
DEBATE TECHNOLOGY AS AN INTERACTIVE FORM OF TEARNING IN ENGLISH CLASSES

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Annotatsiya. Ushbu maqola debat texnologiyasini ingliz tili darslarida o'qitishning interfaol shakli sifatida tasvirlaydi. Debat texnologiyasi til uchun ajoyib faoliyatdir, chunki u talabalarni turli kognitiv va lingvistik usullar bilan jalb qiladi. Ushbu maqolada EFL, muloqot, ko'nikmalar, sinfdagi bahslar debat texnologiyasi haqida ma'lumotlar berilgan. Bundan tashqari, debat texnologiyasini ingliz tili darslarida tashkil qilish va uning tarkibiy qismlari haqida ham ma'lumotlar keltirilgan.

Kalit so'zlar: Debat texnologiyasi, sinfxonada o'tkaziladigan debatlar, til ko'nikmalar, muloqot, diskurs.

Abstract. This article describes debates technology as an interactive form of teaching in English classes. Debate is an effective activity for language learners because it engages students in a variety of cognitive and linguistic ways. This article gives information about EFL, communication, skills, classroom debates, debate method. In addition, it analyzes the examples of forming debate.

Key words: debate technology, classroom debates, language skills, EFL, communication, discourse.

Аннотация. В данной статье описывается технология дебатов как интерактивная форма обучения на уроках английского языка. Технология дебатов — отличная языковая деятельность, потому что она вовлекает студентов в различные познавательные и языковые способы. В этой статье представлена информация об английском языке, общении, навыках, технологии дебатов в классе. Кроме того, также представлена информация об организации технологии дебатов на занятиях по английскому языку и ее составляющих.

Ключевые слова: технология дебатов, дебаты в классе, языковые навыки, английский язык как английский, коммуникация, дискурс.

It is clear that the simple transfer of knowledge or the development of individual intellectual skills should not be predominant. The most appropriate from the point of view of the development of civic competencies are active and interactive methods that involve the interaction and cooperation of all participants in the educational process in solving educational and practical problems.

The use of active and interactive technologies in the lessons of the English language increases interest in the subjects which are being studied, helps to improve the quality of education, and allows pupils to use various sources of information.

When using an interactive strategy, the role of the teacher changes dramatically; he/she ceases to be central, defines the general direction, controls the time and order of fulfillment of work plans, helps in case of serious difficulties. At the same time, pupils need to jointly solve assigned tasks, overcome conflicts, and find common ground. It is also essential for interactive methods that there is interdependence between group tasks, and the results of their work complement each other. One of the most effective forms of implementing an interactive strategy is the Debate technology. Turning to debate technology, debating is a practice that inspires learners to open pupil's mouth get into discussion, defend their own position place counter arguments and also conduct research related issues. Debate technology can be practiced in EFL classes, English language centers, debating clubs or other formal and informal settings where teaching-learning of English language is concerned.

What is a debate technology? Debate is a process that involves formal discourse on a particular topic, often including a moderator and an audience. In a debate, arguments are put forward for common opposing viewpoints. Debates have historically occurred in public meetings, academic institutions, debate halls, coffeehouse, competitions, and legislative assemblies.[1, pp.603]

According to the doctor of pedagogical sciences E.O. Galitsky, debate is a form of communicative training, a way of organizing schoolchildren in educational work, which allows you to train independent work skills with literature and other sources of information, develops the ability to conduct a discussion and defends his/her own point of view, taking into account the fact that the opposite position also has a right to exist. [2, pp.70]

It should be noted that technology "debate" might be used in EFL lessons as a device make pupils' practice skills of English Language in real-life situations. Krieger comments:

"Debate is an excellent activity for language learners. This is owing to the fact that it engrosses students in a broad range of cognitive and linguistic ways. To add to providing meaningful speaking, writing and listening practice, debate is also highly efficient for developing argumentative skills for persuasive speech and writing." [3, pp.1506]

Debate is an educational technology, an interactive form of vocational training, based on independent work of students, which within the framework of the intellectual game format contributes to the systematization and formation of knowledge, skills necessary for professional development of students. [4, p.147]

The components of Debate technique:

- An argument with rules
- Two teams present a resolution or topic that they will debate

- Times arguments
- One team is for the resolution positive and the other team is negative
- A judge decides at the end of the debate who is the winner(based on point system)

A debate is formal “argument” between two teams who disagree about an important issue or topic. There are two teams – each team has three speakers. One team is the Affirmative team. They agree with the issue or topic The other is the Negative team. They disagree with the issue or topic Each team must try to persuade the audience that their team is Right and the other team is Wrong.

It should be also mentioned that in an EFL setting, where language learners might have inadequate possibilities for practicing English in real-life situations, debating opens up chances for them in order for expressing their opinions to use the language with common sense. This is a single practice in which pupils need to use all English skills along with skills in presentation, delivery and vocabulary building. Makiko Ebata puts it:

“Learners are required to confidently express their thoughts when learning a new language for global communication in order for students to be vocal, critical thinking skills are essential. The use of debate has been an effective technique for improving my students’ speaking and critical thinking abilities. English language teachers and practitioners have already proved debating as an effective technique in teaching English which is a strong source of motivation for EFL teachers who are yet to use debate in their classes.” [5, p.780]

It is clear that debating in English is a practice that calls for all English language skills alongside the skills of presentation and delivery. Debaters need updated data about cutting-edge issues and ideas of various fields. What’s more, they need to conduct research on different issues. While presenting their argument and logic, debaters require standard delivery skills to persuade judges and audiences. While practicing in an EFL lesson, debating makes students use language and presentation skills.

The student who is involved in this form at the preparation stage, simulates the game, and in subsequent stages acts inside the structure, inside the created form, inside the invented rules and procedures. This process greatly enhances the responsibility of participants, since designed means of thinking covers a wider contact field of interaction: from equipping a personal position to forms of communication.

The benefits of debate technique:

Debate as a kind of communicative and interactive tool is interesting to be applied in the classroom learning process. The teacher should know the benefits that can be perceived by schoolchildren from it as Joe Bellon says below:

- 1) Schoolchildren’s improved communication skills. The pupils are trained to listen carefully, write accurately and speak argumentatively towards the opposite team.

2) Questioning skills developed in a cross-examination make debaters more capable of eliciting important information from their peers, thereby sharpening their analytical skills.

3) They are capable of making and defending informed choices about complex issues outside of their own area of interest since they do so on a daily basis.

4) Debate is thus not only a way to connect schoolchildren with academic subjects in meaningful ways; it is also a way to reconnect pupils to public life if they have been overcome by feelings of alienation.

5) The best documented educational benefit of debating elaborates the connection between forensics and critical thinking. [6, pp.40-45]

To sum up, we should have to say that the use of debate technology in English lessons is beneficial for both teachers and students. It is useful not only for English lessons but also for other subjects. Through debate technique, students' communicative skills will grow. Debate which is organized in classes at schools, institutes and universities are very beneficial for young students and pupils and their future work. Pupils will expand their thinking range and also they will think clearly and correctly.

References

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