kompetenz.

Discussion as one of the methods of forming speaking skills in English lessons

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Abstract: Currently, the discussion, as a method of teaching a foreign language, is gaining special significance in modern education. Teaching with this technology provides an excellent opportunity for students not only to expand their knowledge of objects and phenomena of the world around them, but also gives them the potential to reveal themselves. The article discusses the problem of conducting lessons in the form of discussions in English lessons, as well as the conditions for this type of work and the components of this method.

Keywords: discussion, lesson-discussion, method of teaching a foreign language, communicative competence, components of communicative competence.

Introduction.

Teaching a foreign language includes different types of speech and mental activity, contributes to the formation of the ability to think clearly, critically perceive information, highlight the main idea in it and find means and arguments to confirm and substantiate it, and, therefore, facilitates the understanding of any theoretical material.

The conscious mastering of the relevant material by the teacher by the students presupposes the mastery of the skills of the argumentation perception of speech. In addition, mastering the norms of rational speech communication, the rules for conducting discussions forms a responsible attitude to speech, which is one of the most important requirements for a modern specialist in any field of activity.

Also, the formation of discussion and argumentative skills is necessary for the full development of communicative and intellectual self-sufficiency of the individual [1].

Methods.

We use the method of generalization and analysis in our scientific research.

The method of discussion as one of the methods of problem-based learning is increasingly being used in foreign language classes, including in professionally-oriented teaching, mainly because it allows you to organically integrate the knowledge of students from different fields when solving a problem, makes it possible to apply language knowledge and skills in practice, while generating new ideas [2].

Discussion.

The term "discussion" in translation from Latin means "research". This type of argumentation always strives for a comprehensive discussion of the subject of disagreement, and its means are not the opinions of the parties, but positions characterized by convincing logical justification. In our understanding, a discussion is a discussion, during which, by comparing different points of view, a common opinion is sought for the possible correct solution of a controversial issue. The fundamental component of the discussion is the presence of a practically and theoretically significant problem for discussion (from social, cultural, political and other points of view), but the existence of the problem itself will not ensure a fruitful discussion [3]. In order to participate in the discussion, it is necessary to have a certain set of skills, including both intellectual skills and speech skills.

The work of students in a group and the conduct of a discussion are important factors in organizing active forms of conducting classes in a foreign language. In teaching English, the ability to discuss, listen and understand the essence of the issue play a decisive role in the formation of the components of communicative competence. Note that in a real situation of conducting a discussion with native speakers, it is necessary to take into account the peculiarities of speech etiquette and the construction of foreign language sentences. Unfortunately, very often in the classroom, students build sentences in English in the same way as in their native language. Each time the teacher should note these mistakes and correct them.

Experts note that the main goal of a teacher when organizing a discussion is to teach students to build and produce persuasive statements. In addition to the fact that such a statement carries any useful information, its emotional coloring will help to persuade the opponent to his side. The main task of the teacher in this case is to create a situation as close as possible to the conditions of real communication [4, p. 29]. An important role here is played by the formation of motivation for the speech activity of students. Communication exercises have a priority in this technology, which must be supplied with a correctly formulated task. It is they who will be able to bring the learning environment in the lesson closer to the situation of real communication. In this case, communication acts not only as a goal, but also as a means of teaching English [5, p. 58].

In the course of a free discussion of any problem in the lesson, the content of communication is organized by the students themselves with minimal assistance from the teacher. We are convinced that such an approach in building one's own conclusions and reflecting it in a speech can contribute to the development of the speech activity of all participants in the discussion.

The greatest efficiency of the lessons-discussions is observed when they are presented in the course in a holistic cycle. Moreover, the duration of each such cycle should increase. However, in our opinion, when planning a cycle of these classes, one should avoid repetition of the same form of discussion.

Let's turn to the most important conditions for this type of work:

- the ratio of diversity on one issue (as a rule, two opposite points of view are put forward);

- correct discussion (tolerant attitude towards opponents and adherence to elementary ethical standards of behavior: after making a statement, many students begin to do something outsiders and distract others, there are even cases when the student withdraws into himself);

- the desire of the participants not only to express themselves, but also to understand the main idea of other speakers.

Organizationally, according to M.A.Kovalchuk, there are four phases of discussion:

- definition of the purpose and topic of discussion;

- collection of information on a given topic;

- ordering, interpretation and evaluation of the information received;

- summing up (in accordance with the objectives of the discussion) [4, p. 98].

