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## THE ROLE OF ORGANIZING SPEAKING PRACTICE THROUGH DISCUSSION AND DEBATING IN TECHNICAL INSTITUTIONS

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### ABSTRACT

*This article presents the developing speaking skills through organizing effective discussion and debating in speaking part of the classes. As well as, to improve speaking within the educational discussion using developed critical and reflective thinking, and to show the necessity of the general development of created intelligence, to expand the boundaries of perception to different approaches to the same subject or phenomenon, due to divergence of opinions.*

**KEYWORDS:** *Speaking Skill, Debate, Discussion, Critical And Reflective Thinking*

### INTRODUCTION

Speaking is a **complex cognitive** and **linguistic** skill. Speaking is the skill that makes human beings **different from and superior to** the species of living beings. Speaking is a **verbal** skill that involves words and sounds[1]. It also involves:

1. **Meaning:** connotation, denotation, grammar
2. **Sociality, Relationship, Affect:** formal, informal, slang, turn-taking
3. **Cultural Issues:** class, ethnicity, nationality, religion, gender, dialect
4. **Performance:** articulation, projection, pronunciation
5. **Sound Elements:** how volume, pitch, pace, and nature of sound complement/contradict/replace words [2].

To develop speaking skills teachers design the practical classes using various methods and strategies. The main role of organizing speaking classes plays discussion and debating.

Discussion, as a form of dispute resolution, differs from simple logical argumentation, which only checks things for consistency from the point of view of axioms, as well as from a dispute

about facts in which they are only interested in what has happened or has not happened. Although logical consistency, and actual accuracy, as well as emotional appeal to the public, are important elements of persuasion. While someone expresses their point of view, the rest of the students act as listeners, which helps to improve listening comprehension skills.

Furthermore, it should be noted that the discussion involves the use of verbal and non-verbal means, in order to form a positive impression of other participants on their own position. Therefore, this form of organization of classes helps students not only learn to concisely and competently build speech using an active vocabulary and grammar minimum. However, by expanding the passive vocabulary, but also learn and use the sign language appropriately.

Nowadays, in conditions of heated discussions and polemics, primarily on socio-political issues, there is an acute shortage of a culture of discussion communication. People think little about their activities in public disputes: facilitators - over how to conduct a discussion, speakers - over their arguments. As a result, the so-called "discussions" turn into chaos, their participants are often defeated, problems are not solved.

In the meantime, questions of the methodology of argumentation (which forms the basis of the discussion) were the subject of thoughts of scientists of Ancient China and India, Ancient Greece and Rome - Protagoras and Socrates, Plato and Aristotle.

The problem of teaching discussion and debating as a communicative phenomenon of a systemic nature are not developed in the methodology. So, there is still no clear definition in the literature of the term "discussion speech", and the names "dispute", "polemic", "discussion" is often used as synonymous.

Adjust in accordance with the main characteristics highlighted in various forms of public dispute, we mean by discussion the oral (less often - written) form of organizing public speech, during which different, as a rule, opposing points of view clash.

Debating is a type of oral (less often - written) public speech that occurs during a dispute, debate, polemic, discussion, when conflicting or diverse points of view are encountered.

The information from our study showed that many high school teachers, as well as university teachers, do not know how to teach discussion speech. Typical mistakes made by students in evidence indicate that teachers (and teachers) do not acquaint students (and students) with the structure of evidence, with possible tricks and errors in argumentative texts. Consequently, it is quite obvious that teaching future teachers the ability to lead a discussion and actively participate in it (i.e., the ability to build arguments) acquires special significance. The widespread use of the method of discussion in solving problematic situations develops the logical, independent and critical thinking of students, arming them with the most important skills for personal and social activity to defend their own and refute someone else's point of view, persuade and persuade. Therefore, for the effectiveness of the learning process of unprepared spoken language, a unity of motives is necessary, such as students' awareness of their success in mastering speech and its language enrichment, the desire to satisfy cognitive needs, interest in solving problematic issues and awareness of their spiritual growth. In this regard, discussion is a highly effective type of speech activity.

It should be noted that the discussion is an analytical activity in the process of which the participants develop the following skills:

- Critical thinking;
- Separating and grouping important information;
- Identifying and isolating the problem;
- Determining the causes and possible consequences;
- Drawing conclusions and conclusions;
- Facts and opinions determining;
- Expressing thoughts correctly gathering the ideas.

In the field of language proficiency, the following positive aspects are noticeable:

- the usage of machine language cliches;
- memorizing words on the topic as a result of their repeated repetition and listening;
- freer expression of one's thoughts;
- development of spontaneous speaking skills;
- development of speaking skills with increased emotional stress [6, p. 79].

In speaking practice the basis of problem is based on learned material. The purpose of speaking or organizing discussion is to make each student individually stronger in his own position while expressing the developed ideas to improve certain communicative qualities as the individuals. Organized discussions will help students to study together what they can subsequently use individually.

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