Group Discussions and Their Organization Technique

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Abstract: the article deals with the issues based on organizing group discussions and features of techniques in their usage. As it’s known that communicative competence plays an important role in professional activity; they are one of the factors of effective communication. As well as, the success of the development of the educational sphere today largely depends on how much a modern teacher is developed not only as a professional, but also as a person who is able to independently find solutions in various life and professional situations, take responsibility for his choice, possess variable thinking and value consciousness.

Keywords: higher education, educational practice, modern techniques, group discussions, integrated courses, participants.

INTRODUCTION

In the public practice of higher education, various types of exchange of views have become widespread, differing in the degree of regulation (formality) and completeness of the discussion. Recently, the educational practice of higher education has accumulated many different options and techniques for organizing group discussions, differing from each other in the target setting, the content of the activities organized with their help and the number of participants. Two or more people can take part in the discussion. The most constructive option is 6-8 people. This number of participants allows everyone to fully express their opinion and listen carefully to partners. But modern techniques for conducting a discussion allow us to include 20 or more people in it.

The question of the use of new information technologies in teaching foreign languages has been increasingly raised, which our research topic is due to the fact that modern society faces the most acute socio-political, interethnic, intercultural, communication problems, and is increasingly observed the intensity of the participation of teachers in the development of computer technologies. These are not only new technical means, but also new forms and methods of teaching, a new approach to the learning process. Also, these technologies make it possible to improve work in the preparation and use of didactic materials, methodological developments, to apply integrated courses, to use a flexible system for assessing student knowledge, to set and solve the assigned tasks together with the student. The main goal of teaching foreign languages is the formation and development of the communicative culture of schoolchildren, teaching the practical mastery of a foreign language.

METHODS AND ANALYSIS

The task of the teacher is to create conditions for the practical mastery of the language for each student, to choose such teaching methods that would allow each student to show their activity, their creativity. The task of the teacher is to activate the cognitive activity of the student in the process of teaching foreign languages. Modern pedagogical technologies, such as learning in collaboration, project methodology, the use of new information technologies, Internet resources help to implement a student-centered approach to learning, provide individualization and differentiation of learning, taking into account the abilities of children, their level of learning, inclinations, etc.
The substantive basis of the mass computerization of education is undoubtedly connected with the fact that a modern computer is an effective means of optimizing the conditions of mental labor in general, in any of its manifestations.

The most used forms of working with computer training programs in foreign language lessons include the study of vocabulary, working out pronunciation, teaching dialogue and monologue speech, teaching writing, working out grammatical phenomena.

The use of various modern technologies in the classroom provides more sustainable attention, and, consequently, a better perception of the language material. All technologies are a means of activating vocabulary, grammar, working on pronunciation, reading, writing and speaking.

Thanks to the use of new information technologies in the process of teaching a foreign language, new opportunities open up for creating conditions that are similar in the conditions of real communication in the country of the target language: authentic, relevant, multimedia or text information to be mastered in a foreign language can be obtained at any time and at anywhere. If the teacher does not want to associate himself with a certain course or curriculum, you can undertake your own search in the network for authentic materials necessary for specific purposes.

Let's consider the main types of organizing discussion discussions. Currently, when teaching students, curtailed forms of discussion are popular: "round tables", forums, debates, symposia, "panel discussion", etc.

Panel discussion

Purpose: to organize a discussion of the problem in a large group. Carrying out:

Conducted in large groups (over 40 people):

1. the problem of discussion is formulated by the leader;
2. the participants are divided into micro groups of 6-8 people, which are located in the audience in a circle;
3. members of each group elect a representative or chairman who will defend their position during the discussion;
4. Within 15-20 minutes. The micro group discusses the problem and develops a common point of view. The group representatives gather in the center of the circle and get the opportunity to express the group's opinion, defending its position. The rest of the participants follow the course of the discussion and how accurately the representative of the micro group expresses a common position. They cannot express their own opinion, but have the opportunity only to transmit notes during the discussion, in which they set out their views;
5. representatives of the groups can take a break to consult with the rest of its members;
6. the panel discussion ends upon the expiration of the allotted time or after the decision has been made;
7. After the end of the discussion, representatives of the groups conduct a critical analysis of the course of the discussion, and the decision is already made by all participants.

