

## Impact Factor:

ISRA (India) = 4.971  
ISI (Dubai, UAE) = 0.829  
GIF (Australia) = 0.564  
JIF = 1.500

SIS (USA) = 0.912  
PIHHI (Russia) = 0.126  
ESJI (KZ) = 8.716  
SJIF (Morocco) = 5.667

ICV (Poland) = 6.630  
PIF (India) = 1.940  
IBI (India) = 4.260  
OAJI (USA) = 0.350

SOI: [1.1/TAS](#) DOI: [10.15863/TAS](#)

### International Scientific Journal Theoretical & Applied Science

p-ISSN: 2308-4944 (print) e-ISSN: 2409-0085 (online)

Year: 2020 Issue: 02 Volume: 82

Published: 29.02.2020 <http://T-Science.org>

QR – Issue



QR – Article



Shakhnoza Rashidovna Madieva  
school 35 of Bukhara  
a teacher,  
Uzbekistan

## SWOT ANALYSIS OF IMPLEMENTATION OF DEBATES IN IMPROVING ORAL PROFICIENCY

**Abstract:** *If we analyze strengths and drawbacks generally, we may reveal them comparing the characteristics of debate, discussion and dialogue. When we take some consideration about debate, this is oppositional: two sides oppose each other and attempt to prove each other wrong. Debate assumes that there is a right answer and that someone has it. This article analyzes implementation of debates in English teaching classroom.*

**Key words:** SWOT, analysis, debates, discussions, oral proficiency, English teaching environment, opinion.

**Language:** English

**Citation:** Madieva, S. R. (2020). Swot analysis of implementation of debates in improving oral proficiency. *ISJ Theoretical & Applied Science*, 02 (82), 185-188.

**Soi:** <http://s-o-i.org/1.1/TAS-02-82-35> **Doi:**  <https://dx.doi.org/10.15863/TAS.2020.02.82.35>

**Scopus ASCC:** 3304.

### Introduction

In debate, personal experience is secondary to a forceful opinion. Debate creates closed-minded attitude, a determination to be right. Individuals are considered to be autonomous and judged on individual intellectual might. In debate, one submits ones best thinking and defends it against challenge to show that it is right. Debate calls for investing wholeheartedly in ones beliefs. Debate defends assumptions as truth. Debate defends one's own positions as the best solution and excludes other solutions. Debate affirms participant's own point of view. In debate, one listens to the other side in order to find flaws and to counter its arguments. Debate causes critique of the other position. In debate, one searches for glaring differences. In debate, one searches for flaws and weaknesses in the other position. Debate involves a countering of the other position without focusing on feelings or relationship and often belittles or deprecates the other person. In debate, winning is the goal. Debate implies a conclusion.

If we turn to the next term, discussion tends to contribute to the formation of abstract notion of community. In discussion, personal experience and actual content are often seen as separate. Discussions often assume an equal playing field with little or no

attention to identity, status and power. Discussions are often conducted with the primary goal of increasing clarity and understanding of the issue with the assumption that we are working with a stable reality. In discussion, individual contributions often center around rightness and be valued for it. In discussion, the impact may often be identified and processed individually and outside of the group setting. In discussion, one listens only to be able to insert ones own perspective. Discussion is often serial monologues. Discussion tends to encourage individual sharing, sometimes at the expense of listening to and inquiring about others perspectives. In discussion, emotional responses may be present but are seldom named and may be unwelcome. Discussion is centered on content not affect related to content. In discussion, emotional responses may be present but are seldom named and may be unwelcome. Discussion is centered on content not affect related to content.

### Analysis

During the process of practice, we strove to utilize the debate and discussions in order to reinforce pupils' speaking skills and teaching communicating as well as check their background knowledge, world outlook, perception about news, changes in developing world. During the pedagogical practice,

## Impact Factor:

ISRA (India)	= 4.971	SIS (USA)	= 0.912	ICV (Poland)	= 6.630
ISI (Dubai, UAE)	= 0.829	PIHHI (Russia)	= 0.126	PIF (India)	= 1.940
GIF (Australia)	= 0.564	ESJI (KZ)	= 8.716	IBI (India)	= 4.260
JIF	= 1.500	SJIF (Morocco)	= 5.667	OAJI (USA)	= 0.350

sometimes we had responsibility of "9" and "8" grade pupils, using this chance, we utilized this method modestly. The pupils were exposed to express their way of thinking and viewpoints of every aspect of the presented theme. Many discussions were organized which were full of incredibly interesting conceptions and notions.

### Discussion

Lesson 1. (The theme: Advertising standards  
Type of debate: Role-play debate)

The procedure.

1. Instructions were given to the pupils about how to express and clarify their clear notions and ideas. ( Speak about pros and cons of advertising in society)
2. Then they were divided into two groups
3. Students gave opinion about positive and negative sides of this theme.

When it comes to the **strengths** of this implementation of this technique, they got used to speaking spontaneously and were able to express their ideas and opinions clearly and exactly without fear, as well as they exchanged their diverse kind of perceptions, the best advantageous side of this is to learn to collaborate with each other respectively. They learned from each other to listen and respect, give right to speak to each other as well as they were conducted to state personal experience and worldwide view comprehensively.

The **weaknesses** of this lesson is not all pupils could participate in this debate technique because of inability of expressing their ideas since they are afraid of this on public during the lesson, that is why there is no will to take part in this discussion. During this lesson, this technique couldn't attract every pupil's attention to the issue.

The **opportunity** of this technique in this lesson is the chance for learners to implement and express learned phrases and new vocabulary during the lessons. That is, this technique clarifies new positive sides.

The **threat** of this technique in this lesson is to be accustomed not to be able to participate in order to

express their opinions about diverse characteristics of advertising because of the characteristics of bashful, modesty, as well as not self-reliance, shyness of pupils during the lesson.

Lesson 2. (full version is attached in the appendix)

The theme: "Multinationals"

Type of debate: Fishbowl debate

The procedure.

1. Instructions were given to the pupils about how to express and clarify their clear notions and ideas. ( Speak about the positive and negative effects of multinationals in our country)
2. Then they were divided into two groups
3. Students gave opinion about positive and negative sides of this theme.

**Strengths** of this implementation of this technique, they are used to speak spontaneously pupils can express their ideas and opinions clearly and exactly without fear, as well as they exchange their diverse kind of perceptions, the best beneficial side of this is to learn to collaborate with each other respectively. They learned to demonstrate respect, they were conducted to state personal experience and worldwide view comprehensively.

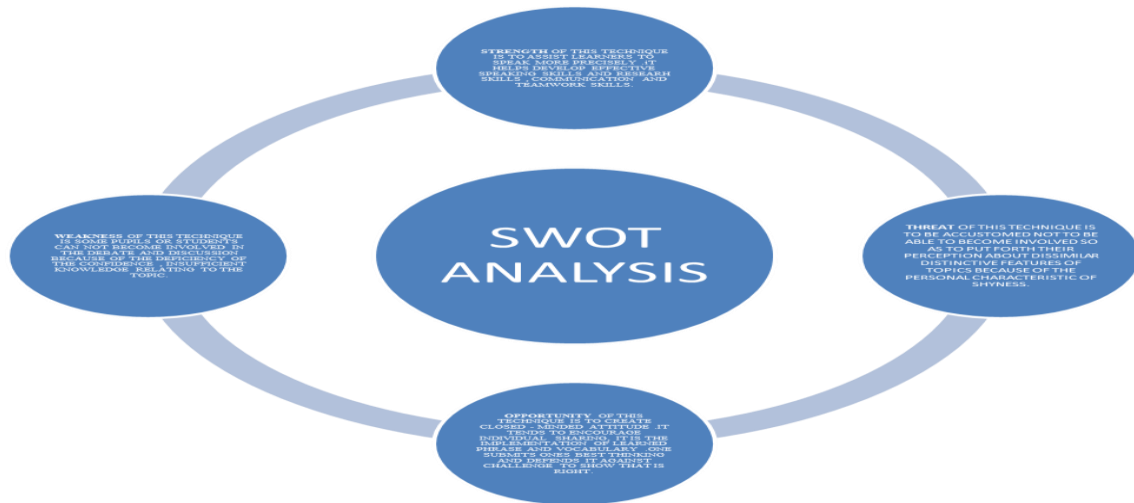
The **weaknesses** of this lesson is not all pupils could participate in this debate technique owing to inability of portraying their conception since they are afraid of this on public during the lesson, that is why there is no will to engage in this discussion. During this lesson, this technique couldn't appeal every pupil's concentration to the issue.

The **opportunity** of this technique in this lesson is the accomplishment and assertion of learned phrases and new structure of pupils during the lessons in their own to this lesson. That is, this technique elucidate new irrefutable sides.

The **threat** of this technique in this lesson is to be used not to be able to become involved so as to put forth their perception about dissimilar distinctive of advertising since of the characteristics apprehension, humble as well as, self-consciousness of pupils during the lesson.

## Impact Factor:

ISRA (India)	= 4.971	SIS (USA)	= 0.912	ICV (Poland)	= 6.630
ISI (Dubai, UAE)	= 0.829	PIHII (Russia)	= 0.126	PIF (India)	= 1.940
GIF (Australia)	= 0.564	ESJI (KZ)	= 8.716	IBI (India)	= 4.260
JIF	= 1.500	SJIF (Morocco)	= 5.667	OAJI (USA)	= 0.350



## CONCLUSION

When it comes to the conclusion, the technique of debate plays a crucial role in improving oral proficiency of EFL learners in second language acquisition as well as contribute to the process of the language methodology. There exist many advantageous and positive sides of this technique in second language acquisition.

Firstly, the overall experience of the debate and the processes that the students go through while taking part in the debating activity seems to have increased the confidence level of the students to face the audience on any issue at hand and it seems to have increased their ability to put forward ideas and opinions formed after much investigation, research and discussions within the group.

Secondly, they help learners to gain new knowledge on the topic in question, generally, learners

consider the increase in the level of confidence and critical thinking skills as being the more significant gains achieved through their involvement in the debate.

Thirdly, debate can actually be used as a teaching tool/technique in the classroom once students have acquired a reasonably good level of proficiency and facility in the language. It is obviously a technique that can motivate students to challenge one another and encourage them to explore and exploit their facility in the language for the purpose of exploring and expanding points of arguments with the express objective of winning over the audience and also to convince the opposing side to accept their stand on the motion being discussed and debated. In educational process using debates in the classroom provides students the opportunity to explore real world topics and issues.

## References:

1. Darby, M. (2007). *A teaching - learning strategy or developing competence in communication.* (pp.1-10). Tashkent: Journal of Dental Hygiene.
2. Dundes, L. (2001). *Small group debates.* (pp.237-243). Tashkent: Teaching Sociology.
3. Farch, C. (1983). *Communication strategies in inter language production.* (pp.45-49). Tashkent: Longman.
4. Fauzan, U. (2016). Enhancing speaking ability of EFL learners through debate and peer assessment. *EFL Journal*, pp. 49-57.

<b>Impact Factor:</b>	<b>ISRA (India) = 4.971</b>	<b>SIS (USA) = 0.912</b>	<b>ICV (Poland) = 6.630</b>
	<b>ISI (Dubai, UAE) = 0.829</b>	<b>PIHHI (Russia) = 0.126</b>	<b>PIF (India) = 1.940</b>
	<b>GIF (Australia) = 0.564</b>	<b>ESJI (KZ) = 8.716</b>	<b>IBI (India) = 4.260</b>
	<b>JIF = 1.500</b>	<b>SJIF (Morocco) = 5.667</b>	<b>OAJI (USA) = 0.350</b>

---

5. (2005). *Flowerdew, Second language listening: Theory and practice.* (p.324). Tashkent: London : Cambridge Language Education.
6. Gower, R. (2003). *Teaching practice handbook.*-(pp.89-95). Tashkent: UK: Macmillan Heinemann.
7. Henzl, V. M. (1979). *Foreigner talk in the classroom.* (pp.90-100). Tashkent: International Review of Applied Linguistics.
8. Mie, A. J. (2011). *Korean EFL university willingness to communicate in English.* (pp.87-95). Tashkent: USA: Dissertation publishing.
9. Nolasco, R. (1987). *Resource books for teachers : Conversation.* (pp.78-84). Tashken: Oxford : Oxford University Press.
10. Othman, M., & Mohamad, F. (2013). *An English debate league competition among lower form students.* (pp.840-852). Tashkent: US-China foreign language.
11. Oxford, R. (2013). *Language strategies :What every teacher should know.* (p.110). Tashkent: New York : Newbury.
12. Philips, E. (1992). *The effects of language anxiety on student test oral performance.* (pp.14-26). Tashkent: The modern Language Journal.