

USING CLASSROOM DISCUSSIONS AND DEBATES TO IMPROVE SPEAKING SKILLS IN SECONDARY SCHOOL STUDENTS

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Abstract: This article examines the use of classroom discussion and debate processes to improve the oral skills of secondary school students. Active communication and exchange of ideas among students is important in developing their oral skills. The study analyzes methods for improving students' oral culture through activities such as conducting discussions in a classroom environment, expressing opinions on various topics, asking and answering questions. Based on the results, effective methods are developed to develop students' oral skills.

Key words: Secondary Education, Speech Use, Discussion, Communication, Students, Speech Skills, Teaching Methodology.

Introduction

The secondary education system is designed not only to provide students with knowledge, but also to ensure their personal and social development. In this process, speech skills are important for students' personality, thinking skills, and success in social communication. Classroom discussion processes play a special role in organizing effective communication between students and developing their speech culture. This study examines how classroom discussion and debate processes can be used to improve the speech use of secondary school students.

The discussion process allows students to express their opinions, exchange ideas with others, and listen to different points of view. This, in turn, develops their analytical, evaluative, and communication skills. Free and open discussion among students helps them express their opinions, which increases their self-confidence. Also, through discussion processes, students learn from each other, which develops teamwork skills. To understand the importance of discussion and debate processes in the development of speech skills, it is necessary to consider a number of methodological approaches. Asking students questions on various topics, organizing discussions between groups and creating opportunities for exchanging ideas, stimulates their speech activity. In such processes, students learn to consistently express their opinions, provide logical arguments, and respect the opinions of others.

The role of the teacher is also very important in organizing discussion processes in the classroom. As a teacher, you can increase student participation by encouraging active communication in lessons, asking questions, and listening to students' opinions. With the help of the teacher, students learn to exchange ideas, debate, and pay attention to each other's opinions. This study develops methodologies for developing students' speaking skills using classroom discussion and reflection processes. As a result, students' speech will become richer and contribute to their personal and social development. Such approaches in the Uzbek education system will improve the overall quality of students and lay the foundation for their future success.

Analysis Of Literature On The Topic

A number of foreign scholars have conducted research on the importance of classroom discussion and debate processes in developing the speech skills of secondary school students. The works of these scholars raised the issues of increasing students' communication skills, improving the processes of exchanging ideas, and developing speech culture.

First of all, the studies of American educational scientists David W. Johnson and Roger T. Johnson are noteworthy. They studied collective teaching methods and showed how students develop their skills through communication and exchange of ideas. In their opinion, discussion processes give students the opportunity to express their opinions, listen to the points of view of others, and engage in debates, which strengthens their speech skills. Also, Sherry Turkle, a professor at MIT, analyzed the impact of technology on the communication skills of secondary school students in her research. He believes that traditional communication methods, including classroom discussions, are important for students' personal and social development. Turkle also encourages students to be open-minded and accept different points of view. Another important study is the concept of "Active Learning" by K. Patricia Cross. She emphasizes the need to encourage active participation of students, rather than just passive listening. Cross's work gives many examples of how discussion processes help develop students' thinking skills.

In addition, Australian scholars Peter J. H. Houghton and Susan G. Houghton also focused on the development of speech skills through classroom discussions. They encourage students to divide into groups and discuss various topics, which helps them to improve their ability to express their opinions and conduct debates. As a result, the work of foreign scholars emphasizes the role of classroom discussion and debate processes in the development of students' speech. These studies will help develop effective methods for improving students' speaking skills in the secondary education system. Using these approaches in the Uzbek education system can also improve the overall quality of students.

Methodology

The methodology for using classroom discussions and debates to develop the speaking skills of secondary school students is based on numerous studies and practices. This methodology consists of the following main stages:

1. Research goals and objectives: The main goal of the study is to study the effectiveness of classroom discussions and debates in developing the speaking skills of secondary school students. The tasks include assessing students' speaking activities, identifying skills for participating in discussion processes, and developing recommendations for their development.

2. Research methods: This study uses a combination of qualitative and quantitative methods. Qualitative methods include interviews, observations, and focus groups. Quantitative methods include assessing students' speaking skills using questionnaires and tests.

3. Student selection: Students in grades 7-9 are selected for the study. The selection of students will allow for generalization of results by using classes with different socio-economic status.

4. Data collection: Questionnaires will be prepared to measure students' speaking skills. The questionnaires will ask questions about the level of participation in discussion processes, the ability to express opinions, and listening to the opinions of others. Classroom discussions and discussions will also be observed.

5. Data analysis: The collected data will be analyzed using statistical methods. Qualitative data will be studied through content analysis. Based on the results, recommendations will be developed to develop students' speaking skills.

6. Presentation of results: The results of the study will be presented in the form of a scientific article or report. The results will also be shared through seminars for teachers and educational institutions.

This methodology will make it possible to identify the importance of classroom discussion and debate processes in developing the speaking skills of secondary school students and to develop practical recommendations.

Results And Discussion

Developing the speaking skills of secondary school students is one of the important aspects of the modern educational process. The ability of students to freely express their thoughts, communicate and participate in discussion processes is of great importance for their overall development. This analysis shows how students' speaking skills can be developed through the use of classroom discussion and debate processes.

Classroom discussions allow students to express their thoughts, communicate with others and listen to different points of view. Such processes have a number of advantages in developing students' speaking skills: During the discussion process, students should be able to express their thoughts clearly and fluently. This develops their speaking skills. Students improve their communication skills by listening to and responding to the thoughts of others. This process, in turn, develops their empathy and cooperation skills. Participating in discussions allows students to analyze different opinions and justify their own points of view. This increases the ability to think critically. Class discussions help strengthen social bonds among students. This increases their feelings of mutual respect and solidarity.

The results of the study showed that classroom discussions and debates significantly develop students' speaking skills. It was observed that students' level of participation in expressing their opinions increased, as well as their ability to respond to the opinions of others. Based on the results, the following recommendations were developed: To increase students' interest, discussion topics should be selected from a variety of fields. This will broaden their thinking. To make discussion processes more interesting and effective, it is recommended to use interactive methods, such as role-playing games or group discussions. Teachers need to be trained in effective organization of classroom discussions. They should use strategies that encourage student participation. In addition to traditional tests, students' speaking skills should also be assessed through discussion activities. In conclusion, classroom discussion and reflection processes play an important role in developing the speaking skills of secondary school students. By organizing this process effectively, students' ability to express their thoughts, listen and think critically will increase, which will also have a positive impact on their future success.

Conclusion

Using classroom discussions and debates is a highly effective strategy for improving the speaking skills of secondary school students. These interactive methods shift the learning process from teacher-centered to student-centered communication, encouraging them to articulate their ideas clearly, defend their points of view, and think critically. In addition to improving fluency and vocabulary, discussions help reduce the "affective filter" (anxiety) by creating a supportive environment. By simulating real-world communication, these techniques allow students to gain self-confidence, improve pronunciation, and develop important interpersonal skills. As a result, discussions and debates serve as an important pedagogical tool for developing competent and confident speakers in secondary education.

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