It is important that all the participants in the "panel discussion" are interested in solving the problem under discussion, only then the attention of the audience will not switch to extraneous subjects.

Note:

➢ If the lesson is held in the assembly hall, then the discussion of the problem by representatives of the micro-groups can take place on the stage.

Discussion forum. The purpose and mechanism of its holding are similar to the "panel
discussion”, but at the end all participants exchange opinions, and not only representatives of micro groups.

The symposium is a more formalized, regulated (in comparison with the above) discussion. During it, the participants make messages in which they reveal their point of view on the problem of interest, after which they answer the questions of those present. The discussion is usually conducted through the facilitator.

A debate is a clearly formalized discussion that is based on pre-planned speeches by participants who have directly opposite opinions on the issue under discussion. "Round table" is the most relevant and widespread form of discussion in educational practice. “Round table” is a conversation in which 15-25 people participate on equal terms; in the course of it, an exchange of views takes place between all participants. The moderator (not necessarily the teacher) leads the conversation, who, however, tries not to capture meaningful leadership. As a rule, the participants are not faced with the task of completely solving the problem; they are focused on the opportunity to consider it from different angles, to collect as much information as possible, to comprehend it, to outline the main directions of development and solutions, to agree on their points of view, to learn a constructive dialogue, therefore specialists from different directions are invited to the round table. A characteristic feature of the round table is the combination of thematic discussion with group consultation. There is an important condition for holding a round table: it needs to be really round. The communication process should take place "eye to eye", which leads to an increase in activity, an increase in the number of statements, the possibility of including everyone in the discussion, stimulates non-verbal means of communication (facial expressions, gestures, emotional manifestations). The teacher also sits in a common circle as an equal member of the group, which creates a less formal environment. In practice, "round tables" are most often used during conferences, when summing up the results.

One of the most popular in recent years is the "aquarium technique", which stands out among all forms of discussion in that its content is closely determined by contradictions, disagreements, and sometimes conflicts of participants on a particular issue.

Purpose: to provide participants with the opportunity to freely enter into the discussion of the problem and leave it.

Carrying out:

1. 5-6 participants together with the leader sit in a circle. They are “fish”. The rest of the group members become around them, they are “fishermen”.

2. Members of the inner circle ("fish") actively participate in the discussion of the question proposed by the leader. The "fishermen" observe and enter when they are interested in someone else's version; they complement, ask questions, concretize. In this case, the "fisherman" must stand next to the "fish", which attracted him with its version.

3. After discussing one problem (question), the participants change places (those who stood outside the circle sit in the circle). It is desirable that all participants visit the circle.

Option:

The group is divided into two parts, one half sits in the center; the other is located around them. Participants in the center lead a discussion on a given topic, and those who surround them carefully observe (each one for one or two participants). At the same time, the following are recorded: activity, nature of proposals, criticism, and emotional reactions. Then there is a “general discussion” - comparison of assessments.

"Snowball"

Purpose: working out and agreeing the opinions of all members of the group. When using this technique, almost all participants are included in an active discussion. The number of people can reach 30-35.
Carrying out:
To conduct this type of discussion, you will need a large number of cards (half A4 sheet) and markers.

1. Participants are given 4-8 cards. Each is invited to write 4-8 options for solving any issue (for example, list the criteria for assessing student performance, professionally significant qualities of future specialists, professional competencies of a graduate, etc.). Only one option is written on each card.

2. Participants are combined in pairs. As a result of the discussion, the couple selects the most consistent card proposals. There should be a little more than half of the total amount of cards (for example, leave only 6 out of 10 cards).

