

**MINISTRY OF HIGHER AND SECONDARY SPECIAL
EDUCATION OF THE REPUBLIC OF UZBEKISTAN**

**NUKUS STATE PEDAGOGICAL INSTITUTE NAMED BY
AJINIYAZ**

**FACULTY OF FOREIGN LANGUAGES
THE DEPARTMENT OF ENGLISH LANGUAGE AND LITERATURE**

QUALIFICATION PAPER

ON THE THEME: «DEBATE AS THE METHOD FOR IMPROVING CRITICAL THINKING »

Fulfilled: the IV-th year student

Ordabaeva N. _____

Scientific supervisor:

Seytova G. _____

Reviewer: PhD Tajieva A.

Qualification paper is admitted to the defence

Protocol № _____ « ____ » _____ 2019

Head of the Department:

Babadjanova K.I

Nukus – 2019

CONTENT

| | |
|--|-----------|
| INTRODUCTION..... | 3 |
| CHAPTER I. SURVEY ON THE PROBLEM OF CRITICAL THINKING SKILLS | |
| 1.1. Characteristics of critical thinking..... | 9 |
| 1.2. 1.2.Teaching strategies to promote critical thinking..... | 11 |
| CHAPTER 2. TECHNIQUES FOR DEVELOPING CRITICAL THINKING | |
| 2.1. Debate as a technique for developing critical thinking | 17 |
| 2.2 Results of research on the problem..... | 25 |
| 2.3. Suggested methodology for organizing debates | 38 |
| CONCLUSION..... | 47 |
| REFERENCE..... | 51 |

INTRODUCTION

Actuality of the problem. In globalised world international news plays a crucial role in ensuring that citizens and businesses are kept aware of developments affecting their lives and decision-making. For too long, perhaps, international news has been dominated by the English language. English has undoubtedly become today's lingua franca. Apart the 350-450 million of native speakers of English, there are also about 800 million of people who speak it as a foreign language.

Nowadays the English language is being used widely in Uzbekistan. English will become one of the most dominant language in education, employment or social position. Since the independence of the country great changes have taken place in Uzbekistan, several foreign languages are being taught in the system of education. Citizens of the country are learning English as a foreign language at schools, lyceums, colleges, Universities and at special courses. On December 10, 2012 the First President of Uzbekistan Islam Karimov signed a decree "On measures to further improve foreign language learning system". It is noted that the framework of the Law of the Republic of Uzbekistan "On education" and National Program for Training in the country, a comprehensive foreign language teaching system, aimed at creating harmoniously developed highly educated, modern thinking young generation, further investigation of the country to the world community [2:5]. After getting the Independence, Uzbekistan has worked out his own model of development, taking into account the specific social, economic and political traditions of the country. One of the most important conditions for the development of any country is a well-structured educational system.

On April 20, 2017 the President of the Republic of Uzbekistan Sh.M.Mirzyaev signed a decree "On measures to further development of teaching foreign languages the system of high education", which is a big step to the development of high education system in the country [1], which pointed that

English is learned as a foreign language in Uzbekistan by many people to have a good prospect in the community of international world. Recently, English becomes more important. Since it's important, English is taught widely starting from elementary school up to universities; even at kindergartens.

However, analyses of the current system of organizing language learning shows that learning standards, curriculum and textbooks do not fully meet the current requirements, particularly in the use of advanced information and media technologies. Education is mainly conducted in traditional methods. Further development of foreign languages learning at all levels of education improving skills of the teachers and provision of modern teaching materials are required. And these materials should be developed according the needs of our learners, their peculiar characteristics. Teachers know that they should not only give knowledge and but also develop students' different kind of skills. A lot of problems need to be investigated in methodology of teaching foreign languages, especially in our country. One of them, to our mind, is developing learners' critical thinking ability. The ability to think critically is an essential life skill; current literature about critical thinking reveals that explicit instruction in, and practice of, critical thinking strategies in the high school classroom can improve student academic performance [13: 7]. Adoption of critical thinking strategies can also prepare students for the rigors of college, as well as helping them develop the skills necessary to compete economically in a global environment.

Researches on the impact of critical thinking strategy instruction in the English classroom supports that the students who receive instruction in a critical thinking strategy were better able to demonstrate critical thinking in a post-strategy instruction assessment than those students who had received no strategy instruction[7:19].

As the world changes at an ever-faster pace and economies become global, young adults are entering an expanding, diverse job market. To help young people compete for jobs, it is necessary now more than ever before to ensure that young adults possess the thinking power to flexibly and creatively adapt to new job

markets. Bean [6: 65] stated - generally, critical thinking strategies are not extensively developed or practiced during primary and secondary education. School systems need to amend curriculum to ensure that high school graduates have developed a solid foundation of critical thinking skills, enabling young adults to be more successful in their pursuits after high school.

In today's accountability climate critical thinking activities can take a back seat to test preparation. Rather than embarking on frustrating attempts to cram students full of simple recall facts in the weeks prior to a round of standardized tests, it may be more beneficial long-term for students to be able to utilize factual information as a framework for critical exploration of broader concepts. Teachers are obligated to help students develop the skills necessary to synthesize the nuances of a modern, complex society. Beyond the personal benefits experienced by adults adept at critical thinking - more opportunities, better jobs, higher income - society also benefits when the general populace can think creatively and insightfully. According to Cottrell [13: 330], "for social change to occur, citizens must not only think critically about what they read and view, but they must also react to transform the world". Rather than accepting information at face value, educated critical thinkers can thoughtfully explore the broader perspectives of an issue. The National Association for Media Literacy Education advocated explicit teaching of critical inquiry, encouraging students in "active inquiry and critical thinking about the messages that we receive and create" [40: 53]. The ability of students to explore issues thoughtfully offers a way to speak out against injustice and unfairness. Critical thinking skills do not occur randomly or without effort; it takes structured, deliberate, and repetitive exposure and practice for students to develop insightful thinking.

Developing the ability to think critically and practicing critical thinking strategies should be a daily occurrence in classrooms. The English classroom is a logical environment in which to explicitly teach, and practice, critical thinking with the goal of developing life long habits of mind. As Paul [32: 300] pointed out, "If reading the world can be paralleled to reading text, then literature offers an ideal

vehicle for teaching the critical skills necessary in analysis". The intent of this research is to comprehensively explore current research and strategies for incorporating critical thinking into English curricula. Debate is presented as a valuable learning activity for teaching critical thinking and improving communication skills. Debating is an effective pedagogical technique because of the level of responsibility for learning and active involvement by all students.

Debate can present opportunities for students to engage in using extended chunks of language for a purpose: to convincingly defend one side of an issue. The debate is probably more often used in content area classrooms than in EFL classrooms. Debates are most appropriate for intermediate and advanced learners who have been guided in how to prepare for them. Debates require extensive preparation by learners, call for interaction in groups and make use of at least the following language functions: describing, explaining, giving and asking for information, agreeing and disagreeing. [27; 87.]

Debate in speaking class is aimed to improve students' critical thinking and students' communication skill. By performing debate students have a lot of opportunities in practicing speaking. Students' involvement is very important in implementing debate. Debate as a communicative and an interactive technique is an interested activity to be practiced in the classroom. Debate has many benefits for students:

1. Improve students' critical thinking. In debating, every student is proposed to analyze a problem critically.
2. Develop students' communication skill. Debaters spend many hours assembling and practicing hundreds of public speeches on topics of national importance.
3. Questioning skill developed in and struggle--often in the face of disappointment and defeat.
4. They are capable of making and defending informed choices about complex issues outside of their own area of interest because they do so on a daily basis.

5. Debate is thus not only a way to connect students with academic subjects in meaningful ways; it is also a way to re-connect students to public life if they have been overcome by feelings of alienation.

6. Policy debate specifically teaches students to adopt multiple perspectives which describe as one of the most important problem- solving skills. [4; 4.]

Because of actuality above, debate really need to be practiced in foreign languages classrooms as it is appropriate for students to improve their critical thinking skills.

Purpose of the Study. The aim of this study is to analyze current literature and examine strategies for developing critical thinking skills in learning environment by using debate. The purpose of conducting this study is to assist this researcher in implementing a structured approach to developing critical thinking in the English classroom with the help of debates. This research has to develop materials for developing learners' critical thinking ability through debates.

Assumptions of the Study. Systematic implementation and practice of critical thinking strategies will help students develop habits of mind that allow them to view the world through a critical scope. Repeated student exposure to critical thinking practices will assist students in all academic disciplines, as well as translate to life beyond high school.

According to the purpose we put the following **tasks** to reach the aim of the work:

- To learn the theoretical basis on developing critical thinking skills;
- Exploring the effectiveness of debate activities in developing critical thinking skills for English majors;
- To analyze the methods for developing critical thinking through debates;
- Proposing some suggestions to use debate topics effectively to intensify students' participation in foreign languages lessons.

The subject of the research is teachers and students of educational establishments in Karakalpak Republic.

The object of the research is enhancing students' critical thinking skills by using debate techniques.

The novelty of our work is to investigate the ways of developing critical thinking skills of karakalpak learners, especially through the use of debate techniques that have not been investigated before.

Methodological basis of research is Decrees of the President of the Republic of Uzbekistan about further development of foreign language learning, education and sciences, the national program on a professional training, and also basic scholars and researches in the field of developing methods of teaching English to academic lyceum students, especially through the use of recent approaches.

Theoretical value of our work is detailed and structural studying of effectiveness of usage of effective techniques in teaching English to learners.

Practical value of this work is that materials can be used in teaching language in higher education, lyceums and vocational colleges. This qualification paper provides information that can help teachers to improve teaching skills. Also materials of the research can be used in teaching lectures of teaching foreign languages, teaching English as a system of communication and etc.

The structure of the work: This qualification work consists two basic parts; the theoretical part and the practical part. The theoretical part consists of the nature of critical thinking, and importance of critical thinking in foreign language learning environment, there is also mentioned views on critical thinking and its characteristics. The practical part consists of the formats of debate, types of debate activities, the steps of debate, the procedures of debate, the advantages of debate, suggestions and results of the research. The last part of the thesis contains bibliography.

CHAPTER I. SURVEY ON THE PROBLEM OF CRITICAL THINKING SKILLS

1.1. Characteristics of Critical Thinking

Critical Thinking is a mental process of analyzing or evaluating information, particularly statements or propositions that are offered as true. Critical thinking can be described as a “gradual progression from the superficial to the increasingly complex” [13: 23].

"Critical thinking is the intellectually disciplined process of actively and skillfully conceptualizing, applying, analyzing, synthesizing, and/or evaluating information gathered from, or generated by, observation, experience, reflection, reasoning, or communication, as a guide to belief and action" [38:96].

Most formal definitions characterize critical thinking as the intentional application of rational, higher order thinking skills, such as “analysis, synthesis, problem recognition and problem solving, inference, and evaluation” [4: 6]. Critical thinking is thinking that assesses itself. Critical thinking is the ability to think about one's thinking in such a way as:

1. To recognize its strengths and weaknesses and, as a result,
2. To recast the thinking in improved form" .

Perhaps the simplest definition to critical thinking is offered by Kurfess [24: 85]: "Critical thinking... means making reasoned judgments". Basically, Kurfess sees critical thinking as using criteria to judge the quality of something, from cooking to a conclusion of a research paper. In essence, critical thinking is a disciplined manner of thought that a person uses to assess the validity of something (statements, news stories, arguments, research, etc.).

Nardone [29: 7] identifies 8 characteristics of critical thinking. Critical thinking involves asking questions, defining a problem, examining evidence, analyzing assumptions and biases, avoiding emotional reasoning, avoiding oversimplification, considering other interpretations, and tolerating ambiguity.

Dealing with ambiguity is also seen by Hooks as an essential part of critical thinking, "Ambiguity and doubt serve a critical-thinking function and are a necessary and even a productive part of the process" [21: 56].

Another characteristic of critical thinking identified by many sources is metacognition. Metacognition is thinking about one's own thinking. More specifically, "metacognition is being aware of one's thinking as one performs specific tasks and then using this awareness to control what one is doing"[21:53]. In the book, *Teaching for Critical Thinking*, Brookfield elaborately explains what he sees as essential aspects of critical thinking. These are:

- Dispositions: Critical thinkers are skeptical, open-minded, value fair-mindedness, respect evidence and reasoning, respect clarity and precision, look at different points of view, and will change positions when reason leads them to do so.

- Criteria: To think critically, must apply criteria. Need to have conditions that must be met for something to be judged as believable. Although the argument can be made that each subject area has different criteria, some standards apply to all subjects. "... an assertion must be based on relevant, accurate facts; based on credible sources; precise; unbiased; free from logical fallacies; logically consistent; and strongly reasoned" [7:12].

- Argument: Is a statement or proposition with supporting evidence. Critical thinking involves identifying, evaluating, and constructing arguments.

- Reasoning: The ability to infer a conclusion from one or multiple premises. To do so requires examining logical relationships among statements or data.

- Point of View: The way one views the world, which shapes one's construction of meaning. In a search for understanding, critical thinkers view phenomena from many different points of view.

- Procedures for Applying Criteria: Other types of thinking use a general procedure. Critical thinking makes use of many procedures. These

procedures include asking questions, making judgments, and identifying assumptions.

Guterman [20: 64] sees students as too often being passive receptors of information. Through technology, the amount of information available today is massive. This information explosion is likely to continue in the future. Students need a guide to weed through the information and not just passively accept it. Students need to "develop and effectively apply critical thinking skills to their academic studies, to the complex problems that they will face, and to the critical choices they will be forced to make as a result of the information explosion and other rapid technological changes".

1.2. Teaching Strategies to Promote Critical Thinking

As mentioned in the above point or in Characteristics of Critical Thinking, critical thinking involves questioning. It is important to teach students how to ask good questions, to think critically, in order to continue the advancement of the very fields we are teaching. "Every field stays alive only to the extent that fresh questions are generated and taken seriously" (Center for Critical Thinking, 1996). Beyer sees the teaching of critical thinking as important to the very state of our nation. He argues that to live successfully in a democracy, people must be able to think critically in order to make sound decisions about personal and civic affairs. If students learn to think critically, then they can use good thinking as the guide by which they live their lives.

The 1995, Volume 22, issue 1, of the journal, *Teaching of Psychology*, is devoted to the teaching critical thinking. Most of the strategies included in this section come from the various articles that compose this issue.

Angelo stresses [4: 9] the use of ongoing classroom assessment as a way to monitor and facilitate students' critical thinking. An example of a Classroom Assessment Techniques (CAT) is to ask students to write a "Minute Paper" responding to questions such as "What was the most important thing you learned in

today's class? What question related to this session remains uppermost in your mind?" The teacher selects some of the papers and prepares responses for the next class meeting.

Cooperative Learning Strategies: Cavanagh argues that putting students in group learning situations is the best way to foster critical thinking. "In properly structured cooperative learning environments, students perform more of the active, critical thinking with continuous support and feedback from other students and the teacher" [8: 16].

Case Study /Discussion Method: Bean [6: 19] describes this method as the teacher presenting a case (or story) to the class without a conclusion. Using prepared questions, the teacher then leads students through a discussion, allowing students to construct a conclusion for the case.

Using Questions: King [23: 95] identifies ways of using questions in the classroom: **Reciprocal Peer Questioning:** Following lecture, the teacher displays a list of question stems (such as, "What are the strengths and weaknesses of..."). Students must write questions about the lecture material. In small groups, the students ask each other the questions. Then, the whole class discusses some of the questions from each small group.

Reader's Questions: Require students to write questions on assigned reading and turn them in at the beginning of class. Select a few of the questions as the impetus for class discussion.

Conference Style Learning: The teacher does not "teach" the class in the sense of lecturing. The teacher is a facilitator of a conference. Students must thoroughly read all required material before class. Assigned readings should be in the zone of proximal development. That is, readings should be able to be understood by students, but also challenging. The class consists of the students asking questions of each other and discussing these questions. The teacher does not remain passive, but rather, helps "direct and mold discussions by posing strategic questions and helping students build on each others' ideas" [11: 90].

Use Writing Assignments: Wade sees the use of writing as fundamental to developing critical thinking skills. "With written assignments, an instructor can encourage the development of dialectic reasoning by requiring students to argue both [or more] sides of an issue" [15: 24].

Dialogues: Richards and Rodgers [35: 9] identify two methods of stimulating useful discussions in the classroom:

Written dialogues: Give students written dialogues to analyze. In small groups, students must identify the different viewpoints of each participant in the dialogue. Must look for biases, presence or exclusion of important evidence, alternative interpretations, misstatement of facts, and errors in reasoning. Each group must decide which view is the most reasonable. After coming to a conclusion, each group acts out their dialogue and explains their analysis of it.

Spontaneous Group Dialogue: One group of students are assigned roles to play in a discussion (such as leader, information giver, opinion seeker, and disagreeer). Four observer groups are formed with the functions of determining what roles are being played by whom, identifying biases and errors in thinking, evaluating reasoning skills, and examining ethical implications of the content.

Ambiguity: Strohm & Baukus advocate producing much ambiguity in the classroom. Don't give students clear cut material. Give them conflicting information that they must think their way through.

The concept of collaborative learning, the grouping and pairing of students for the purpose of achieving an academic goal, has been widely researched and advocated throughout the professional literature. The term "collaborative learning" refers to an instruction method in which students at various performance levels work together in small groups toward a common goal. The students are responsible for one another's learning as well as their own. Thus, the success of one student helps other students to be successful. Proponents of collaborative learning claim that the active exchange of ideas within small groups not only increases interest among the participants but also promotes critical thinking. According to Johnson and Johnson [], there is persuasive evidence that cooperative teams achieve at

higher levels of thought and retain information longer than students who work quietly as individuals. The shared learning gives students an opportunity to engage in discussion, take responsibility for their own learning, and thus become critical thinkers.

The advances in technology and changes in the organizational infrastructure put an increased emphasis on teamwork within the workforce. Workers need to be able to think creatively, solve problems, and make decisions as a team. Therefore, the development and enhancement of critical-thinking skills through collaborative learning is one of the primary goals of technology education.

Critical thinking is as much a major concern in education today as it was 90 years ago. John Dewey, and Immanuel Kant, recommended it. Social studies educators are still studying the best ways to achieve the widely accepted goal of increased critical thinking. The question becomes, what are the best practices that will help students think critically?

Debating social issues in the classroom may be one way to improve critical thinking skills. Studies show that many teachers acknowledge debate as a useful tool to encourage critical thinking. Research is a good skill to teach social studies students. Research does not always have to be connected to the written word. Oral communication can also serve as a valid demonstration of the knowledge acquired. Informed debate of current events or a social policy can engage the learner and stimulate critical thinking and research skills, serving as a best practice for social studies curriculum, especially for disadvantaged students .

The purpose of utilizing debate in the classroom is to accomplish several goals at one time:

- Conduct research,
- Share that research and
- Become engaged because the activity is competitive.

Social studies teachers can benefit from debating in their classrooms if they are searching for an activity to increase critical thinking. If students are engaged in this lesson, teachers may find it an alternative to direct instruction. If a little

controversy and competition stirs the students to take an interest in a social studies issue, then it is a successful teaching method. It will be another tool in the teacher's arsenal.

Teaching students through debate will allow teachers to blend several lessons into one. There is a research component, there is a writing component, there is a critical thinking component and there is a public speaking component. The most important consideration for teachers will be that students learn the information taught in the lesson. Along the way, students can also get a feel for how they react to public policy and develop their critical thinking.

This project was undertaken to test students' ability to learn from a debate. Would researching a topic and critically thinking about that topic help students to retain that knowledge? Would the stimulation of debating help students learn more about the topic. If debating positively impacted the student's learning then more debates should be added to classroom instruction. Debate could be added as a best practice for critical thinking instruction.

A review of the literature led to interesting results. Most of the authors believe debate is a fine analytical skill for critical thinking. There was one study however, which concluded that teachers only pursue debate as classroom activities in ideal situations. Experts agreed that debate and critical thinking are important. Immanuel Kant found that the decision-making aspect of debate is the important part. Kant argues that intelligence requires judgment. "Understanding is the knowledge of the general. Judgment is the application of the general to the particular. Reason is the power of understanding then connection between the general and the particular" [23: 71].

While critical thinking is the most important part of the debate process, active participation is also very important and will help the student make decisions about the material in the lesson. Kek [22: 129] "Freedom of critical thinking involves the active participation of the thinking subject". Nardone and Lee [29: 75] claim that, by debating, "individuals can be assisted in their efforts to make important decisions and in their efforts to convince others of the wisdom of those

decisions. Paul makes a strong case for debate, asserting that “nothing gets attention or stimulates thinking like controversy [32; 268]. Paul likes the fact that students have to consider both sides of a controversial issue such as the War. He also likes that facts are learned while researching the side one is defending. Paul concludes; “Structured debates are another effective way to stimulate reflection about controversial issues, especially for students at the middle school and high school levels [32: 272].

Rogers argues that learning, in order to be effective, requires a quality of personal involvement [35: 5]. Rogers sees education as a stimulus that comes from the external environment, whereas the individual “sense of discovery, reaching out, of grasping and comprehending comes from within [35: 6] Rogers’ ultimate goal for students is self-directed learning through which teachers set the stage for inquiry and problem solving, key components of policy debate.

Skehan and Warburton argue that success as an adult depends on the ability to think critically. They examined teacher’s beliefs on which critical thinking activities are rich, like debate, and which are lean, like direct instruction. They concluded that teachers only tend to assign critical thinking activities to “high-advantaged students” [40:156]. An advantaged student is defined as, “a student that has high ability, high prior knowledge and low motivation or high ability, high prior knowledge and high motivation [40: 160]. They conclude, Writing has always been considered a rich critical thinking activity, as has debate. The advantage of debate is that it includes the engagement of the actual debate, the acquired knowledge that researching brings to the process and the writing skills used to construct the speeches of the debate. Combining these skills is important in learning effectively. Effective learning is defined clearly by Black: “Cognitive thinking skills include the ability to: refine generalizations and avoid over simplification; transfer insights to new contexts; develop perspectives; beliefs, arguments and theories; design and use criteria to be used for the purpose of evaluating information and sources; raise and pursue significant questions; analyze arguments, interpretations, beliefs, and theories; and evaluate assumptions” [6: 45].

The review of literature showed us different ways, methods of developing learners' critical thinking. The way we suggest for increase of critical thinking is a new approach in methodology, we think. We tried to give some assumptions for developing students' critical thinking through task-based approach. The next chapter deals with the views on task-based learning and also we suggested our works in the form of designed tasks. We gave the methodology of teaching through these tasks and their effectiveness.

CHAPTER 2

TECHNIQUES FOR DEVELOPING CRITICAL THINKING SKILLS

2.1 Debate as a Technique for Developing Critical Thinking

As discussed in part 1, one of the principal tenets of the communicative approach to language teaching is that the learners are involved in actual interaction in the classroom. This interaction must be meaningful and involve an authentic use of language. To help students develop their communicative efficiency in speaking, there are some activities used in the classroom to promote the development of speaking skills in learners. The discussions below center on debate activities as one of the strategies that the researcher used to investigate the effectiveness of these activities in developing speaking skills in the current study.

This part involves different areas: definition of debate, formats of debate, types of debate activities, the steps of debate, the procedures of debate, the advantages of debate, suggestions and results of the research.

Definition of Debate

Debate is a very important strategy in developing speaking skills of learners effectively. Debate is an activity which is used for understanding of the topic. It is done by two groups. Every group consist of three or five students. It is “pro” group and “contra” group. [3; 125] Debate can motivate students' thinking, moreover if they must defend their stand or opinion which is in contradiction with conviction themselves. [21; 16]

Debate is an excellent activity for language learning because it engages students in a variety of cognitive and linguistic ways. [18; 15]

Debate is two groups of people on opposite sides of the issue discussing an agreed upon topic in the agreed upon rules, and the judges listen to both sides of the argument, choosing the winning team based on the reasoning and evidence provided. [38; 21] In the light of these definitions, the researcher can compose an operational definition of debate in this study that Debate is the process of presenting ideas or opinions which two opposing groups try to defend.

Formats of Debate

There are many different debate formats with distinct procedures, the three main formats are [10; 16]:

1. *Standard Debate Format*: which is used most often by beginning debaters.
2. *The Cross-examination Format*: which is used for most tournaments at the high school and college level.
3. *The Lincoln Douglas Format*: which is a popular format for debating value issues.
4. *Simplified Debate Format*: which is used most often with non-native speakers.

The researcher in the current study will adopt the simplified debate format because first, it is a two-person debate team. Second, using simple debate topics allow the students to sidestep the common stumbling block of EFL learners trying to translate complex thoughts from their native language to their second language. Simplified debate format appeals to a lot of teachers in various teaching-learning levels and stages as follows,

Simplified Debate Format

A basic format for the Simplified Debate includes the following [19; 24]:

1. Affirmative team speech.
2. Opposing team speech.
3. Affirmative team speech.
4. Negative team rebuttal.
5. Questions/ answers from teams, field questions from audience.

6. Affirmative closing argument.
7. Negative closing argument.
8. Audience assesses arguments' persuasiveness.
9. Teacher provides constructive feedback.

Simplified Debate Methodology in Practice

When teaching debate to intermediate and lower classes, it is best to start with the straight forward process of formulating and caring about their own opinions, while introducing a number of language structures, grammar issues and new vocabulary meanwhile. [19; 26]

Simplified debates concentrate the content of the EFL/ ESL learner's speech, thus allowing the students to focus on improving their skills by using knowledge already grasped. [19; 26], Harmer [13; 84]

Assessing Simplified Debate. When assessing simplified debate follow the following steps [19; 28]:

- Concentration on the organization, use of arguments, use of examples and facts.
- Provide feedback primarily from the language use point of view.
- How language was used and why.
- Improved opinion- indication phrases.
- Increased diplomatic approaches and referencing of external opinions to support individual opinions.

Types of Debate Activities

Debating in the classroom can take many forms. The following debate activities offer a range of opportunities to increase student understanding and involvement with the course material.

The five types of debate are: four-corner, role-play, fishbowl, think-pair-share, and meeting house. [42; 5-6]

1- The four-corner debate starts with a question or statement such as: "The health care law is strictly followed in our country." Students are then afforded time to personally consider the statement and their views based on the law. The four corners of the classroom are labeled "strongly agree," "agree," "disagree," and "strongly disagree." After personal consideration, the students move to the corner that most represents their position on the issue. The groups in each corner of the classroom then work together to come up with the best arguments for their position. After a specified time for group discussion, each group presents their strongest arguments to the other groups. This can be made in presentation form or through a more directed debate where the professor or assigned students can moderate and direct time for each group to present and rebut. After the debate, students are permitted to switch sides if their personal views changed. This form of debate directly counters the argument of dualism, showing there are more than two- sides to an issue, and often, variations of the sides.

2- Role-play debates: This type of debate helps to avoid dualistic debate models by assigning students to argue on behalf of different characters in a situation. For instance, in the issue of national health care, students could be assigned to various roles, such as a doctor, a patient, a receptionist, a guest, a host, a lawyer, a judge, an insurance company, the president, and so on. Through the debate of the issue from various point of view, the students can broaden their understanding of the issue and its complexity.

3- Fishbowl debates: This type of debate can take several different forms, it involves grouping chairs in a circle pattern. Several chairs are then placed inside the circle for teams representing the different positions of the debate. Chairs can also be added for several students representing the audience. To bolster attention among those outside the fishbowl, an empty chair can be added, which is free game, allowing someone from the outside to enter the fishbowl to ask a question or make an argument.

4- Think-pair-share debates: This type of debate requires students to think and make notes alone about the issue. After personal reflection is completed, pairs are formed. The pairs then work together, comparing their notes and creating lists to support both sides of the issue. Once complete, the pairs of two are combined with another pair. The newly formed groups of four discuss the issue, choose a position, and edit their list down to their best arguments. Finally, the groups of four present their position and reasons to the class.

5- Meeting-house debates and problem-solving debates: There are variations of the Lincoln- Douglas debate model. In a meeting house debate, each team makes an opening argument. The class is then given the opportunity to question each side. The professor serves as a moderator, ensuring that each side gets an equal amount of time to argue. In order to encourage more class participation and limit certain students from dominating the questioning, the professor could assign cards to each student. After each question, the questioner gives up one card. Once a student is out of cards, he or she cannot ask another question until all other students run out of cards. Alternatively, if three cards are assigned, a questioner that has two cards remaining may be limited from asking another question until everyone else in the class has only two cards.

6- Problem-solving debates: This type typically involves eight students. Four students are assigned to each team. One student from each side presents a position based on historical and philosophical arguments. The next two students take the position on why changes are or are not justified. The third set of students proposes a plan that would carry-out their position. The final two students summarize the position of their team and provide a closing argument.

Steps of Debate Strategy in Developing Speaking Skills:

Ur [41] stated the following steps of debate:

a. Competition debating using format, the rule of the debate made to regulate students to speak one at a time and each side the same amount of time and

opportunity to prove their point. With formats, people are regulate speak one at a time each side given the same amount of time and opportunity to prove their point.

- b. Develop a very controversial question related to the material.
- c. Divide in two groups, one prepares the case in favor of oral testing, the other against (it does no matter, for a moment, witch side you are really on, prepared the case for your group as convincingly as you can for the sake of the arguments).
- d. Create two four-groups within each group of debate. Ask each sub-group to prepare and develop arguments based on the views represented by groups. At the end of the discussion, each sub-group chooses a speaker.
- e. Prepare two to four (depending) on the number of exiting sub-groups) for speaker pros and cons with the same amount and other students sit behind the spokesperson.
- f. Start the debate by allowing any group that would start with the speaker for presenting their views. This process is called an opening argument.
- g. After listening to the opening of the arguments, stop the debate return to the sub group to prepare arguments to counteract the opening arguments of the opponents. Each sub-group is better to choose a new spokesperson.
- h. Continue the debate. A speaker for the line of sight is required to give counter arguments. When the debate takes place, the other participants are encouraged to provide the records containing the proposal, argument, or rebuttal.
- i. At the end of the debate, no need to decide which groups win; draw a circle class. Discuss what students learned from experiencing debate and ask students to identify the best arguments they think.

Procedures of Debate

There are some procedures of debate. The form of debate is varied in use. In a speaking classroom, debate can take the following procedures [33; 19]:

1. Dividing the students into many groups. Each group consists of 5 -6 students.
2. Selecting debate topic and assigning the groups to debate topic.

3. Ensuring that the participants have time beforehand to prepare for the arguments and to collect supporting data to present during the debate.
4. Presenting the topic and format of the debate.
5. An example format of the debate is the following:
 - a. Side 1 presents opening arguments, each member gives a statement.
 - b. Side 2 presents opening arguments, each member gives a statement.
 - c. Side 1 has a chance for rebuttal
 - d. Side 2 has a chance for rebuttal
 - e. Side 1 has a chance for a second rebuttal
 - f. Side 2 has a chance for a second rebuttal
 - g. Side 1 takes time for a conclusion
 - h. Side 2 takes time for a conclusion.

Advantages and Objectives of Debate:

There are a lot of advantages for using debate as follows:

- Debate encourages class participation among those students that typically do not talk in class.
- Most importantly, debate offers an opportunity for students to move beyond the acquisition of basic knowledge in a subject matter and progresses into the types of higher order critical thinking skills that good debate requires.[9; 73].
- Debaters must analyze, synthesize and evaluate the knowledge they have acquired in order to propose, oppose and make competing choices [43; 55].
- Debate can help people develop their investigation and analysis skills.
- People can benefit from learning how to be leader who needs to analyze a problem, win others' agreement under pressure, and persuade others to act. [10; 16].
- Debate helps develop critical thinking skills.

- People learn how to be open-minded to questions and issues.[10; 16]. They are forced to consider the opposition's viewpoints, and anticipate others' position.
- Debate helps develop effective speaking skills. Debaters need not only speak in front of different audiences and judges, but also apply the best principles of public speaking to select, arrange, and present their materials. They can become flexible and comfortable to speaking in public. [10; 17].
- Debate helps develop organization skills. Debaters need to arrange arguments clearly and convincingly, so that the ideas can be easy to follow and hard to forget.[10; 17].
- Debate helps develop team work skills, debate is a competitive activity, but it relies on cooperation. Debaters need to participate to make debate successful.[44; 43]
- Debate develops people's research skills.
- Debate helps develop communication skills.

2.2. Results of Research on the Problem

The participants of the study included voluntary teachers and pupils majoring in Teaching English as a Foreign Language (TEFL) at the academic lyceums # 1 under Nukus State Pedagogical Institute.

The procedures of classroom debate were adopted from the British Parliamentary Debate. The debate consisted of two teams (Government and/or Opposition) on either side of the case. First, the students were randomly divided into the two teams. Then, one team was randomly assigned to represent the government and another to the opposition side. The government usually is in favor of the resolution, and the opposition is against the resolution. Afterwards, the first speaker of the government starts the debate by introducing and defining the debate

topic (The motion), declaring their stance, and presenting their speech/statement/argument. Next, the first speaker from the opposition side starts his/her speech by rebutting the argument of the government's first speaker. Then he/she continues by declaring the motion again and presenting their stance and their argument. After that, the second speaker from the government takes turn and rebut the statements of the opposition's first speaker, reaffirms the teams' stance, and present his/her argument and speech. The debate continues in the same fashion until all the speakers from both sides present their cases. However, the final speakers from both sides make concluding statements and make the closures, in case they want to end the debate. But, if the time allows and the participants are still willing to continue, the procedure goes on. Furthermore, during the debate, all speakers and participants are expected to offer Points of Information (POIs) to their opponents, but never to a member of the same team. POIs are features of debate in which a member of the opposing team stands up and offers a brief point during the current speech to argue the speaker. The speaker can choose to accept or deny POIs, but they are usually encouraged to accept them. If the speaker chooses to accept the POI, he/she will be asked a question, or possibly be given a statement, that he/she must then respond to. Then the speaker continues with his/her speech. Students are always reminded to support their POIs and/or rebuttals by providing evidence.

In conducting the present study, first, the format and the rules of debate (as discussed above) were thoroughly explained to the participants. Then, they were provided with a debate topic (motion) and given enough time to get ready to take part in the first classroom debate. At the end of each session, the topic of the next debate was given to the students. Therefore, they had enough time to do research on the topic, find enough information, and get ready for the next round. The debate topics (motions) were selected based on the course contents (Teaching of Aural-Oral skills). The students were instructed to conduct research on both sides of the debate topic and find evidences, resources, and relevant data that can be used to support their statements. In fact, they had to do research on both sides, because

they were assigned to the two teams (government and/or opposition) only before the debate started. However, it is worth mentioning that after students were randomly assigned into the two teams, they were granted 20 to 30 minutes before each debate started, so they could get organized and check their statements with their team members.

Data Collection

The data collection was done through both quantitative and qualitative approaches. A survey questionnaire, reflective papers, and interviews were employed to collect the required data. They will be discussed in the following sections.

Survey Questionnaire

A survey questionnaire, developed by the researcher, was administered at the end of the study to explore teachers' and learners' feedback about their experience observing and attending classroom debate. The instrument consisted of twenty items with a 5-point Likert scale (Strongly Disagree=1 to Strongly Agree=5). The items of the questionnaire were developed according to the objectives of the study. They focused on learners' perceptions about the classroom debate experience; whether they liked it, how they found the experience, whether they believe it can develop critical thinking skills, and improve speaking ability, as well. In similar previous studies usually the participants are asked if they think, for example, debate improved their critical thinking skills. These types of questions are very general and the students might get confused, since critical thinking skills is a very broad term with many different definitions and attributes. Therefore, in this study, the items were developed according to the literature review of classroom debate and critical thinking elements. For instance, as discussed earlier in the literature review section, it is generally believed that critical thinkers are not biased, and they take different perspectives into consideration. Therefore, this feature was used in devising one of the items. The item states that 'Debate reduces biases and

promotes considering and understanding different perspectives'. The complete questionnaire will be presented in the results' section.

Reflective Papers

Students were asked to write reflective papers for a couple of times, at the beginning and at the end of the study. The purpose of these papers was to investigate and monitor students' perceptions and feedbacks to the classroom debate experience. In this regard, an open ended questionnaire was developed by the researcher (including 3 questions) and distributed among the students to help them focus on relevant issues in their reflections. The questions focused on students' perceptions, feelings; whether they liked or disliked it, as well as weaknesses, benefits, advantages, and disadvantages of the classroom debate experience. One question also asked the respondents to discuss their suggestions or recommendations to improve the approach.

Interview

Semi-structured interviews were also conducted with a number of volunteered teachers and students at the end of the study. The purpose was to get more detailed description on their perceptions and reflections about the classroom debate. Interviews were, indeed, carried out as a way to triangulate the data and make the results more reliable and get a clearer picture of the issues under investigation. The interviews were conducted and audio-recorded by the researcher. Prior to every interview, the interviewee was briefly explained the objectives of the interview, the expected time it may last, and also the reason of using of the tape-recorder. They were also asked to grant the researcher the permission to use the recorder. Besides, the interviewees were told that their responses will be kept confidential.

Results of research

The results of the survey questionnaire come first, and the students' responses to the reflective papers and interviews will be presented afterwards.

Quantitative Results

As mentioned before, the survey questionnaire consisted of twenty statements separately 10 statements for teachers and 10 statements for students using a five-point Likert scale (Strongly Disagree=1 to Strongly Agree=5). Table 1 below provides the statements.

Table 1. The survey questionnaire for teachers

| Items | Stron gly agree | Agree | Neutral | Dis agre e | Strongl y disagre ed |
|---|-----------------------|-------|---------|------------------|-------------------------------|
| | 5 | 4 | 3 | | 1 |
| 1. I found debate a new and innovative way to teaching. | | | | | |
| 2. I like to teach and use debate among my students. | | | | | |
| 3. Debate increases learners' motivation and interest to the subject matter. | | | | | |
| 4. Debate enhances learning on the course. | | | | | |
| 5. Debate stimulates thinking on the subject matter. | | | | | |
| 6. Debate promotes teamwork skills and group decision making. | | | | | |
| 7. Debate helps learners realize that issues are not merely black and/or white. | | | | | |
| 8. Students learn to be open-minded and accept reasonable criticisms | | | | | |

| | | | | | |
|---|--|--|--|--|--|
| through debate | | | | | |
| 9.Students learn to look for options and search for reasons through debate. | | | | | |
| 10.Debate helps students improve their speaking skills. | | | | | |

Table 2. The survey questionnaire for learners

| Items | Strongly agree | Agree | Neutral | Disagree | Strongly disagree |
|---|----------------|-------|---------|----------|-------------------|
| | 5 | 4 | 3 | 2 | 1 |
| 1. I found debate a new and innovative way to learning. | | | | | |
| 2. I liked and enjoyed debate and I found it interesting. | | | | | |
| 3. I will choose to participate in debate again, if it was available. | | | | | |
| 4. Debate helps us to promote | | | | | |

| | | | | | |
|---|--|--|--|--|--|
| our considering and understanding problems from different perspectives. | | | | | |
| 5. Debate helps us to use evidence and data and support our arguments and viewpoints. | | | | | |
| 6. Debate helps us learn how to seek precise and credible information. | | | | | |
| 7. Debate helps us learn how to take the entire situation. | | | | | |
| 8. Debate helps us learn to care and show sensitivity to others' feeling and knowledge | | | | | |

| | | | | | |
|---|--|--|--|--|--|
| level. | | | | | |
| 9. Debate improves oral communication and argumentation skills. | | | | | |
| 10. Debate helped me improve my speaking skill. | | | | | |

According to the whole survey questionnaire, teachers and students demonstrated a positive perception and outlook toward the classroom debate. Specifically, the results show that teachers agreed and found the classroom debate as a new experience and innovative way to teaching (93%), liked to teach and use debate among their pupils (81%). They also believed that classroom debate increases learners motivation and interest to the subject matter (90%), enhances learning on the course (92%), and stimulates thinking on the subject matter (91%). Besides, they thought that debate promotes teamwork skills and group decision making (89%), helps learners realize that issues are not merely black and/or white (95%) and also regarding classroom debate, students learn to be open-minded and accept reasonable criticisms through debate (97%) and can learn to look for options and search for reasons (96%) and finally, teacher believed that debate helps students improve their speaking skill (98%).

As table 2 shows, the learners believed that debate is a new and innovative way to learning (98%), liked and enjoyed to participate, they found it interesting (96%) and choose to participate in debate again, if it was available (91%). They also believed that debate helps them promote their considering and understanding

problems from different perspectives (87%). Moreover, the results show that debate helps students use evidence and data to support their arguments and viewpoints (89%) and learn to seek precise and credible information (92%). The result shows that students strongly agreed that debate helped them learn how to take the entire situation (97%) and to care and show sensitivity to others' feelings and knowledge level (95%). In addition, regarding to oral communication and argumentation skills, and actually helped them improve their speaking skill (94%).

Qualitative Findings

Students' responses to open-ended questions in reflective papers are generally consistent with their responses to the survey questionnaire that was presented in the previous section. In other words, the students' reflective papers show that students found the classroom debate a helpful and interesting method, liked it, and enjoyed the activity. However, they stated that classroom debate was a new experience for them, and they had never participated in debate before. Therefore, the students all declared that they felt nervous at the beginning. A number of the students' comments are presented below.

"I felt scared in the beginning, as I don't have any exposure to debate before and I thought that it is going to be tough."

"At first, I was a little bit nervous hearing the word debate. I have never had any experience in debating. However, after going through the first debate, I had gained my confidence in speaking in front of others and expressing my views clearly."

The respondents also emphasized on the importance of classroom debate in reducing their stage fright. They stated that they were anxious and afraid of talking in front of other students. They mentioned that they did not have enough confidence to speak in public. The comments and statements show that after going through the classroom debates, the students gained confidence to talk freely without anxiety in front of others, and it helped them to improve their speaking skills. They also mentioned that the classroom debates helped them learn how to

think quickly and critically, and provide spontaneous responses. Some of the respondents' statements are presented below.

“It reduces the level of my anxiety in speaking in front of the crowd. I guess, in order for one to have the confidence in speaking, they need to experience it.”

“Debate really helps me to boost my confidence as it improves my speaking skills in front of others. It is important for me as a teacher in the future to be confident.”

“I feel it is necessary to arrange this activity regularly so that the students can practice their communication and thinking skills. This activity helps me polish my skills in communication and critical thinking. It is a very good exposure for me in developing my speaking skills as well as to be a quick thinker.”

“It somehow gives me more confidence to speak in public and also train myself to think out of the box. I think that this activity really sharpens my mind and I will have the ability to think critically and creatively within short amount of time.”

In addition, students were asked to write about any issues, problems, weaknesses, and/or shortcomings that they noticed in the classroom debate approach, and also provide their recommendations to address those problems and shortcomings. They commented on the debate topics (Motions), and described some of the topics as challenging, tough, biased, unfair, confusing, and uninteresting. A number of students' statements regarding the debate topics were:

“What I really didn't like about this debate was the tough and challenging debate topics that were given to us. Some were easy but some were really hard to debate on.”

“Some of the topics given are quite confusing and the points are quite hard to be found. I suggest that the topic of discussion should be more controversial, and more on current issues.”

“The thing that I did not like about it is sometimes the motion for debate is not fair. The motion for debate is clearly give only the main points to only one side and this

make the other side having difficulties to search for the strong and good main points.”

“In my opinion, to improve the debate in classroom, we can choose an interesting topic that actually very familiar to the students. This can actually make more involvement from the students because the topic is familiar with them and they can generate more idea about the topic to debate.”

As mentioned, semi-structured interviews were also conducted face-to-face with a number of volunteered participants. First, the respondents were asked to describe their feelings and perceptions toward classroom debate. They described it as *interesting, helpful, interactive, useful, challenging, etc.*

“It was very interesting, useful and interactive and then something new to me, because I never participated in debate before, so I found it very helpful, and very interesting.”

“At first I was intimidated, but then as time go on, I sensed I like it and find it interesting. I really enjoyed debating, and that’s why every week I made sure to be prepared and participate in it.”

“I think debate is one of the best ways to give chances for students to express their ideas.”

Participants were also inquired about the part or aspect that they liked more in the classroom debate approach. According to the responses, rebuttals and POIs have been the favorite parts of the debate for the participants, since they get the chance to express their points of view or disagreements. They also stated that the group works, co-operations, and the interactions they had with their peers during the debate have been also very desirable to them.

“I really liked rebuttals...., because it’s the time you are given the chance to actually defend yourself, to defend yourself on whatever they just tell you, defend your point, challenge the opponent, show disagreement.”

“Well, I liked POIs. It was one of my favorite parts. Because, you know sometimes during the debate when the opponent said something contradictory, or unclear, the

POIs give me the chance to make a statement on the spot or ask the opponent a question and challenge him on the spot and express myself.”

“The teamwork spirit, I feel like our team work, our cooperation is there, it’s so good, when you need to enhance the cooperation and interaction, debate is definitely the best choice.”

Besides, the interviewees were also asked to describe the part of the debate they did not like (if any) and found disturbing or uninteresting. They described a temporary feeling of tension they have experienced for the first few sessions. They stated that they did not feel good to debate with their group mates, and they thought things could get personal. They felt a little uncomfortable when peers disagreed with them and criticized their viewpoints. They felt that their group mates in the opponent team felt the same way when they showed disagreement. However, they mentioned that the feelings slowly diminished after a few weeks.

“Well, at the beginning the thing that I disliked about debating is that we are debating with our own group mate, and when we are debating our own group mate, showing disagreement, rebating their points, things tend to become personal. I mean they might take it personal and get upset.”

“Actually, the thing that I did not like was that, I felt tense, a little uncomfortable when they rejected my points of view. However, after we debated for a few times I did not feel the same way, and I did not get uncomfortable anymore.”

“Talking about the benefits of debate, students believed that critical thinking, improved speaking skill, enhanced learning on the course content, and confidence to talk in front of others have been the important benefits among others. Some of interviewees’ responses can be reviewed below.”

“The students get improved in speaking skills and aural skills, and also they learn to think quickly, and critically. This debate actually cultivated my interest to speak more, actually I’m a person who does not speak much, but then due to this debate program I tend to speak more and tend to be more active and participate more.”

“I think debate enhances critical thinking and also learning on the course content, because all of our topics were related to our course, aural skills, so we tend to do

more research about the topic before we talk, and be critical. It helps us to work together and bring people closer, because we work together in a group.”

“First of all the confidence level will be more, because it takes a lot of guts to stand in front and talk, and the other thing is that communication will be improved. It really improved my communication skills, because before this I had the fear of people not understanding what I am saying, but through debate it helped me reduce my anxiety and this fear, it really helped me to improve my communication.”

Since critical thinking development through classroom debate was one of the objectives, the respondents’ opinion on that issue was also investigated. They were specifically asked whether they believe that classroom debate can improve critical thinking skills, and whether they have noticed any differences in their own critical thinking skills due to this classroom debate experience. The respondents believed that critical thinking skills can be developed through classroom debate. They also stated that when they look back to the beginning of the study and make comparisons between now and then, they see differences, and they think their critical thinking is improved.

“Yes, it can promote critical thinking. Because, during the rebuttals and also POI stage, you need to think critically. Yes, there is improvement in my critical thinking, because at the very first session, I couldn’t answer POIs, my thinking was kind of jammed and then after few sessions I tend to do thinking very fast, now I can rebut, I can give answer to POI, even I can accept POIs, criticism? Yes to some extent I can accept, disagreement yes, and I will try to change, in which way I can change myself and my way of thinking.”

“Yes, because being in this, there is so much input, because in debating we need to come up with critical rebuttals, we need to be knowledgeable, so yes it helps improve critical thinking skills. There is a difference, because when you look at the beginning, we were like lost cat, we did not know what to do.”

“I really think that it improved my critical thinking, because you know when you look at thing in a certain way and somebody stand up and say it in a very different way, so it makes you think. It’s a way to look at things in a different way or

something simpler to what I've thought of myself. So, yes, it really helps you to think, it really helps you to accept ideas from others. Through debating I think I look at things, in so many ways, from different perspectives.”

Finally, the respondents were inquired regarding any shortcomings or weaknesses that they might have noticed in the classroom debate method. The responses and comments were almost consistent with those of open-ended questions in the reflective papers. The students commented on the debate topics and believed that some of them were not interesting and difficult to debate. Moreover, they also stated that more time is needed before the debates started, so that the team members could get their points organized, and make sure they are consistent with each other.

“Maybe one of the things that should be improved is the selection of the topic, we can make it more interesting, and maybe we can ask the students to choose their own topic. It can motivate or demotivate the students.

“I mean before we prepare, the time to prepare our point is less, and not everyone will give commitments during the discussion, that is one of the shortcomings, they wouldn't be prepared.”

2.3 Suggested Methodology for Organizing Debates

The previous section focuses on developing speaking skills, critical thinking skills, debate activities and research on the topic as an essential way for interactive survival in a global setting. The teacher is able to improve the student's critical thinking ability because debate activities offer a unique opportunity for teachers to encourage students to work together, to apply course material, and to assume increased responsibility in the classroom. Study of debate has demonstrated its effectiveness in promoting critical thinking and oral speaking skills. Beyond these skills, debate has received positive results in student surveys and has shown an increase in student's preparation and participation. The use of various methods of debate can account for these concerns while still allowing the positive aspects of

debate to be enjoyed in the classroom. Finally, a teacher's ability to create a positive classroom environment during debate (e.g., emphasizing learning and not only the competitiveness of debate) can ensure the pitfalls of debate are minimized and the opportunity to learn the subject matter is enhanced. All may help in developing students' speaking ability.

In the light of the results reviewed throughout this study, the researcher finds it is important to give some suggestions to develop students' speaking proficiency for the curriculum designers and decision makers, administrations and supervisors, teachers and students.

Suggestions to Curriculum Designers and Decision Makers

1. To increase speaking proficiency, the syllabus of English curriculum should emphasize the productive skills of speaking.
2. For teacher training, it is important to develop Karakalpak teachers' competencies to have opportunities to improve their English speaking proficiency as well as the other language skills. In doing this, a workshop or a conference on language teaching should be provided.
3. Students should be provided with models of good techniques and activities to participate orally.
4. The administrators of English programs and the speaking teachers should be very selective. They should suggest books that stress speaking through the use of debates.
5. Speaking teachers need to be trained on the techniques, methods develop and present dialogues for their students.

Suggestions to Teachers

1. Teachers should establish learning environment to compensate for the authentic atmosphere in language learning using pair work and group work which help in carrying out the learning process to be successful.

2. The teachers should learn how to enhance their ability in teaching English and to be creative to apply various techniques in teaching speaking in order that the students are interested in learning speaking.
3. The teachers should expose students to the natural use of English with native speakers, so that they can observe and acquire the verbal and non-verbal speaking skills.
4. Teachers should encourage shy students to participate orally by using different activities of debates that depend on team work.
5. Teachers should give every student equal opportunities to express himself, especially paying attention to those introverted students.

Suggestions to Students

1. To have a good result in speaking activities, the students need to extensively practice speaking in their daily activities with her or his friend. They should prepare themselves especially before joining the class.
2. They should be more active in the class.
3. They should expand their ability by participating in different daily situations.

Considering all aspects of the study the researcher suggests the sample classroom debate:

Debate Outline

Instructions

1. You and your debate opponent will flip a coin to decide who gets to pick the topic from the list below.
2. The debate opponent who did not get to choose the topic will decide which position he or she wants to take. The other opponent must accept the opposing position.

3. After selected a topic and position, each opponent must independently read the resource material provided for your topic, highlighting any using information and ideas.

Topics

- a) Any type of sports is really good for us;
- b) School uniforms are good idea and should be required;
- c) Teenagers really need cell phones;
- d) Homework should be banned for all students;
- e) Unhealthy and fast food should be banned in lyceum;
- f) Studying grammar is more important than practicing conversation skill.

- Roles and responsibilities

- **Two groups of four students**

One group arguing that studying grammar is more important;

One group arguing that conversation skill is more important.

- **The moderator (the teacher)**

Acts as a neutral participant in the debate;

Maintains order and enforces the rules;

Responsible for holding participants to time limits;

Keeps participants from straying off the topic;

Solicits questions from the audience;

- **The audience**

Asks questions intended to allow the debate participants to fully clarify their arguments;

Summarizes what each group argued on the topic of the debate;

Votes for the best argumentation;

Has 1 leader;

Has 2 spokespersons to read the questions to both the for/against groups;

- Procedures

- Structure of the Debate:
 1. Arguments For
 2. Arguments Against
 3. Rebuttall (for)
 4. Rebuttall (against)
 5. Audience's questions
 6. Audience's summary of the arguments presented by each group
 7. Voting for the best argumentation
 8. Audience's decision

- Each group has 3 minutes to present their arguments for/against;
- Rebuttall: each group has 3 minutes to give examples or reasons that prove that the other group's arguments are wrong;
- The audience can ask each group 3 questions; the questions shall be read by elected spokespersons;
- Each member of the audience votes by putting a cross in the box of the group they prefer; then cut it out and hand it to the audience's leader;
- The audience's leader counts the votes and announces the winning team;

- Rules
 - Always provide examples for the reasons you present;
 - One person speaks at a time. No side discussions!
 - All members of each side must participate in the debate;
 - Participants may bring brief notes, but may not read them;
 - Use proper language and be polite in referring to your opposing team;
 - Maintain good eye contact with the audience;

Debate Topic: Studying grammar is more important than practicing conversation skill

For

Yes, studying grammar is really important

- Grammar provides the basic foundation, gives confidence when speaking. Knowing the rules of grammar are more important in foreign languages (English) where there may be more rules and considerations
- Grammar provides the structure and meaning of the sentence
- Like building a home, you need to lay the foundation, and grammar is like the mother of language
- Without knowing grammar, a person cannot communicate effectively
- Knowing the grammar is important to pass exams
- In a business environment, or in other specific areas, especially if you are writing correspondence etc., it is very important to have great grammar skills in order to be credible and professional

Reasons

Rebuttal

| |
|--|
| |
| |
| |
| |

Organization checklist:

- Reasons are in order of most important to least important
- Reasons are not too similar
- Each example given clearly proves the reason that it is matched with

Debate Topic: Studying grammar is more important than practicing conversation skill

Against

No, practicing conversation skill is more important

- Unless a person is studying to become a linguistics expert, it's not as important to emphasize the grammar
- One of the participants said his grandmother was illiterate, she could not read or write, but because of her conversational skills, she was able to still be functional in society
- Young children learn communication skills before they learn grammar
- Basic grammar is important, but communication is more important (except for teachers or people providing lectures etc.)

| |
|---------|
| Reasons |
| |
| |
| |

| |
|--|
| |
| |

| |
|----------|
| Rebuttal |
| |
| |
| |
| |
| |
| |

Organization checklist:

- Reasons are in order of most important to least important
- Reasons are not too similar
- Each example given clearly proves the reason that it is matched with

For

| |
|---------|
| Summary |
| |
| |
| |
| |
| |
| |
| |
| |
| |

Questions:

1. _____ ?
2. _____ ?
3. _____ ?

| |
|---|
| Vote: For Group <input type="checkbox"/> Against Group <input type="checkbox"/> |
|---|

Against

Summary

Questions:

1. _____ ?
2. _____ ?
3. _____ ?

| |
|---|
| Vote: For Group <input type="checkbox"/> Against Group <input type="checkbox"/> |
|---|

CONCLUSION

The results of the present study indicate that students found classroom debate an innovative, interesting, constructive, and helpful approach to teaching and learning. The respondents also believed that participating in classroom debate helped them overcome the fear of talking before a crowd, boost their confidence to talk and express their opinions, improve their speaking ability, and enhance their critical thinking skills.

One of the outcomes of the study which has been highlighted by almost all the participants was that the debates helped the students lose the fear of talking in front of their classmates and boost their confidence to talk. As a result, they have been able to express their opinions freely, talk without anxiety, and practice their speaking and oral communication skills. The students believed that their speaking ability has been improved due to the classroom debate experience. As a matter of fact, the researcher believes that nervousness and/or the fear of talking in front of other people (stage fright) is debilitating, get in the way of learning, and also influences students' performances. Similarly, MacIntyre and Gardner [22; 86] also believe that "anxiety poses several problems for second/foreign language learners because it can interfere with the acquisition, retention, and production of the new language". These negative feelings put a barrier in front of students, block their way, and do not allow them to start talking. As these feelings are weakened or vanished, the students find it easier to talk, express their points of view, and participate actively in classroom discussions. In fact, a learner might have a good command in spoken English, but these barriers and affective factors stop them and will not allow them to function properly. The results of a study by MacIntyre and Gardner [23; 283-284] revealed that language anxiety makes it hard for learners to express their viewpoints, and they are more likely to underestimate their capabilities. Classroom debate, though, has the potential to help students overcome these obstacles and barriers; reduce stage fright and boost confidence so the

students can proceed with language learning in a more efficient manner. Actually, as shown in the present study, the classroom debate helped students overcome these barriers, feel more confident to talk using the target language, lose the anxiety and nervousness, and as a result improve speaking ability.

Participants in the present study also believed that classroom debate have been helpful in developing their critical thinking skills. They stated that they learned to think quickly and critically through classroom debates. The students believed that they learned to search for evidences and proofs to support their arguments, look for reasons, and see the issues from different angles and take multiple perspectives into consideration. As a matter of fact, these abilities are features and elements of critical thinking skills. Previous studies also confirm that in-class debate can cultivate, promote, and develop critical thinking skills. In addition, preparing for debates helped improve superior mastery of the course contents. The students added that the rebuttals and group work have been two favorite features of the classroom debate for them. They stated that rebuttals give them the chance to put across their opinions and disagree with a viewpoint. The fact is that most of the courses that the students attend are still lecture based in which the learners approach any tasks individually, and are not allowed to interact freely with peers. The students also do not have any chances to freely express their opinions, talk, speak up, and show disagreement. As a result, they appreciated it when they were granted the opportunity in the classroom debate to talk and express their viewpoints and work in a team with their peers.

A few shortcomings and weaknesses were also perceived by the students. These shortcomings that the students discussed can be taken into consideration by researchers and practitioners in future research or when utilizing classroom debate as a teaching tool. As reflected in open-ended questions (reflective papers) and interviews, students commented on the debate topics and believed that some of the topics were tough and uninteresting, and sometimes the topic was in favor of only one side of the issue, and they have not been able to find enough information on

one other side. Therefore, the present study also argues that the topic can play a very important role on students' motivation to have a full participation in debate. Students would not fully participate in debate if the topic is not interesting and controversial enough. It is also helpful and a good idea to involve students in selecting a debate topic. As they take part in selecting the topic, they realize their opinions and suggestions have been valued and respected, so it is more likely that their participation and performance would be elevated significantly. Taking these steps into account for selecting the topic can make classroom debate more productive. Therefore, it is suggested that great attention and care must be paid to selection of the debate topics. Another issue that might influence the productivity of classroom debate and enhance the students' participation, as the students perceived, is the time for preparation. In other words, considering the time limitation of each session, it is suggested that enough time would be given to students prior to the commencement of debate. So, each team can get organized, make necessary arrangements, review their statements, and get ready for the classroom debate.

Classroom debate is an active method to teaching and learning which increases learning in various domains. For instance, it helps learners in mastering the course content, improving critical thinking, and oral communication skills. Specifically, debate helps learners to develop critical thinking by looking into arguments, getting involved in research, collecting information, conducting analysis, challenging assumptions, evaluating arguments, and illustrating interpersonal skills. It creates an atmosphere in which learners abandon their passive roles and start to be active participants in the learning process. Learners can use these abilities and skills in various situations. Likewise, classroom debate helps develop oral communication abilities, which are essential for accomplishment in nearly all professions. "Debating is the ultimate multi-task activity since it involves research, writing, speaking, listening, and teamwork" [2; 13-14]. Therefore, participation in debate should not be limited to a particular

group but an experience available to learners in nearly all classrooms at universities and colleges. Students participating in the present study stated that they were greatly fulfilled with the debate experience and felt that it enhanced their critical thinking skills, confidence level, speaking ability, and also decrease their stage fright. However, debate topic plays a significant role in drawing students' attention toward participation. Therefore, much attention must be paid to the topics, as all students also confirmed that the topic can influence students' participation and motivation. In addition, enough time need to be granted to students to get prepared. In conclusion, it can be stated that classroom debate is a constructive tool which can make great contributions to teaching and learning, if accurately practiced, appropriate and interesting topics are selected, and students are coached and instructed properly on the debate process.

References

1. Karimov I.A. "On measures for further improve foreign language learning system" № -1875 from 10 December 2012, T.2012
1. Mirzyaev Sh.M. Presidential decree "On measures to further development the system of high education" April 20,2017;
2. Allison S. (2002). Debating with talented and gifted students. *School Libraries in Canada*, 22(1), p. 13-14
3. Bean,J.C.2011. *Engaging ideas: The professor's guide to integrating writing, critical thinking, and active learning in the classroom.*San Francisco:JosseyOBass.
4. Bellon J. *A research-based Justification for Debate across the Curriculum.* Atlanta, Georgio State University: 2000, Vol 36, p.4;
5. Brookfield,S.2011. *Teaching for critical thinking: Tools and techniques to help students question their assumptions.* San Francisco:JosseyOBass.
6. Brown H.D. (2000). *Principles of Language Learning and Teaching* NY: Pearson Longman;
7. Byrne D. (1991). *Techniques for classroom Interaction.* Cambridge: Cambridge University Press. No.4., p. 33;
8. Cottrell, S. *Critical Thinking Skills.* Basingstoke, Palgrave. Macmillan Ltd. 2005.
9. Elliot L. (1993). Using debates to teach the psychology of women. "Teaching of Psychology", p. 73;
10. Goodnight L. (1993). *Getting Started in Debate.* Illinois: National Textbook Company, p. 16-17;
11. Gower R., Phillips D., and Walters S. (1995). *Teaching practice Handbook.* Oxford: Macmillan Education, p. 41;
12. Harmer J. (2001). *The practice of English Language Teaching*, p. 15;

13. Harmer J. (2007). *The Practice of English Language Teaching*. Harlow: Pearson Education;
14. Hooks, B. *Teaching critical thinking: Practical wisdom*. New York: Routledge. 2010.
15. Hughes A. (2003). *Testing for Language Teachers*. Cambridge University Press. UK, p. 53-55;
16. Kayi H. (2006). *Teaching speaking: Activities to promote Speaking in a Second Language*. *The Internet TESL Journal*. Vol. XII, No.11., p. 45-46;
17. Johnson J. (2000). *Understanding Communication in Second Language Classroom*, New York: Cambridge University Agency, p. 44;
18. Krieger D. (2005). *Teaching Debate to ESL Students: A six Class Unit*. *The Internet TESL Journal*. Vol. XI, No.2;
19. Lustigova L. (2011). *Speak your Mind: Simplified Debates as a Learning Tool at The University Level*. *Journal on Efficiency and Responsibility in Education and Science*; Vol. 4, No.1., p/ 24-28;
20. Kek, M. Y. C., & Huijser, H. *The power of problem - based learning in developing critical thinking skills: preparing students for tomorrow's digital futures in today's classrooms*. *Higher Education Research & Development*,30,3, 2011 .
23. King, A. *Designing the instructional process to enhance critical thinking across the curriculum*. *Teaching Of Psychology*,22(1), 1995.
24. Kurfess, *Critical thinking: Theory, Research, practice and possibilities*. ASHEOERIC Higher Education Report. No. 2. 1988.
21. Maryadi A. (2008). *Implementing Debate di Sekolah Jakarta*: Rineka Cipta, p. 16;
22. MacIntyre P.D., and Gardner R.C. (1991). *Methods and results in the study of anxiety on cognitive processing in the second language*. *Language Learning*, 41, p. 85-117.

23. MacIntyre P.D and Gardner R.C. (1994). The subtle effects of language anxiety on cognitive processing in the second language. *Language Learning*, 44, p. 283-305.
24. Nardone,C., & Lee, R. *Critical Inquiry Across the Disciplines: Strategies for Student-Generated Problem Posing*. *College Teaching*,59(1) 2011.
25. Nunan D. (2003). *Practical English Language Teaching*. New York: Mc Graw Hill, p. 48;
26. Nunan D and Lamb C (1996). *The Self-Directed Teacher: Managing the learning Process*. Cambridge, New York: Cambridge University Press, p. 98-100;
27. O'Malley, Michael J. and Lorraine Valdez Pierce, *Authentic Assessment for English Language Learners*, Addison-Wesley Company Inc: 1996, p. 87;
28. Omelicheva M.Y. (2007). Resolved: Academic Debate Should Be a Part of Political Science Curricula. *Journal of Political Science Education*, 3, p. 161-175.
29. Paul, R., Elder, L. *Miniature guide to critical thinking: Concepts & tools*. Dillon Beach, CA: Foundation for Critical Thinking. 2006.
30. Richards J. (2008). *Teaching Listening and Speaking from Theory to Practice*. Cambridge University Press., p. 27-28;
31. Richards J.C. and Renandya W.A. (2005). *Methodology in Language Teaching*. Cambridge: Cambridge University Press., p. 205;
32. Richards J. and Lockhart C. (1996). *Reflective Teaching in Second Language Classrooms*. Cambridge: Cambridge University Press., p. 188;
33. Rubiati R. (2010). *Improving Students' Speaking Skill Through Debate Technique*. Walisingo State Institute for Islamic Studies. Semarang., p. 19;
34. Rudd D. (2007). Defining Critical thinking. *Techniques (ACTE)*, 82(7), p. 46-49; J. Richards, & W. Renandya, *Methodology in Language Teaching: an anthology of current practice*, New York, Cambridge University Press, 2001, 321-327.

34. Richards, J, Platt, J & Weber, H. Longman Dictionary of Applied Linguistics, London, Longman. 1985.
35. Richards, J & Rodgers, T. Approaches and Methods in Language Teaching, Cambridge, Cambridge University Press. 1996.
35. 37. Scrivener J. (1994). "Learning Teaching: A Guidebook for English Language Teachers". Oxford: Macmillan Heinemann. Sixth Edition., p. 98;
38. Shan L. (2005). The Effect of Debate on Oral Communication Skills among University Students in Taiwan: A case study. National Tsing Hue University, Taiwan., p. 21;
39. Syakur E. (1987). Language Testing and Evaluation. Surakarta. Sebelas Maret University Press., p. 3;
40. Thordores S. (2001). Approach and Methods in Language Teaching, new York, Mc Graw-Hill Higher Education., p. 23-26;
41. Ur P. (1996). A Course in Language Teaching: Practice and Theory. Cambridge University Press., p. 66;
42. Vargo S. (2012). Teaching by Debate, Center for Faculty Excellence, United States Military Academy., p. 5-6;
43. Vygotsky L. (1978). Mind in Society, Cambridge. MA: Harvard University Press. Villimec E. (2006). Developing Speaking Skills. University of Pardubice., p.54-55;
44. Williams D.E. (2001). University student perceptions of the efficacy of debate participation: An empirical investigation. Argumentation and Advocacy., p. 43;
45. Wijarwadi, Wendi. (2008). The Effectiveness of Contextual Teaching and Learning in Teaching Speaking. Unpublished Thesis of Syarif Hidayatullah Islamic University Jakarta., p. 18;

46. Zare P. and Othman M. (2013). Classroom Debate as a Systematic Teaching/Learning Approach. World Applied Sciences Journal, 28(11), p. 1506-1513.

Internet sources:

<http://www.teachingenglish.org.uk/think/speak/speakskills.shtml>

<http://dx.doi.org/10.1111/j.1467-1770.1991.tb00677.x>

<http://dx.doi.org/10.1111/j.1467-1770.1994.tb01103.x>

<http://dx.doi.org/10.1080/15512160701338320>

<http://dissertationbiz.com/13000804.htm>.

<http://dissertationshop.com/diplom/metodica-obucheniya-i...>

http://festival.1september.ru/2005_2006/index.php?...

<http://method.novgorod.rcde.ru/getblob.asp?id=5000...>

<http://rspu.edu.ru/university/chair/eng.html>.

<http://teacher.fio.ru/news.php?n=27&c=79>.

Review

To the Graduate's Qualification paper "Debate as the method for improving critical thinking" fulfilled by NSPI English language and literature department student Ordabaeva Nursuliw

In globalised world international news plays a crucial role in ensuring that citizens and businesses are kept aware of developments affecting their lives and decision- making. For too long, perhaps, international news has been dominated by the English language. English has undoubtedly become today's lingua franca. Apart the 350-450 million of native speakers of English, there are also about 800 million of people who speak it as a foreign language.

Nowadays the English language is being used widely in Uzbekistan. English will become one of the most dominant language in education, employment or social position. Since the independence of the country great changes have taken place in Uzbekistan, several foreign languages are being taught in the system of education. Citizens of the country are learning English as a foreign language at schools, lyceums, colleges, Universities and at special courses. A lot of problems need to be investigated in methodology of teaching foreign languages, especially in our country. One of them, to our mind, is developing learners' critical thinking ability. The ability to think critically is an essential life skill; current literature about critical thinking reveals that explicit instruction in, and practice of, critical thinking strategies in the high school classroom can improve student academic performance. The intent of this research is to comprehensively explore current research and strategies for incorporating critical thinking into English curricula. Debate is presented as a valuable learning activity for teaching critical thinking and improving communication skills. Debating is an effective pedagogical technique because of the level of responsibility for learning and active involvement by all students.

The aim of this study is to analyze current literature and examine strategies for developing critical thinking skills in learning environment by using debate. The

purpose of conducting this study is to assist this researcher in implementing a structured approach to developing critical thinking in the English classroom with the help of debates. This research has to develop materials for developing learners' critical thinking ability through debates.

Systematic implementation and practice of critical thinking strategies will help students develop habits of mind that allow them to view the world through a critical scope. Repeated student exposure to critical thinking practices will assist students in all academic disciplines, as well as translate to life beyond high school. This qualification work consists two basic parts; the theoretical part and the practical part. The theoretical part consists of the nature of critical thinking, and importance of critical thinking in foreign language learning environment, there is also mentioned views on critical thinking and its characteristics. The practical part consists of the formats of debate, types of debate activities, the steps of debate, the procedures of debate, the advantages of debate, suggestions and results of the research. The last part of the thesis contains bibliography.

While working on the work Ordabaeva Nursuliw showed a great inclination to researching. Her critical thinking helped her to collect and select materials, which enriched the quality of the thesis. The Graduate's qualification work of is finished. All the tasks and the aim are achieved and I recommend it to defence.

Scientific advisor: senior teacher Seytova Gulhan

Review

To the Graduate's Qualification paper "Debate as the method for improving critical thinking" fulfilled by NSPI English language and literature department student Ordabaeva Nursuliw

English is learned as a foreign language in Uzbekistan by many people to have a good prospect in the community of international world. Recently, English becomes more important. Since it's important, English is taught widely starting from elementary school up to universities; even at kindergartens.

The Graduate's qualification paper is devoted to the research in implementing a structured approach to developing critical thinking in the English classroom with the help of debates. This research has to develop materials for developing learners' critical thinking ability through debates.

Debate in speaking class is aimed to improve students' critical thinking and students' communication skill. By performing debate students have a lot of opportunities in practicing speaking. Students' involvement is very important in implementing debate. Debate as a communicative and an interactive technique is an interested activity to be practiced in the classroom. Debate has many benefits for students.

The author of the work did a lot of work in order to fulfill tasks put forward before the work, mainly there defined the concept of critical thinking, scholars' points on the importance of critical thinking for learning environment. The work is valuable with the suggestions on using debate, designed materials for using debates with lyceum students.

The practical value is that it can be useful for student teachers and teacher trainers who is interested in the following issues.

The Graduate's qualification work of Ordabaeva N. is finished. All the tasks and the aim are achieved and I evaluate it with a good mark.

Reviewer:

dotcent Tajieva A

Nukus State Pedagogical Institute

Foreign Languages faculty

English Language and Literature department

Academic year: 2018-2019

Name of the student: Ordabaeva Nursuliw

Scientific advisor: Seytova Gulhan

The theme of the work: “Debate as the method for improving critical thinking”

ANNOTATION

Actuality of the problem. In globalised world international news plays a crucial role in ensuring that citizens and businesses are kept aware of developments affecting their lives and decision-making. For too long, perhaps, international news has been dominated by the English language. English has undoubtedly become today’s lingua franca. Apart the 350-450 million of native speakers of English, there are also about 800 million of people who speak it as a foreign language.

Nowadays the English language is being used widely in Uzbekistan. English will become one of the most dominant language in education, employment or social position. Since the independence of the country great changes have taken place in Uzbekistan, several foreign languages are being taught in the system of education. Citizens of the country are learning English as a foreign language at schools, lyceums, colleges, Universities and at special courses. On December 10. 2012 the First President of Uzbekistan Islam Karimov signed a decree “On measures to further improve foreign language learning system”. It is noted that the framework of the Law of the Republic of Uzbekistan “On education” and National Program for Training in the country, a comprehensive foreign language teaching system, aimed at creating harmoniously developed highly educated, modern thinking young generation, further investigation of the country to the world community [2:5]. After getting the Independence, Uzbekistan has worked out his own model of development, taking into account the specific social, economic and

political traditions of the country. One of the most important conditions for the development of any country is a well-structured educational system.

On April 20, 2017 the President of the Republic of Uzbekistan Sh.M.Mirzyaev signed a decree “On measures to further development of teaching foreign languages the system of high education”, which is a big step to the development of high education system in the country [1], which pointed that

English is learned as a foreign language in Uzbekistan by many people to have a good prospect in the community of international world. Recently, English becomes more important. Since it’s important, English is taught widely starting from elementary school up to universities; even at kindergartens.

However, analyses of the current system of organizing language learning shows that learning standards, curriculum and textbooks do not fully meet the current requirements, particularly in the use of advanced information and media technologies. Education is mainly conducted in traditional methods. Further development of foreign languages learning at all levels of education improving skills of the teachers and provision of modern teaching materials are required. And these materials should be developed according the needs of our learners, their peculiar characteristics. Teachers know that they should not only give knowledge and but also develop students’ different kind of skills. A lot of problems need to be investigated in methodology of teaching foreign languages, especially in our country. One of them, to our mind, is developing learners’ critical thinking ability. The ability to think critically is an essential life skill; current literature about critical thinking reveals that explicit instruction in, and practice of, critical thinking strategies in the high school classroom can improve student academic performance [13: 7]. Adoption of critical thinking strategies can also prepare students for the rigors of college, as well as helping them develop the skills necessary to compete economically in a global environment.

Researches on the impact of critical thinking strategy instruction in the English classroom supports that the students who receive instruction in a critical thinking strategy were better able to demonstrate critical thinking in a post-strategy

instruction assessment than those students who had received no strategy instruction[7:19].

As the world changes at an ever-faster pace and economies become global, young adults are entering an expanding, diverse job market. To help young people compete for jobs, it is necessary now more than ever before to ensure that young adults possess the thinking power to flexibly and creatively adapt to new job markets. Bean [6: 65] stated - generally, critical thinking strategies are not extensively developed or practiced during primary and secondary education. School systems need to amend curriculum to ensure that high school graduates have developed a solid foundation of critical thinking skills, enabling young adults to be more successful in their pursuits after high school.

In today's accountability climate critical thinking activities can take a back seat to test preparation. Rather than embarking on frustrating attempts to cram students full of simple recall facts in the weeks prior to a round of standardized tests, it may be more beneficial long-term for students to be able to utilize factual information as a framework for critical exploration of broader concepts. Teachers are obligated to help students develop the skills necessary to synthesize the nuances of a modern, complex society. Beyond the personal benefits experienced by adults adept at critical thinking - more opportunities, better jobs, higher income - society also benefits when the general populace can think creatively and insightfully. According to Cottrell [13: 330], "for social change to occur, citizens must not only think critically about what they read and view, but they must also react to transform the world". Rather than accepting information at face value, educated critical thinkers can thoughtfully explore the broader perspectives of an issue. The National Association for Media Literacy Education advocated explicit teaching of critical inquiry, encouraging students in "active inquiry and critical thinking about the messages that we receive and create" [40: 53]. The ability of students to explore issues thoughtfully offers a way to speak out against injustice and unfairness. Critical thinking skills do not occur randomly or without effort; it

takes structured, deliberate, and repetitive exposure and practice for students to develop insightful thinking.

Developing the ability to think critically and practicing critical thinking strategies should be a daily occurrence in classrooms. The English classroom is a logical environment in which to explicitly teach, and practice, critical thinking with the goal of developing life long habits of mind. As Paul [32: 300] pointed out, “If reading the world can be paralleled to reading text, then literature offers an ideal vehicle for teaching the critical skills necessary in analysis”. The intent of this research is to comprehensively explore current research and strategies for incorporating critical thinking into English curricula. Debate is presented as a valuable learning activity for teaching critical thinking and improving communication skills. Debating is an effective pedagogical technique because of the level of responsibility for learning and active involvement by all students.

Debate can present opportunities for students to engage in using extended chunks of language for a purpose: to convincingly defend one side of an issue. The debate is probably more often used in content area classrooms than in EFL classrooms. Debates are most appropriate for intermediate and advanced learners who have been guided in how to prepare for them. Debates require extensive preparation by learners, call for interaction in groups and make use of at least the following language functions: describing, explaining, giving and asking for information, agreeing and disagreeing. [27; 87.]

Debate in speaking class is aimed to improve students’ critical thinking and students’ communication skill. By performing debate students have a lot of opportunities in practicing speaking. Students’ involvement is very important in implementing debate. Debate as a communicative and an interactive technique is an interested activity to be practiced in the classroom. Debate has many benefits for students:

1. Improve students’ critical thinking. In debating, every student is proposed to analyze a problem critically.

2. Develop students' communication skill. Debaters spend many hours assembling and practicing hundreds of public speeches on topics of national importance.
3. Questioning skill developed in and struggle--often in the face of disappointment and defeat.
4. They are capable of making and defending informed choices about complex issues outside of their own area of interest because they do so on a daily basis.
5. Debate is thus not only a way to connect students with academic subjects in meaningful ways; it is also a way to re-connect students to public life if they have been overcome by feelings of alienation.
6. Policy debate specifically teaches students to adopt multiple perspectives which describe as one of the most important problem- solving skills. [4; 4.]

Because of actuality above, debate really need to be practiced in foreign languages classrooms as it is appropriate for students to improve their critical thinking skills.

Purpose of the Study. The aim of this study is to analyze current literature and examine strategies for developing critical thinking skills in learning environment by using debate. The purpose of conducting this study is to assist this researcher in implementing a structured approach to developing critical thinking in the English classroom with the help of debates. This research has to develop materials for developing learners' critical thinking ability through debates.

Assumptions of the Study. Systematic implementation and practice of critical thinking strategies will help students develop habits of mind that allow them to view the world through a critical scope. Repeated student exposure to critical thinking practices will assist students in all academic disciplines, as well as translate to life beyond high school.

According to the purpose we put the following **tasks** to reach the aim of the work:

- To learn the theoretical basis on developing critical thinking skills;
- Exploring the effectiveness of debate activities in developing critical thinking skills for English majors;

- To analyze the methods for developing critical thinking through debates;
- Proposing some suggestions to use debate topics effectively to intensify students' participation in foreign languages lessons.

The subject of the research is teachers and students of educational establishments in Karakalpak Republic.

The object of the research is enhancing students' critical thinking skills by using debate techniques.

The novelty of our work is to investigate the ways of developing critical thinking skills of karakalpak learners, especially through the use of debate techniques that have not been investigated before.

Methodological basis of research is Decrees of the President of the Republic of Uzbekistan about further development of foreign language learning, education and sciences, the national program on a professional training, and also basic scholars and researches in the field of developing methods of teaching English to academic lyceum students, especially through the use of recent approaches.

Theoretical value of our work is detailed and structural studying of effectiveness of usage of effective techniques in teaching English to learners.

Practical value of this work is that materials can be used in teaching language in higher education, lyceums and vocational colleges. This qualification paper provides information that can help teachers to improve teaching skills. Also materials of the research can be used in teaching lectures of teaching foreign languages, teaching English as a system of communication and etc.

The structure of the work: This qualification work consists two basic parts; the theoretical part and the practical part. The theoretical part consists of the nature of critical thinking, and importance of critical thinking in foreign language learning environment, there is also mentioned views on critical thinking and its characteristics. The practical part consists of the formats of debate, types of debate activities, the steps of debate, the procedures of debate, the advantages of debate,

suggestions and results of the research. The last part of the thesis contains bibliography.

Scientific advisor:

Seytova Gulhan

Student:

Ordabaeva Nursuliw

Good morning dear chairman and members of High Attestation Commission!!!

My graduate's qualification work is devoted to the issues of developing learners critical thinking skills by using debate technique.

The ability to think critically is an essential life skill; current literature about critical thinking reveals that explicit instruction in, and practice of, critical thinking strategies in the high school classroom can improve student academic performance

Researches on the impact of critical thinking strategy instruction in the English classroom supports that the students who receive instruction in a critical thinking strategy were better able to demonstrate critical thinking in a post-strategy instruction assessment than those students who had received no strategy instruction.

In today's accountability climate critical thinking activities can take a back seat to test preparation. Teachers are obligated to help students develop the skills necessary to synthesize the nuances of a modern, complex society. Beyond the personal benefits experienced by adults adept at critical thinking - more opportunities, better jobs, higher income - society also benefits when the general populace can think creatively and insightfully. According to Cottrell, "for social change to occur, citizens must not only think critically about what they read and view, but they must also react to transform the world". Rather than accepting information at face value, educated critical thinkers can thoughtfully explore the broader perspectives of an issue.

Critical thinking skills do not occur randomly or without effort; it takes structured, deliberate, and repetitive exposure and practice for students to develop insightful thinking. Developing the ability to think critically and practicing critical thinking strategies should be a daily occurrence in classrooms. The English classroom is a logical environment in which to explicitly teach, and practice, critical thinking with the goal of developing life long habits of mind.

The intent of this research is to comprehensively explore current research and strategies for incorporating critical thinking into English curricula. Debate is presented as a valuable learning activity for teaching critical thinking and improving communication skills. Debating is an effective pedagogical technique because of the level of responsibility for learning and active involvement by all students.

Debate can present opportunities for students to engage in using extended chunks of language for a purpose: to convincingly defend one side of an issue. Debates are most appropriate for intermediate and advanced learners who have been guided in how to prepare for them. Debates require extensive preparation by learners, call for interaction in groups and make use of at least the following language functions: describing, explaining, giving and asking for information, agreeing and disagreeing. [27; 87.]

Debate in speaking class is aimed to improve students' critical thinking and students' communication skill. By performing debate students have a lot of opportunities in practicing speaking. Students' involvement is very important in implementing debate. Debate as a communicative and an interactive technique is an interested activity to be practiced in the classroom. Debate has many benefits for students:

1. Improve students' critical thinking. In debating, every student is proposed to analyze a problem critically.
2. Develop students' communication skill. Debaters spend many hours assembling and practicing hundreds of public speeches on topics of national importance.
3. Questioning skill developed in and struggle--often in the face of disappointment and defeat.
4. They are capable of making and defending informed choices about complex issues outside of their own area of interest because they do so on a daily basis.
5. Debate is thus not only a way to connect students with academic subjects in meaningful ways; it is also a way to re-connect students to public life if they have been overcome by feelings of alienation.

6. Policy debate specifically teaches students to adopt multiple perspectives which describe as one of the most important problem- solving skills. [4; 4.]

Because of actuality above, debate really need to be practiced in foreign languages classrooms as it is appropriate for students to improve their critical thinking skills.

Types of Debate Activities

Debating in the classroom can take many forms. The following debate activities offer a range of opportunities to increase student understanding and involvement with the course material.

The five types of debate are: four-corner, role-play, fishbowl, think-pair-share, and meeting house.

1- The four-corner debate starts with a question or statement such as: "The health care law is strictly followed in our country." Students are then afforded time to personally consider the statement and their views based on the law. The four corners of the classroom are labeled "strongly agree," "agree," "disagree," and "strongly disagree." After personal consideration, the students move to the corner that most represents their position on the issue. The groups in each corner of the classroom then work together to come up with the best arguments for their position. After a group discussion, each group presents their strongest arguments to the other groups. This can be made in presentation form or through a more directed debate where the teacher can moderate and direct time for each group to present and rebut. After the debate, students are permitted to switch sides if their personal views changed. This form of debate directly counters the argument of dualism, showing there are more than two- sides to an issue, and often, variations of the sides.

2- Role-play debates: This type of debate helps to avoid dualistic debate models by assigning students to argue on behalf of different characters in a situation. For instance, in the issue of national health care, students could be assigned to various roles, such as a doctor, a patient, a receptionist, a guest, a host, a lawyer, a judge,

an insurance company, the president, and so on. Through the debate of the issue from various point of view, the students can broaden their understanding of the issue and its complexity.

3- Fishbowl debates: This type of debate can take several different forms, it involves grouping chairs in a circle pattern. Several chairs are then placed inside the circle for teams representing the different positions of the debate. Chairs can also be added for several students representing the audience. To bolster attention among those outside the fishbowl, an empty chair can be added, which is free game, allowing someone from the outside to enter the fishbowl to ask a question or make an argument.

4- Think-pair-share debates: This type of debate requires students to think and make notes alone about the issue. After personal reflection is completed, pairs are formed. The pairs then work together, comparing their notes and creating lists to support both sides of the issue. Once complete, the pairs of two are combined with another pair. The newly formed groups of four discuss the issue, choose a position, and edit their list down to their best arguments. Finally, the groups of four present their position and reasons to the class.

5- Meeting-house debates: In a meeting house debate, each team makes an opening argument. The class is then given the opportunity to question each side. In order to encourage more class participation and limit certain students from dominating the questioning, the teacher assign cards to each student. After each question, the questioner gives up one card. Once a student is out of cards, he or she cannot ask another question until all other students run out of cards. Alternatively, if three cards are assigned, a questioner that has two cards remaining may be limited from asking another question until everyone else in the class has only two cards.

6- Problem-solving debates: This type typically involves eight students. Four students are assigned to each team. One student from each side presents a position

based on historical and philosophical arguments. The next two students take the position on why changes are or are not justified. The third set of students proposes a plan that would carry-out their position. The final two students summarize the position of their team and provide a closing argument.

During our research we had a debate with the students of academic lyceums under Nukus State Pedagogical Institute. The procedures of classroom debate were adopted from the British Parliamentary Debate. After conducting the lesson we asked learners' impressions about the lesson. They described it as *interesting, helpful, interactive, useful, challenging*, etc.

"It was very interesting, useful and interactive and then something new to me, because I never participated in debate before, so I found it very helpful, and very interesting."

"At first I was intimidated, but then as time go on, I sensed I like it and find it interesting. I really enjoyed debating, and that's why every week I made sure to be prepared and participate in it."

"I think debate is one of the best ways to give chances for students to express their ideas."

"Well, at the beginning the thing that I disliked about debating is that we are debating with our own group mate, and when we are debating our own group mate, showing disagreement, rebating their points, things tend to become personal. I mean they might take it personal and get upset."

"Actually, the thing that I did not like was that, I felt tense, a little uncomfortable when they rejected my points of view. However, after we debated for a few times I did not feel the same way, and I did not get uncomfortable anymore."

The results of the present study indicate that students found classroom debate an innovative, interesting, constructive, and helpful approach to teaching and learning. The respondents also believed that participating in classroom debate helped them overcome the fear of talking before a crowd, boost their confidence to talk and express their opinions, improve their speaking ability, and enhance their critical thinking skills.

Participants in the present study also believed that classroom debate have been helpful in developing their critical thinking skills. They stated that they learned to think quickly and critically through classroom debates. The students believed that they learned to search for evidences and proofs to support their arguments, look for reasons, and see the issues from different angles and take multiple perspectives into consideration. As a matter of fact, these abilities are features and elements of critical thinking skills. Previous studies also confirm that in-class debate can cultivate, promote, and develop critical thinking skills. In addition, preparing for debates helped improve superior mastery of the course contents. The students added that the rebuttals and group work have been two favorite features of the classroom debate for them. They stated that rebuttals give them the chance to put across their opinions and disagree with a viewpoint. The fact is that most of the courses that the students attend are still lecture based in which the learners approach any tasks individually, and are not allowed to interact freely with peers. The students also do not have any chances to freely express their opinions, talk, speak up, and show disagreement. As a result, they appreciated it when they were granted the opportunity in the classroom debate to talk and express their viewpoints and work in a team with their peers.

Thank you for your attention!