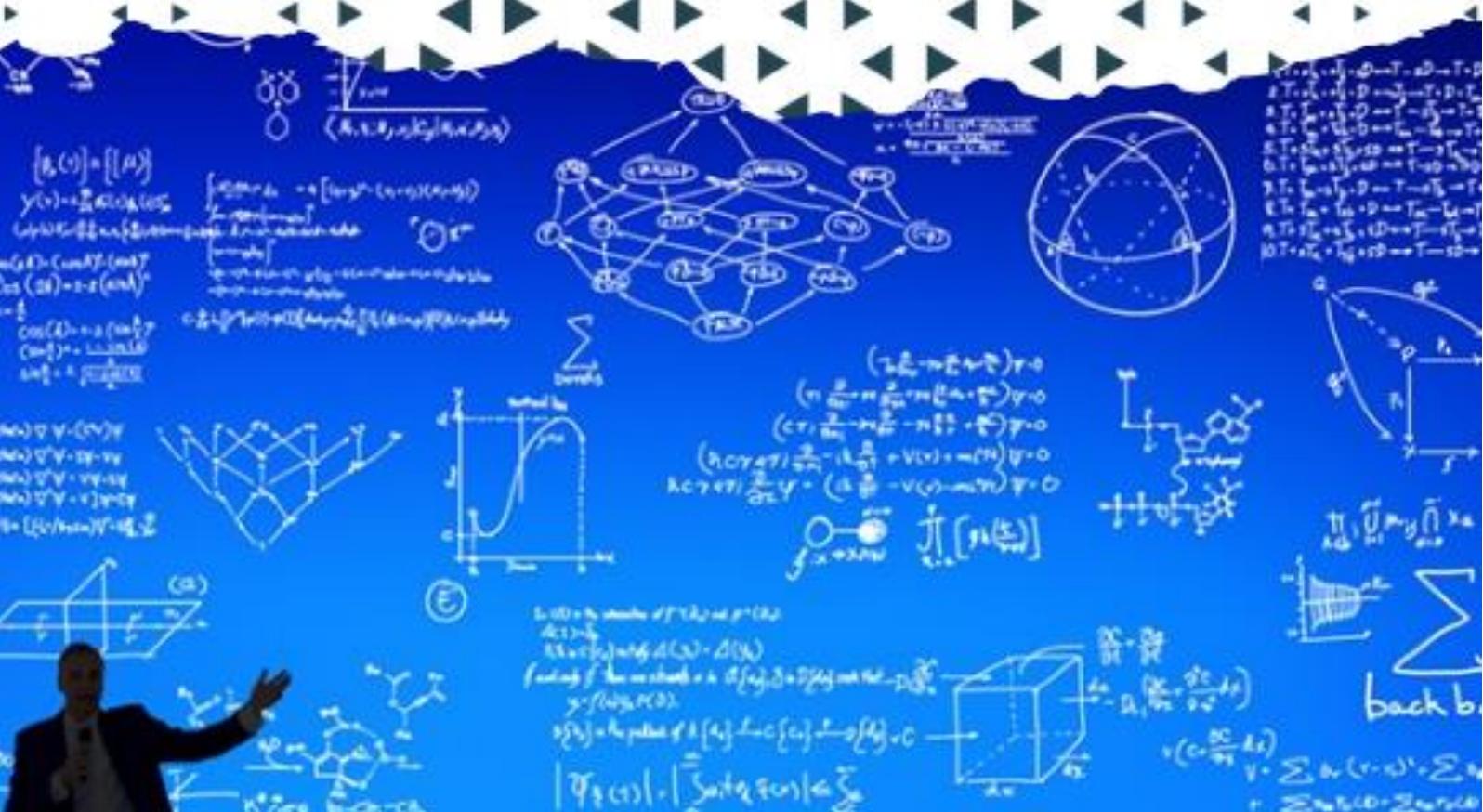




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## The Role of the Discussion Method in the Development of English Speech

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**Abstract** This paper explores the role of the discussion method in developing English speech among language learners. Drawing on socio-cognitive theories of language acquisition and supported by quantitative and qualitative data, it demonstrates that structured and interactive discussions significantly improve learners' fluency, pronunciation, vocabulary retention, and overall communicative competence. The study suggests how educators can utilize discussion as a pedagogical strategy to enhance spoken English in ESL/EFL classrooms.

**Keywords:** English speech development, discussion method, communicative competence, speaking fluency, language pedagogy, ESL, EFL.

### **Introduction.**

Currently, discussion as a method of learning English is gaining special importance in education. Teaching in the form of this technology provides an excellent opportunity not only to expand knowledge, but also to open a new path to understanding the world as a whole, since what is happening at the same time gives the student the potential for self-discovery, knowledge of many things in the surrounding environment.

Discussion is a method of discussing and resolving controversial issues. Currently, it is one of the most important forms of educational activity, stimulating students' creativity towards the development of reflective thinking. Unlike conversation and exchange of opinions, discussion is called debate - it is a dispute, a clash of viewpoints, positions, etc.

Discussion is a collegial discussion with teachers and students and problems of different nature. It happens when people are faced with a question that does not have a clear answer. Through discussion, the teacher skillfully includes students in situations that are important to them, various life situations that make them want to talk and communicate, and gives them the opportunity to express their point of view, their understanding of the subject.

We all know that the ability to discuss and participate in it are the same fundamental skills as the ability to work together in a group with other participants. In teaching English, the ability to open a discussion, the ability to



listen and understand the essence of the issue are incredibly important skills that contribute to the diversity of the components of communicative competence. But, unfortunately, we very often encounter in English lessons the fact that the student constructs sentences in the same way as in his native language, which, in our opinion, should be heard by the teacher and corrected as many times as it requires practice.

In the classroom, the main goal of teachers when organizing a discussion is to teach students to compose and deliver a speech that calls for the type to create a situation as close as possible to a situation of real communication; this method ensures the formation of motivation for students' speech activity. In this case, communication will act not only as a goal, but also as a means of teaching English.

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The importance of regularly using debates in the classroom is currently not disputed by anyone. In order to instill knowledge and understand its use in practice, it is necessary not only to read and learn the material, but also to discuss it with other AMI students. In the joint generation and discussion of ideas, people lose sight of a level of thinking that goes far beyond the capabilities of individuals. Collectively and in personal conversations, they consider problems from different points of view, agree or argue, track differences, resolve them and weigh alternatives. The discussion was aimed at an orderly exchange of ideas, judgments, opinions and statements in the group to form opinions by each participant or search for truth. During the free discussion of any problems in the class, the content of communication is organized by the students themselves. We are convinced that such free educational meaningful conclusions generate further communication and adjust the speech activity of the participants.

The greatest efficiency of lessons can arise discussions when in the curriculum they are presented in the whole series. In this case, the duration of each lesson should be increased. The only thing, in our opinion, should be avoided during the planning cycle of these activities - repetition of the same forms of discussion.

Refer to the most important requirements of this type of work:

- attitude of diversity on one issue (usually put forward two opposing points of view);



- correct conduct of the discussion (tolerant attitude to opponents and observance of elementary ethical standards of behavior);

- desire of participants to speak out (after statements, many students withdraw into themselves, there are cases when the student begins to do something with other things and distract others), but also to understand the main idea of other speakers.

There are four stages of discussion:

- defining goals and topics for discussion;
- collecting information on a given topic;
- organizing, interpreting and evaluating information;
- summing up (in accordance with the goals of the discussion).

In socio-psychological terms, three stages of discussion development can be distinguished:

- orientation (participants must be resourceful in addressing the issues raised);
- evaluation (comparison of students' ideas is required: a conflict of opinions should not develop into an interpersonal conflict);
- consolidation (summing up, integrating students' opinions; possibly, a teacher's speech with the final word)

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

- there is a real problem that will necessarily ensure the need to find solutions;
- biplanning (encouraging diversity) has raised a problem that needs to be analyzed from several positions;
- implementation of unhindered analysis of problems (it is important to have access to the information that the student will prepare for discussions);
- students' interest is projected when considering relevant topics.

Speaking about the peculiarities of holding such events as a discussion, it should be noted that this method should be used to develop not only speaking skills (this is the main task), but also to develop students' listening skills in English lessons at different levels. Already in elementary schools, it is very important to encourage students to express their views, you can start by paraphrasing several sentences of a coherent text. During debates at senior levels, the teacher should carefully select the material. Factors such as age, students' interest, language proficiency should be taken into account. In addition, it is recommended to build an academic discussion gradually,



without overloading any information or excessive demands on the linguistic level.

As the practice of personal pedagogical experience shows, the problems that a student faces in teaching oral speech are one of the main reasons that hinder communication in English. In this case, we consider the causes of difficulties and ways to overcome them in teaching discussion skills in English.

Many scholars believe that speaking skills are one of the main tasks in teaching English, which is considered a productive type of speech activity that is built through oral oral communication. Verbal communication is communication with words, speech, the process of exchanging information and emotional interaction between people or groups through verbal means. Verbal communication, which is transmitted to the main speech, differs from non-verbal communication, where the influence occurs through intonation and facial expression, through gestures, changes in posture, distance, communication and other non-verbal means.

During the debate in teaching oral communication skills, university teachers face some difficulties, since speech is considered as a complex integrated skill. Penny Ure divides these difficulties into four main types that arise when teaching English.

- psychological discomfort. That is, when students make mistakes, usually because of fear and criticism from the teacher, and then are too shy to speak English and will be stupid, because speech, unlike other speech skills, requires freedom and courage in front of the audience. - "Nothing to say". Sometimes students have a problem - no thinking, they can't concentrate, and express themselves in English.

- use of native language. Students sometimes resort to using their native language due to lack of sufficient vocabulary and unnatural environment in communication.

- uneven level of student participation. Some students speak well enough and dominate the group, for some it takes a long time to be heard and they say very little or nothing. Therefore, working in large groups makes the process of learning speaking and discussion skills.

In her textbook, Penny Ur pays for the following ways to overcome difficulties in teaching speaking:

- using group work with students. In this case, students can speak without discomfort, they discuss and complete the task in small groups, which contributes to the emancipation of students. They may speak with mistakes or use their native language, but in this regard, they practice English and develop your speaking skills.



- using motivational tasks and topics for classes. The teacher should correctly and accurately model the lesson plan and interest students with motivating tasks.

- providing clear instructions for each task will help students understand the speaking task.

- using the level of language during the discussion should be one level below the level of the work places. This will help students to speak fluently in a fluent language. Discussion helps students to make more efforts to acquire the skills of expressing their thoughts, develop the ability to self-education, broaden their horizons and help them delve deeply into the problem or subject under discussion.

### Conclusion

Discussion is a procedure for developing common opinions, eliminating contradictions within a team. During discussion, one can understand to discuss a controversial issue based on the art of reasoning and express their thoughts in accordance with the laws of reason and the form of scientific communication and obtaining new knowledge. The methodology of teaching discussion helps students debate skills, will allow them not only to develop speaking skills, but will also help students to speak at public events, in a large audience, at international seminars and conferences. Many methodologists believe that the "debate" method is able to activate students' verbal thinking, which contributes to the development of speaking skills and thinking skills in English. Therefore, the use of the "debate" method is essential. The use of this technique at the initial stage of training at the university will help improve speaking skills and develop communicative competence, since in the first year students have different levels of preparation, motivation and abilities.

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