

# Teaching Speaking Through Discussion And Debating In Technical Universities

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**Abstract.** This research paper describes the process of teaching speech interaction in the form of debates at foreign language lessons in technical universities. The use of the debate technique is the development of the skills of speech interaction in a foreign language lesson. The aim of the research was to identify, define and justify the conditions for effective teaching of speech interaction in a foreign language lesson in technical universities using the debate methodology.

**Keywords:** discussion and debating, teaching speaking, technical universities.

## Introduction

The introduction of a competency-based approach into the domestic education system requires fundamental changes in all its components. New requirements for the results of the development of educational programs (outcomes of education) determine the improvement of the content, the development of new methods and technologies of educational activities and forms of control over its implementation.

In accordance with the ideology of the Bologna Process, the main educational programs of higher education developed in technical universities, along with a system of competence-oriented educational and methodological documents, suggest a "student-centered" orientation, which means that the student acquires greater independence in choosing ways to master the educational material, and educational technologies contribute to differentiation and individualization of his educational activities, the implementation of an individual learning trajectory.

Decisive role in the implementation of the competence-based approach is played by the transition from traditional forms of knowledge transfer to innovative educational technologies. The ability to successfully negotiate and argue consists of many linguistic, intellectual and social skills. The development of these skills is called upon to engage in "Debate".

Debate is a debate, an exchange of opinions at a meeting or meeting. "Debates" originate from Antiquity. In ancient Greece, dispute was considered both a means of learning, and a way of knowing, and an important element of democracy. Special courses in oratory and debate existed in the Middle Ages. At the very beginning of US history, debate took root in universities, and in the first televised debates between candidates for the presidency attracted special attention of the audience (it is believed that J. Kennedy, one of the most popular US presidents, won the election campaign thanks to the debates) [1-8]. Today, debates take place in universities and schools around the world.

The following debates are currently taking place (table 1):

**Table 1.** Types of debate

Team	Individual
Debates by Karl Popper	Improvised speech
Parliamentary debate	
Student debate	Author's performance
Lincoln-Douglas debate	

Participation in the debate is based on the observance of three basic principles.

Principle one: respect is necessary.

The debate does not concern the identity of the participants, you can not humiliate a person for disagreeing with you. The debate is about ideas and their collisions, and what ideas are useful to humanity. And in the clash of ideas, the only acceptable weapon can only be sound arguments. In other words, you must attack the opponents' arguments, their reasoning and evidence, but not the opponents themselves.

Principle Two: Honesty is a must.

Honesty is at the core of the debate. The challenge for the debater is to be honest in their arguments, in their use of evidence, and in their responses to the cross-questioning round. Sometimes "to be honest" is the recognition of the insufficiency of material to substantiate one's position. Sometimes, this means answering "I don't know" to a question that cuts to the heart of your position.

Sometimes this means admitting that one's own logical constructions are wrong. These confessions will benefit the participant, because later, thanks to his honesty, he will learn more and develop his abilities better. He will be respected by both the judge and the opponent.

Principle three: there are no losers

The main purpose of the debate is to enrich the education of the participants and at the same time to give pleasure. Therefore, the first purpose of the game is learning. In other words, learning is more important than winning, because the desire to learn and improve eliminates the use of unlawful methods, which will help to show character and gain the respect of others. Engaging in debates just to win is the wrong goal. This can divert time and energy from the game itself and interfere with it [9-12].

These principles are binding on all participants in the debate.

Debate, with its ancient traditions, is a system of formalized discussions on various topics. The two teams put forward their arguments and counterarguments to convince the jury members that they are right and that they are experienced in rhetoric. Learning the techniques of debating thus provides an excellent opportunity for participants to enrich their language and acquire communication skills.

The ability to successfully negotiate and argue consists of many linguistic, intellectual and social skills.

The debate develops:

- logical and critical thinking;
- skill in organizing your thoughts;
- skills of oral speech;

empathy (the ability to respond emotionally to the experiences of another) and tolerance for different views;

self-confidence;

ability to work in a team;

the ability to concentrate on the essence of the problem;

style of public speaking.

In this way, debates develop in their participants the skills necessary for effective communication.

Team consists of 3 people, who are usually called speakers. The team that defends the topic of the game is called affirmative, and its speakers are designated as  $R_1$ ,  $R_2$ ,  $R_3$ , and the team that refutes the topic is called negative, its speakers are  $I_1$ ,  $I_2$ ,  $I_3$ .

Judges is deciding which of the teams was more convincing in proving their positions. The judges fill in the protocol of the game, in which they mark the areas of collision of the positions of the teams, indicate the strengths and weaknesses of the speakers' performances. Optionally comment on their decision, justifying it.

Timekeeper is a person who monitors compliance with the rules and regulations of the game.

Tutors in debates, usually teachers or experienced debaters who have completed a full course of tutor training and have a certificate that gives them the right to work with a team. The point of debate is to convince a neutral third party (the judges) that your arguments are better than those of your opponent. Although the essence is simple, the strategies and techniques by which the desired result is achieved can be complex.

The main elements of the debate are:

Topic. Formulating a theme is not an easy task. Firstly, the topic should be relevant, touching on significant issues. Secondly, the topic must be suitable for debate. The wording should follow certain principles: the topic of the debate should be formulated in the form of a statement and not give advantages to either side, i.e. so that the "for" and "against" sides can equally effectively develop their arguments.

Definitions are needed as a starting point. Definitions are very important in a debate because you need to know what can and cannot be discussed. Definitions are considered, on the one hand, as a way to study the topic, on the other hand, as necessary restrictions. Before presenting their arguments to the judge or opponents, the assertion team needs to define the terms of the topic to make it easier to research the topic. The topic sets the debate a certain framework. The

debaters enforce these additional restrictions by defining the terms and concepts of the topic. In addition, clear definitions help the referee better understand the position of the team and the context of its arguments. The definition of terms and concepts should be presented at the beginning of his speech by the first speaker (U1) of the approving team. The negative team must accept the definitions provided by the assertion. It should be remembered that debate over definitions is not allowed. (The judge has the right to interrupt such debate). But in a round of cross-questioning, the negation team has the right to clarify a term it does not understand or the source from which it is taken. ("When you define..., you mean..., don't you?")

argumentation system. Each team creates an argumentation system to prove its position, i.e. a set of aspects and arguments in defense of one's point of view, presented in an organized form. With the help of argumentation, the team tries to convince the judge that their position on the topic is the best, i.e. correct.

There are several types of arguments:  
certified single facts, i.e. scientific data testimonies, etc.,

previously proven laws and theorems;  
axioms and postulates, i.e. true judgments that are accepted as arguments without evidence.

The arguments should be as obvious as possible, but, on the other hand, not trivial. There are not many such arguments in defense of the controversial thesis. Therefore, it is necessary to select the most significant arguments and develop them carefully. The argument, therefore, in a condensed form represents the main idea of the command, which can be illuminated from various positions.

Arguments can be either weak or strong. Usually, teams put forward a small number of arguments (3), maximum -5, which are recommended to be built according to Homer's rule: strong argument - weak argument - the strongest argument.

support and evidence. Together with the arguments, the participants in the debate must provide the judge with evidence (quotes, facts, statistics: about the population, territory of states, etc.) confirming their position. Supports are usually written on cards and can be read out by the speakers. Physical evidence accompanies the argument. In debate, evidence is obtained through research. For example, the speaker addresses the public: "Please raise your hand, those who believe that ..." and then gives his argument, in which he is sure that the public will support him

by 90% and confirm this by raising his hand. This is good support for the argument.

Approving party. In debates, the speakers of the affirmative side try to convince the judges of the correctness of their positions.

Negative side. The speakers of the negative side want to prove to the judge that the position of the affirmative side is wrong or that the interpretation of the topic and the argumentation of their position by the speakers of the affirmative side is flawed.

Cross questions. Most types of debates (but not all) provide each participant with the opportunity to answer questions from the opponent speaker. A round of questions from the speaker of one team and answers from the speaker of the other is called "cross questions". Questions can be used both to clarify the position and to downplay their position. The information obtained during the cross-sectional questions can be used in the speeches of the following speakers. Questions are asked in the following way:

$I_3 - R_1, R_3 - I_1,$   
 $I_1 - R_2, R_1 - I_2.$

Judges decision. After the judges listen to the arguments of both sides on the topic, they fill out the judges' score sheets, in which they record decisions on which team was given preference at the end of the debate (the arguments and method of proof of which were more convincing). But this does not mean at all that the solution to the problem proposed by the winning team is the only correct one. Great persuasiveness, conclusiveness and oratorical qualities of the teams are evaluated.

Time-out. Each team has the right to take a time-out of up to 8 minutes. during the game. It is recommended to leave most of the time before the speech of the 3 speakers of the teams for analysis and identification of clashes of positions.

IV. Refereeing (And who judges? And how?)

Refereeing is probably the most difficult and contentious aspect of the debate. The judge is obliged to give up all points of view and personal positions directly at the entrance to the debate room and be an attentive and focused listener. The judge evaluates the round according to the arguments, evidence and reasoning given by the teams, but not on personal sympathies.

The referee has a huge impact on the actual conduct of the debate, so honest decisions on the part of the referees will contribute to the success of the game.

The umpire has three main goals:

1) to educate;

- 2) to keep the debate flowing fairly;
- 3) to maintain a positive working environment for the game.

In conclusion we noted the following main aims:

1. Teach. Debating teaches a high level of reasoning. In the future, this gives the participants in the game the ability to develop a whole range of qualities and skills that have already been mentioned earlier and which can only be obtained in the process of debate. The judge should be critical of the speakers as he can help the debaters to see the strengths and weaknesses of the argument, strategy and style of communication.

2. Uphold justice. To achieve it, the judge must:

listen carefully to the speeches of the speakers;

fully focus on the ideas being expressed; justify your decision.

In addition, the referee must be prepared to discuss a wide range of points of view, maintaining neutrality when discussing controversial issues, even if he internally shares the point of view of one of the teams, he must step back from his own position and judge the game by whose arguments are more convincing, and no more close to him.

3. Maintain a positive game atmosphere. The goal is to establish and maintain a positive working environment. In order to do this, the referee must set the tone for the debate from the moment they enter the room, showing the participants in the game an example of professional behavior, goodwill and active communication. The confidence and honesty that the referee demonstrates during the debate will be reflected both in the game and in the behavior of the participants in the debate.

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