



**THE SIGNIFICANCE OF THE USAGE OF DISCUSSION METHOD
AMONG UNIVERSITY STUDENTS**

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A B S T R A C T	K E Y W O R D S
<p>This article provides information about the need to effectively use interactive methods in order to develop communicative competence in the teaching of foreign languages. It is also devoted to the issues of forming the debate method among university students and improving their oral speech competence.</p>	<p>method, discussion, comprehension, problem-solving, social interaction, perspective taking</p>

As we know, learning foreign languages is the most important and necessary demand for today's society. In order to learn other languages more easily and efficiently, different methods can be used during lessons.

If we speak about, the communicative competence of university students, they know the language but they cannot communicate with each other. There are a number of reasons for it such as shyness from talking to audience, lack of vocabulary and it causes inconvenience during a speech. As a result of it, the quality of teaching and learning process are going down significantly. In order to enhance learners' communication skills, teachers have to pay attention diverse kinds of interactive methods, among them a discussion method is more crucial and effective for students.

According to, Burden and Byrd teaching methods are approaches to teaching and learning in which concepts, patterns and abstractions are taught in the context of strategies that emphasize concept learning, inquiry learning and problem-solving learning.[1]. The discussion method could be one of the available teaching methods utilized by university teachers(McKeachie and Svinicki,2006) to promote learning.[2]. In my opinion, discussion method improves not only students speaking skills, but also their critical thinking of any difficult topic. As mentioned above, to avoid being shyness during a speech, teachers have to give a chance to speak for students.

Research on the efficiency of group discussion methods has shown than team learning and student-led discussions produce favorable student performance outcomes and foster greater participation, self-confidence and leadership ability(Perkins and Saris, 2001; Voder and Hochevar, 2005) . Based on the views, discussion is connected with group work, so it helps to learners to develop co-working and exchange opinions to each other.[3]. Generally speaking, 'discussion' could be considered an activity which involves written or oral expression of different points of view in a given situation (Cashin, 2011). Also, Brookfield and Preskill (2005: 6) define it as 'an alternately serious and playful effort by a group of two or more to share views and engage in mutual and reciprocal critique'.[4] Proper discussion would assist learner participants to reach a critically informed understanding of the

topic, self-awareness and capacity for self-critique, appreciation of diversity, and informed action (Applebee et al., 2003; Parker, 2003).[5].

According to scientists, classroom discussions refer to dialogue between teachers and students about content. Students can be free and they can express their views more clearly and independently. The most crucial and effective goal is to support positive social interactions between students and teachers through purposeful, content-related dialogue for improved :

- comprehension,
- problem solving,
- questioning, and
- perspective taking [6].

There are not only beneficial aims of discussion, but also there are different kinds of objective of it:

- Learn how classroom discussions influence student social, personal, and academic behaviors.
- Identify strategies to increase student participation and management of increasing responsibility in discussions.
- Identify strategies to support students in posing thoughtful questions and perspective taking.
- Develop next steps to implement classroom discussions.

I am going to mention that discussion is useful method both teachers and students. Some benefits for students:

- Engage in self-management strategies linked to increased meta cognitive awareness and cognitive flexibility.
- Regulate their emotions through content based, purposeful dialogue, questioning, and collaborative problem solving.
- Have improved confidence related to comprehension, questioning, problem solving, and perspective taking.
- Have decreased misunderstandings or uncertainty of content.

Diverse kinds of organizing discussions are suggested by scholars and scientists. One of the most perfect order was presented by J.A. Walsh.

Alignment to TEAM evaluation:

1. Motivating Students

- The teacher consistently develops learning experiences where inquiry, curiosity, and exploration are valued.

2. Presenting Instructional Content

- Presentation of content always includes effective modeling of thinking process by the teacher and/or students guided by the teacher to demonstrate performance expectations.

3. Activities and Materials

- Activities and materials elicit a variety of thinking, provide opportunities for student-to-student interaction, and induce student curiosity and suspense.

4. Questioning

- Questions require students to regularly cite evidence throughout lesson.
- A high frequency of questions is asked.
- Questions regularly require active responses.
- Students generate questions that lead to further inquiry and self-directed learning.

5. Academic Feedback

- Teacher engages students in giving specific and high-quality feedback to one another.

Discussions can be different. According to J.A. Walsh, effective discussions must be organized as following:

Effective discussions ...

- Are prepared in advance
- Are purposefully led
- Are assessed with student learning in mind
- Are primed to lead to more discussion[7].

In order to know the percentage of effectiveness a discussion method, we organized a lesson using it and according to statistics, it was more beneficial and interactive way teaching for students.

In conclusion, I am going to say that, before teaching teachers must put tasks and objectives of that lesson. According to certain and clear tasks, teachers can identify any effective strategy of teaching process. Every method is necessary and useful for learners but teachers must know what methods or ways of teaching must be organized and interesting for students. So learning process will be easier and teachers can attract students' attention to their lessons. Each student of the group will be more active than expected.

THE LIST OF USED LITERATURE:

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