In socio-psychological terms, there are three stages in the development of the discussion:

- orientation (participants should be resourceful when discussing the raised issue);

- assessment (it is necessary to compare the ideas of students: the conflict of opinions should not turn into an interpersonal conflict);

- consolidation (summing up, integration of students' opinions; perhaps a teacher's speech with a closing speech) [4, p. 99].

When forming a problematic situation for discussion, it is necessary to pay attention to the following factors:

- the presence of a real problem, which will definitely ensure the need to find a solution;

- the two-pronged nature of the problem raised, which needs to be analyzed from several positions (versatility is encouraged);

- implementation of an unimpeded analysis of the problem (it is important to have access to information that will prepare students for the discussion);

- the predicted interest of students when considering the relevant topic.

As you know, the goal of any discussion is to achieve the maximum possible in the given conditions the degree of agreement of its participants on the problem under discussion. The means used in the discussion must be recognized by all its participants. The outcome of the discussion should not be reduced to the sum of the points of view expressed, but expressed in a more or less objective judgment supported by all the participants in the discussion or their majority. Thus, in the discussion, a clearer and clearer formulation of the solution to the problem is gradually formed, the moment of subjectivity is removed, eliminated to a certain

limit: the beliefs of one person or group of people receive due support from others and thereby become objectified.

The organization of the educational process on the basis of a discussion is focused on the implementation of active learning aimed at the formation of reflective thinking, actualization and organization of the listeners' experience, as a starting point for active communication activities aimed at joint development of the problem. The characteristic features of the method are:

1. Group work of the participants.
2. Interaction, active communication of participants in the process of work.
3. Verbal communication as the main form of interaction in the process of discussion.
4. Orderly and guided exchange of views with the appropriate organization of the place and time of work, but on the basis of the self-organization of the participants.

5. Focus on achieving learning goals.

In the world pedagogical experience, the following forms of discussion have become widespread [6]:

- Round table - a conversation in which a small group of students (usually about 5 people) participates "on equal terms", during which an exchange of views takes place, both between them and with the rest of the audience. A meeting of the expert group ("panel discussion"), at which the intended problem is discussed by all members of the group (4-6 participants with a pre-appointed chairman), and then they present their positions to the entire audience.

- Forum - a discussion similar to a meeting of an expert group, during which this group speaks in an exchange of views with the audience (class, group).

- A symposium is a more formal discussion in which participants give presentations representing their points of view and then answer questions from the audience.

- Debate - a clearly formalized discussion, built on the basis of pre-fixed speeches of the participants - representatives of two opposing, rival teams (groups) - and rebuttals. A variation on this discussion is the UK parliamentary debate.

- Court session - a discussion that simulates a court hearing.

- The aquarium technique 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 assist their representative with advice conveyed in notes or during a timeout.

- Brainstorming - a discussion in which the participants are asked to express as many solutions as possible, including the most fantastic ones. Then, from the total number of ideas expressed, the most successful ones are selected, which can be used in practice.

In general, the discussion can be used in teaching a English language both as a method and as a form, that is, it can be carried out within the framework of other classes, educational events, being an element of them. For example, the discussion method, along with role-playing games, may precede the project method or be part of

the project work. Any kind of discussion can be used in school teaching. The appeal to this method is due to the fact that it makes it possible to focus the student's attention not on the language, but on the problem, to shift the emphasis from the linguistic aspect to the substantive one. Of course, it is assumed that students will explore the problem and reflect on its solution using the means of a foreign language, which presupposes the presence of certain linguistic knowledge and skills. In this regard, it would be advisable to build educational cycles in stages in accordance with the level of language training of students, for a start, forming the basic skills of reasoning, argumentation. This requires specially designed tasks aimed at mastering various discussion skills:

- the ability to formulate your own idea about the problem under discussion in a concise and evidential form;
- the ability to listen to partners; the ability to support the discussion, stop the discussion in accordance with the requirements of speech etiquette;
- the ability to argue your point of view;
- the ability to come to a consensus and formulate a jointly adopted decision [7].

CONCLUSION.

Then, on this basis, it is possible to develop an active position of trainees in the implementation of social roles through role-playing games and, finally, through a project, to achieve the highest degree of autonomy of the trainee in organizing their future activities. It is very important already at the elementary school stage to stimulate students to express their opinions; you can start with a retelling of a coherent text in several sentences. When conducting a discussion at an older stage, the teacher must carefully select the material. Factors such as age, student interest, foreign language skills must be taken into account. In addition, it is recommended to build educational discussions gradually, not to overload students with information, and not to overestimate the level of language proficiency.

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