

РЕЗЮМЕ. Маколада қорақалпоқ-рус билингвизми шароитида биринчи курс талабаларининг лингвокултурологик компетенциясини шакллантиришнинг назарий ва амалий жиҳатлари кўриб чиқилган. Нофилологик йўналиш талабаларининг чет тил таълими жараёнида, айниқса, маданиятлараро мулоқот контекстида лингвокултурологик компонентнинг долзарблиги ва аҳамиятига эътибор қаратилган. Лойиҳалар методини таълим оловчиларнинг нутқий фаоллиги, когнитив қобилиятлари ва маданиятлараро хабардорлигини ривожлантиришга ёрдам берадиган самарали интерфаол педагогик восита сифатида қўллашга алоҳида эътибор қаратилмоқда.

РЕЗЮМЕ. В статье рассматриваются теоретические и практические аспекты формирования лингвокультурологической компетенции студентов первого курса в условиях каракалпакско-русского билингвизма. Акцент сделан на актуальность и значимость лингвокультурологической составляющей в процессе иноязычного образования студентов-нефилологов, особенно в контексте межкультурной коммуникации. Особое внимание уделяется применению метода проектов как эффективного интерактивного педагогического инструмента, способствующего развитию речевой активности, когнитивных способностей и межкультурной осведомлённости обучающихся.

SUMMARY. The article examines the theoretical and practical aspects of the formation of linguistic and cultural competence of first-year students in the context of Karakalpak-Russian bilingualism. The emphasis is placed on the relevance and importance of the linguistic and cultural component in the process of foreign language education of non-philological students, especially in the context of intercultural communication. Special attention is paid to the application of the project method as an effective interactive pedagogical tool that promotes the development of speech activity, cognitive abilities and intercultural awareness of students.

THE EFFECTIVENESS OF USING DEBATE TECHNIQUE FOR LANGUAGE LEARNING

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Tayanch soʻzlar: munozara usuli, til oʻrganish, kommunikativ kompetentsiya, qobiliyat, tanqidiy fikrlash.

Ключевые слова: метод дебатов, изучение языка, коммуникативная компетентность, навыки, критическое мышление.

Key words: debate technique, language learning, communicative competence, skills, critical thinking.

Introduction. EFL teaching and learning has shifted from traditional methods to more communicative, student-centered approaches. This shift emphasizes learning English for real-life communication. Through the communicative approach, students are expected to use English effectively in everyday situations. In line with modern learning principles, teachers can consider using the Debate method as a tool for teaching English. Among various interactive strategies, debates have gained recognition as a powerful medium to improve language fluency, argumentation skills, and learner confidence. This study investigates how integrating debates in English classes can enhance language acquisition and critical competencies in high school and university-level learners.

Literature Review. Several scholars have discussed the educational value of debates. According to Krieger, debate is a highly effective activity for language learning as it involves students both cognitively and linguistically [1:11]. Cognitively, it helps enhance their critical thinking skills, while linguistically, it allows them to articulate their thoughts by expressing agreement or disagreement with various arguments or opinions. Oros emphasized their role in promoting analytical thinking and structured argumentation [3:293]. In EFL context, debates provide a meaningful context for learners to use language fluently and persuasively [2:183]. Nisbett states: "Debate is an important educational tool for learning analytic thinking skills and for forcing self-conscious reflection on the validity of one's ideas". According to Thompson et al., "debates provide a platform for students to express their opinions, ideas, and beliefs in a structured and organized way" [5:15].

Debates are rooted in Vygotsky's social constructivist theory, where learning is seen as a social process. Debates

align well with this theory by fostering peer interaction and collaborative learning. Moreover, Swain's output hypothesis supports debates as they push learners to produce comprehensible output, reflecting on language use [5:74]. In a debate, students must apply various language skills such as persuading, explaining, questioning, and summarizing. Engaging in these tasks encourages them to use language in both creative and analytical ways, ultimately helping to improve their overall language ability.

Debate, in any format, involves the discussion of two opposing viewpoints following a specific structure. It can be conducted with as few as two participants or involve the entire class. Typically, a debate involves four participants, but it can be adapted into more groups based on classroom needs. Every debate has two sides: the Proposition, which supports the topic, and the Opposition, which argues against it. The subject being debated is referred to as the resolution. Debates follow an alternating speaking format, allowing each side to present their ideas in turn. Usually, the Proposition begins by introducing the topic and stating their reasons for support, followed by the Opposition presenting their counterarguments. This alternating structure is consistent across all types of classroom debates. There are many benefits of debating:

➤ *It encourages considering different perspectives and fosters empathy and open-mindedness.*

➤ *Debate helps build self-confidence and strengthens the ability to think, write, and speak in an organized and structured way.*

➤ *It provides valuable experience in persuasive and argumentative writing while boosting overall literacy and expanding academic vocabulary.*

➤ *Through debate, students learn to critically evaluate*

information, challenge misinformation, and improve research and explanation skills.

➤ *It sharpens questioning abilities, enhances active listening, and promotes effective note-taking.*

➤ *Debaters also learn to adjust their communication style based on the audience, preparing them for leadership roles and future careers.*

➤ *Debate improves collaboration, supports job interview readiness, and motivates civic involvement.*

It's also important to set up rules for a debate such as:

- *Show respect to everyone involved.*
- *Do your research and come prepared.*
- *Use only respectful and suitable language.*
- *Avoid interrupting others while they speak.*
- *Stick to your allotted speaking time.*
- *Wait for your turn before speaking.*
- *Speak clearly and with sufficient volume.*
- *Back up your points with solid evidence.*

Methodology&Empirical Analysis. This study employed a descriptive research design to explore the effectiveness of the debate technique as a method for enhancing language learning. The design focused on observing, describing, and analyzing how engaging in structured debate activities impacts students' language skills, particularly in speaking, listening, and critical thinking. The primary activity used was topic-based debates, where students were assigned current and relatable issues to prepare and argue for or against.

The target population for this research consisted of second-year students from the English language and literature department at the institute. A total of 60 students participated in the research, divided into smaller debate teams. These students had a foundational level of English proficiency and were in the process of developing advanced communication skills. Data were collected using multiple methods to ensure reliability and comprehensive analysis:

1. *Observation Checklists* – to record students' performance during debates, focusing on fluency, pronunciation, grammar, vocabulary use, confidence, and ability to support arguments with evidence.

2. *Pre- and Post-Debate Speaking Tests* – students were tested before and after participating in a series of debate sessions to measure improvement in their spoken English.

3. *Questionnaires* – distributed at the end of the study to gather student perceptions of debate as a learning method.

4. *Teacher Interviews* – conducted to gather qualitative insights from instructors about changes in student performance and engagement.

Results. Incorporating debate activities can significantly contribute to the development of skills. Engaging in debates provides students with practical opportunities to practice these skills in a real-world context, improving their confidence and proficiency in English communication. The results indicated a significant improvement in several areas of language learning:

➤ Speaking fluency and coherence improved in 85% of participants.

➤ Vocabulary range and accuracy showed marked progress, particularly among those who actively prepared for debates.

➤ Confidence in public speaking increased, with 90% of students reporting they felt more comfortable expressing themselves in English.

➤ Students also demonstrated improved critical thinking and listening comprehension, attributed to the need to respond to opposing arguments thoughtfully.

There were many challenges faced by students in performing debates such as anxiety and nervousness, limited language proficiency, low confidence, limited research skills and time limitations. Referring to the challenges faced by learners in debating, we proposed some solutions to overcome this issue. Teachers may provide practice opportunities to learners, offer constructive feedback, provide language support. Although debate was challenging for some students, all of them agreed that it could contribute to improving their language abilities.

Conclusions. The findings of this research support the use of debate as an effective technique in language learning. The structured nature of debates encouraged students to actively engage with the language, develop arguments, and listen critically. Not only did debates improve students' language skills, but they also fostered important academic skills such as reasoning, teamwork, and confidence. Based on the data, incorporating debates into language instruction is recommended as a practical and engaging strategy for enhancing communication abilities among English language learners.

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РЕЗЮМЕ. Мақоллада инглиз тилини о'rganувчилар орасида тил о'rganishни kuchaytirishda pedagogik vosita sifatida bahsmunozara texnikasining samaradorligi o'rganiladi. Tadqiqot tuzilgan munozaralar o'quvchilarning ravon nutqi, tanqidiy fikrlash, so'z boyligini rivojlantirish va umumiy til ishonchiga qanday ta'sir qilishini o'rganadi. Tashvish va cheklangan malaka kabi dastlabki qiyinchiliklarga qaramay, talabalar ijobiy tajribalar haqida xabar berishdi va ularning tili ko'nikmalarida sezilarli yutuqlarni sezishdi. Maqolada munozaralarni tili o'rgatishga qo'shish faol o'rganish va tilni rivojlantirishga ko'maklashishning yuqori samarali strategiyasidir, degan xulosaga keladi.

РЕЗЮМЕ. В статье исследуется эффективность метода дебатов как педагогического инструмента с целью улучшения изучения языка для изучающих английский язык. Исследование изучает, как структурированные дебаты влияют на беглость речи обучающихся, критическое мышление, развитие словарного запаса и общую языковую уверенность. Несмотря на первоначальные проблемы, такие как беспокойство и ограниченный уровень владения языком, студенты высказались о положительном опыте и увидели заметный прогресс в своих языковых навыках. В статье делается вывод, что включение дебатов в обучение языку является высокоэффективной стратегией для содействия активному обучению и развитию языка.

SUMMARY. The article investigates the effectiveness of the debate technique as a pedagogical tool in enhancing language learning among English language learners. The research explores how structured debates impact learners' speaking fluency, critical thinking, vocabulary development, and overall language confidence. Despite initial challenges such as anxiety and limited proficiency, students reported positive experiences and perceived noticeable progress in their language skills. The article concludes that incorporating debates into language instruction is a highly effective strategy to promote active learning and language development.

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**ПОДГОТОВКА ДОКТОРОВ ПЕДАГОГИЧЕСКИХ НАУК В УЧРЕЖДЕНИИ ОБРАЗОВАНИЯ
«БЕЛОРУССКИЙ ГОСУДАРСТВЕННЫЙ ПЕДАГОГИЧЕСКИЙ УНИВЕРСИТЕТ
ИМЕНИ МАКСИМА ТАНКА» (1991 – 2020 гг.)**

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Ключевые слова: педагогические науки, докторская диссертация, Белорусский государственный педагогический университет, научные школы, методика преподавания, математическое образование, музыкальное образование, историко-педагогические исследования.

Key words: pedagogical sciences, doctoral thesis, Belarusian State Pedagogical University, scientific schools, teaching methods, mathematical education, musical education, historical and pedagogical research.

Становление национальной системы аттестации научных работников в Республике Беларусь началось в 1992 году с момента создания Высшей аттестационной комиссии при Совете Министров Республики Беларусь. Развитие системы базировалось на традициях советской научной школы, сохранив двухступенчатую структуру ученых степеней — кандидата и доктора наук — по специальностям, определённым национальной Номенклатурой научных специальностей (председатель ВАК Г.В. Пальчик). Особенностью белорусской модели стало формирование государственной аттестации как независимой, централизованной и многоуровневой процедуры научной экспертизы квалификационных работ, а также оценки соответствия соискателей установленным требованиям к присвоению ученых степеней (кандидата и доктора наук) и званий (доцента и профессора). Анализ статистических данных свидетельствует о том, что с 1994 года учёная степень доктора наук была присуждена 1601 соискателю, а степень кандидата наук — 12 073 соискателям. С 1996 года ученое звание профессора получило 1430 человек, звание доцента — 8542 человека. Средний возраст соискателей на протяжении рассматриваемого периода оставался стабильным: 34 года — для кандидатов наук, 51 год — для докторов наук, 43 года — для доцентов и 58 лет — для профессоров.

В среднем ежегодно в Беларуси защищается около 500 кандидатских и 45 докторских диссертаций.

В условиях постоянных изменений в образовательной политике, модернизации содержания образования и интеграции научных знаний в практику педагогической деятельности особую значимость

приобретает изучение опыта подготовки кадров высшей научной квалификации. Одной из ключевых форм такой подготовки являются докторские диссертации, отражающие высший уровень теоретико-методологической и исследовательской зрелости ученого. Их анализ позволяет не только оценить текущие тенденции в развитии педагогической науки, но и выявить направления, которые формируют перспективную научную повестку в сфере образования. Актуальность данного исследования обусловлена необходимостью: выявления и анализа научных направлений, развиваемых в ведущем педагогическом университете страны — Белорусском государственном педагогическом университете имени Максима Танка (далее- БГПУ); определения динамики и содержания исследований, отражающих образовательные запросы общества и приоритеты государственной образовательной политики; прослеживания формирования и эволюции научных школ, устойчиво развивающихся в университете на протяжении трёх десятилетий; оценки вклада БГПУ в развитие системы педагогического образования и науки в Республике Беларусь.

Докторские диссертации, выполненные в БГПУ в 1991–2020 гг., являются репрезентативной базой для анализа содержательного и тематического поля педагогических исследований, а также позволяют проследить, как трансформируются исследовательские интересы в зависимости от социальных и образовательных вызовов. Их изучение актуально с позиции не только научной рефлексии, но и стратегического планирования развития системы подготовки педагогических кадров в Беларуси.