3. At the third stage, the participants unite in fours and also, through discussion in a micro group, leave a little more than half of the cards from the total (for example, leave 7 out of 12).

4. The group spokesperson defends common ground by showing cards to the audience. After that, the cards, fixed with tape on the board, are commented on by each group, and then the classification and systematization of proposals is carried out, similar options are highlighted.

The options are:

1. If the group is large, then the following scheme can be used: individual work - work in triplets - work in sixes - plenary discussion of developments.

2. The presentation of cards with their own developments can be carried out by groups according to the principle of addition: after the micro group, which was the first to complete the task, submits its proposals, all the rest compare their cards with those displayed on the board and remove the matched proposals. Participants carry out exactly the same work after the performance of each subsequent micro group, putting only non-repeating sentences on the board.

In addition to traditional lessons, there are lessons-disputes, conferences, competitions, excursions and travel, quizzes, KVNs, lessons-projects, literary and musical salons. We implement them in our educational institution in a practical way. The ability to use an interactive whiteboard is a good technique that helps in conducting such lessons from the technical side.

Project lessons, for example, give students the opportunity to reflect, independently search, analyze, generalize, and process the necessary information. During project activities, students realize their creative abilities. Such lessons arouse students' great interest, intensify the learning process, instill a love of languages, evoke positive emotions, and form communicative, as well as personal and social competencies. At such lessons, respect for a foreign-language history and culture of a foreign-speaking people is fostered, the geographic outlook is broadened, the work of great English and German poets and musicians is promoted, interest in poetry and music is formed, a feeling of belonging to a foreign culture, history is acquired, a friendly attitude and tolerance towards representatives of another country.

Mastering communicative and intercultural competence is impossible without the practice of communication and the use of Internet resources. The virtual environment of the Internet allows you to go beyond the temporal and spatial boundaries, and gives its users the opportunity to authentically communicate with real interlocutors (native speakers) on topics relevant to both sides. Any competence is acquired in the process of implementing any meaningful activity, where it is necessary to set goals and determine the results, solve problems, not tasks, look for solutions, and not get them ready-made.

Many discussions become unconstructive due to the fact that the participants did not initially define their positions on the issue under discussion. The Quadra method helps to identify existing opinions, to see the supporters and opponents of a particular position, to start a reasoned
discussion of the issue.

Purpose: finding out and discussing opinions in a group (getting feedback) regarding the theses and judgments expressed by the teacher or someone from the students.

This type of discussion can be used as a method of activating the audience in a lecture.

Carrying out:

1. A thesis is written on a poster or blackboard, for example: "Only a teacher who is successful in the labor market can educate a competitive specialist."

2. All participants simultaneously show a number on the "quad" card, reflecting their opinion on this thesis:
   1. agree
   2. I agree, but ...
   3. I do not agree, but ... (option - I find it difficult)
   4. I do not agree

3. The teacher states the nature of the opinions presented.

If the numbers differ significantly, then a discussion is needed. First, those participants who agree with the thesis put forward (they showed the number 1) express their arguments, they will be supplemented by the participants who showed the opinion 2 ("I agree, but ...").

The options are:

1. With a large number of participants, the elaboration of theses takes place in micro-groups of 5-6 people. The card shows the opinion of the whole group. Controversial issues are brought up for general discussion.

2. Participants receive abstracts printed on a sheet of paper (up to 15 abstracts). At first, work with abstracts is carried out individually. Then everyone sits in a circle. One statement is read out. All participants designate their position, and a discussion begins.

3. After everyone has already raised the cards, the participants take turns giving their opinion: on the first question - to the neighbor on the left, on the second - to the neighbor on the right. Thus, different or similar opinions are exchanged.

CONCLUSION

All of the above forms of group discussions will be effective only if one of the problems is discussed in the lesson, about which the students have an initial idea, obtained earlier in the class. In addition, the topics discussed during the discussion should not be closed or very narrow. It is important that the level of the problem under discussion makes it possible to move from the simplest questions to a broad formulation of the problem.

References:


