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METHODOLOGICAL JOURNAL**<http://mentaljournal-jspu.uz/index.php/mesmj/index>**DEBATE TECHNOLOGY AS AN INTERACTIVE FORM OF
COMMUNICATION IN LEARNING ENGLISH*****Ganisher Ruzimamatovich Khudayberganov****Senior lecturer**Tashkent University of Applied Science**Tashkent, Uzbekistan**E-mail: khudayberganovganisher@gmail.com****Marguba Abdievna Khudayberganova****Lecturer**Tashkent Institute of Irrigation and Agricultural Mechanization Engineers National Research University**Tashkent, Uzbekistan**E-mail: safiyevamarguba@gmail.com*

ABOUT ARTICLE

Key words: communicative skill, debate, interactive method, interactive strategy, communicative training, pedagogical tasks.

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Abstract: Interactive methods are useful in the effective organization of the lesson, one of such methods is debate, the purpose of this scientific article is to analyze the success of using debate in the development of communication in the process of teaching English.

INTRODUCTION

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. Debates can be highly effective in lessons across various subjects and educational levels. The benefits of incorporating debates into lessons include critical thinking skills and communication skill. Debates require students to analyze, evaluate, and synthesize information. They learn to think critically about different perspectives and evidence, enhancing their ability to make informed decisions. Moreover, debating improves oral communication skills as students must articulate their thoughts clearly and

persuasively. They also learn to listen actively to opposing viewpoints, fostering effective communication.

Debating the role of technology as an interactive form of communication in learning English involves examining both the advantages and challenges associated with integrating technology into language education. One of the most effective forms of implementing an interactive strategy is the Debate technology.

MATERIALS AND METHODS

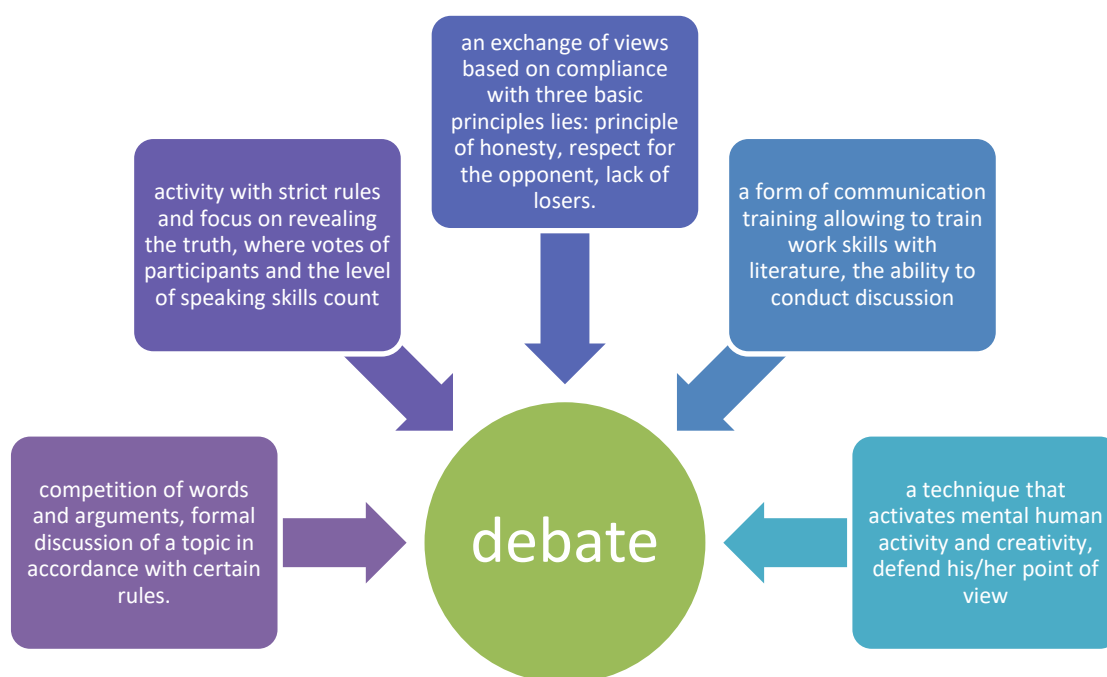
Selecting relevant and current topics for a debate is crucial to capture the interest of participants and engage the audience. The choice of topics should reflect contemporary issues, societal concerns, or emerging trends. The use of interactive forms of training and, in particular, the technology of “Debate” in English lessons contributes the following competencies to the development of education¹:

Debate competencies		
1.	The expansion of the general cultural horizons	- enrichment of knowledge related to humanitarian fields; - the development of interest in regular reading, the formation of learning motivation; - the formation of interest in the regular reading of scientific, popular science, and fiction.
2.	The development of intellectual abilities	- the formation of critical thinking, the ability to establish logical connections between phenomena; - the ability to analyze various ideas and events, to draw informed conclusions, to build a chain of evidence; - the ability to distinguish facts and points of view, to analyze the information received.
3.	Development of research and organizational skills:	- to collect and to analyze materials from various sources; - to evaluate different versions and opinions; - to collect evidence base and correctly apply it.
4.	Development of creative qualities:	- the ability to take a fresh look at a problem, to use unconventional methods to solve it, to see a new unusual one.
5.	The development of communication skills:	- the ability to listen and hear the interlocutor; - tolerance for different views, other points of view, tolerance; - the ability to work in a team.
6.	Development of public speaking skills:	- public speaking skills; - the ability to clearly express your thoughts verbally and in writing.
7.	Formation of a civil position:	- the ability to formulate and defend his/her own point of view; - the ability to take a different point of view, to evaluate the idea, not the person declaring it; - respectful attitude towards panhuman and national values, various cultures, traditions.

¹ Rusetskaya O. A. "Debate" technology as an interactive form of learning in the lessons of speech development // Experiment and innovation in school. - 2010. - No. 5. Pp. 69-70.

What does “debate” stand for? It is an intellectual game in which two teams, discuss a given topic, put forward their arguments and rebuttals about the proposed thesis in order to convince the judge of their correctness and experience of rhetoric. 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 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

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 Definition of “debate” in an educational context can be defined as follows:



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

² Galitsky E.O. Dialogue in education as a way of tolerance. - M.: Acad. Project, 2004. P.133.

³ Krieger, Daniel. (2005). Teaching debate to ESL students: A six-class unit. The Internet TESL Journal, 11(2). P.1506.

⁴ Alasmari A., Ahmed S. S. Using debate in EFL classes // English Language Teaching. - 2013. - T. 6. - No. 1 . P. 147.

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

RESULTS AND DISCUSSION

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. Teachers ought to take responsibility, to construct, to model the process of debate as well as determining the line of behavior of participants. In the process of debate from a position of the traditional approach, students will reevaluate the previously received from the point of view of a practice-oriented approach; they will acquire theoretical information initial skills in the application of knowledge, predetermining the formation of a way of thinking⁶. Debate is an effective pedagogical technology, contributing to the solution of such pedagogical tasks as:⁷

Pedagogical tasks for debate’s effectiveness		
1.	The formation of dialectical thinking:	<ul style="list-style-type: none"> - debates teach learners to look at things from different perspectives, question facts and ideas, learn to build logically argumentation and persuasion; - debate teaches to formulate, state and argue one’s own point of view, to ask questions that help to reveal incorrect statements, seek and calmly bring up counter-arguments.
2.	Development of communication and oratory skills, to conduct a debate-dialogue, defending their own professional, civic, value position:	<ul style="list-style-type: none"> - in the debate on values, both parts bear more or less equal responsibilities. The proposer team must prove that the topic is generally true, it must defend the topic as a true judgment, while the opposing team should prove that the topic is not true at all; - opposing team must prepare constructive cases that protect a certain position, goal, ideal or value; - debate develops a spoken language; the ability to listen and hear not only his/her own viewpoints, but also a different opinion; communicate correctly; - debate teaches working together to achieve a common goal; - educational activities are carried out in an interpersonal communication of students, learning takes place in the process of joint activities.

⁵ Ebada, Makikio. (2009). Effectiveness of debate in EFL classes. Japan: JALT Publications. P. 780.

⁶ Mordovtsev A. Yu., Kozhenko Ya. V. “Debate” as an interactive form of training and education in the system of modern legal education // Lawyer-Lawyer. - 2008. - No. P. 36-37; 162.

⁷ Alasmari A., Ahmed S. S. Using debate in EFL classes // English Language Teaching. - 2013. - T. 6. - No. 1 . P. 147.

3.	Identification of the level of pedagogical abilities and pedagogical skills of students, the creation of conditions for the disclosure of their professional, personal and creative potential.
4.	Awareness of social roles. In addition, debate actively contributes to turning knowledge into persuasion.

In this way, debates develop students' skills, which are necessary for an effective communication in any area of human activity, develop critical thinking, being at the same time a popular form of intellectual pastime. Participation in the debate provides an opportunity for developing the ability to work in a team, the ability to concentrate on the essence of the problem and defend uncommon solutions. Debate prepares pupils for responsible decision making, to be an independent and for other skills which are necessary in a society.

CONCLUSIONS

The debate over technology as an interactive form of communication in learning English is complex and multifaceted. While technology offers numerous benefits, it is crucial to address challenges related to access, equity, and the potential loss of human interaction. A balanced approach that integrates technology effectively while recognizing its limitations may offer the most comprehensive language learning experience. To conclude, it should be inferred that classroom debate is an effective learning tool since it promotes learner-learner interaction. There is no doubt that active learning develops thinking procedures and cultivates comprehension. As a result, pupils might benefit much more when their teachers make use of educational techniques which enthrall pupils' active involvement.

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