



## TASK-BASED LANGUAGE LEARNING AND TEACHING: THE USE OF DEBATES IN ELT

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<p><b>Received:</b> April 13<sup>th</sup> 2021 <b>Accepted:</b> April 26<sup>th</sup> 2021 <b>Published:</b> May 31<sup>th</sup> 2021</p>	<p>The aim of the article is to highlight the role of the debate and the importance of applying this modern pedagogical method for developing basic communication skills, listening, reading, writing and speaking, which are fundamental for a good command of a foreign language. "Debate" can be used as an educational technology that will not only promote maximum interest knowledge of students in the educational material, but also help to form a number of special skills, such as the operational organization of thoughts, the experience of rational behavior in a conflict, the skills of oral speech and public speaking, self-confidence, the ability to quickly navigate the situation and defend their point of view. Through the debate, the students develop the skills necessary for effective communication.</p>

**Keywords:** Task-based language learning and teaching, English, debates, discussions, modern teaching methods.

### INTRODUCTION

Today, in order to work productively with the information of the world community, to communicate with foreign colleagues in the profession at a high level, knowledge of foreign languages is necessary for every specialist. The ability to systematize and analyze information, argue and counter-argue the necessary facts is required from any future specialists. To become a high-level specialist in teaching English, it is necessary to understand the peculiarities of the different countries, to know their traditions, culture, religion, etc. For this reason, teachers strive to make more efficient use of time in the classroom. To solve this problem, it is important to motivate students to do high-quality homework, as well as improve training programs to optimize the educational process. However, even despite sufficient motivation and awareness of the need to know the language, not all students pay due attention to learning it. It is necessary to attract the most modern teaching aids, select additional material taking into account the interests of students, use methods aimed at stimulating the interest of students and activating the full interaction of participants in the educational process. In order to quickly and efficiently solve the problems of teaching the English language, teachers are constantly looking for new effective teaching methods that will not only provide theoretical knowledge, but also teach how to apply it in practice.

### MATERIALS AND METHODS

One of the very effective approaches to teaching a foreign language is the problematization of the educational process. The creation of problematic situations in the classroom is perceived both as a teaching principle, as a teaching method, and as a new didactic approach, and can be used at all stages of the educational process. Today, such a method of problem learning as a method of discussions is increasingly used, because it allows students to apply knowledge from various areas of the future profession and to practice language skills in practice, showing and developing creative abilities [2]. Most teachers use the following forms of discussion:

- Round table - a conversation, the participants of which discuss problems, situations, exchange opinions among themselves and with the audience;
- meeting of the expert group ("panel discussion") - several participants discuss the problem, and then express their views to the audience;
- forum - several participants put forward the problem of the audience;
- symposium - a meeting at which speakers express their opinion on the problem, and then communicate with the audience, answer questions;

- aquarium technique - group discussion of the problem, after which representatives of each group speak to the audience and participate in the discussion;
- court session - a discussion taking place according to the structure of the trial;
- debate - in a broad sense, it is a formalized discussion, a dispute that takes place according to strict rules and within strict time limits [2].

Debate, being one of the types of discussion, contributes to the development of many skills necessary for effective communication in any field. The chosen topic is relevant, because, despite the advantages of this method, debate is rarely used in learning English. But they help to develop basic communication skills, namely: listening, reading, writing and speaking, which are fundamental for a good command of a foreign language.

"Debate" can be used as an educational technology that will not only promote maximum interest knowledge of students in the educational material, but also help to form a number of special skills, such as the operational organization of thoughts, the experience of rational behavior in a conflict, the skills of oral speech and public speaking, self-confidence, the ability to quickly navigate the situation and defend their point of view. Thus, through the debate, the participants develop the skills necessary for effective communication.

### RESULTS AND DISCUSSIONS

Critical thinking is one of the most important skills that will be developed using the "Debate" technology [1].

In addition, the "Debate" technology assumes:

- 1) active involvement of the student in the search educational and cognitive activity, organized on the basis of intrinsic motivation;
- 2) the organization of joint activities, partnerships between teachers and students, inclusion in pedagogically expedient educational relationships in educational activities;
- 3) ensuring dialogical communication between the teacher and students in the process of obtaining new knowledge [3].

There are several formats of the "Debate" game: manager-format, parliamentary debates, legal debates, Karl Popper debates, political debates, Lincoln-Douglas debates, open debates, scientific debates, etc. Their difference lies in the number of participants, the rules and goals of the game. However, the main actors are the team, the referees and the timekeeper.

**Team:** The team usually consists of 2-3 people (speakers). The team that will defend the correctness of any thesis (the thesis is usually formulated in the title of the theme of the game) is called approving, and the team that refutes the thesis is called denying.

**Judges:** The task of the referees is to observe the play of the teams and to decide which of them turned out to be more logical and indisputable in proving their positions. At the same time, the duties of the judges include filling out the protocol, in which they note the strengths and weaknesses of each of the speakers and the team as a whole.

**Timekeeper:** The timekeeper is a person who makes sure that the rules of the game are observed, while noting the time of the speakers' speeches.

The content side of the debate also has a certain structure; its main elements are the topic and the case. A topic is a thesis formulated as a statement that teams must defend or refute. Based on the theme, each team should form their own case. With the help of a case, the team expresses its position on the topic under discussion. The case also has its own structure, which includes philosophy, arguments, measures and supports. Philosophy is the most general values that need to be protected by a team defending its position. Arguments are arguments given in support or refutation of the thesis. In addition to arguments, the team must provide the judge with support, that is, practical information (specific events, quotes, statistics), which is the primary element of the argumentation. The actions the team takes to solve the problem can also be incorporated into the structure of the case. More often than not, measures provide approving commands for denying commands.

As outlined above, debates have different formats. However, for educational purposes in studying English for students, the Karl Popper debate format is best suited. This format originated as a program that develops the skills of reasoning and critical thinking. It is the simplest and most optimal for beginner debaters.

It allows students to develop the following skills:

- dialogical speech;
- the ability to work in a team;
- listening;
- the ability to express in a foreign language your attitude to the issue under discussion, to find out and discuss the opinion and attitude of the interlocutor to the issue under discussion;
- the use of professional vocabulary in a given situation;
- critical thinking;
- quick response to the opponent's statement;
- public speaking and the ability to conduct a dialogue in English;
- formation of a case project;

- the ability to develop a mission, set goals, analyze;
- tolerance;
- the ability to form and defend their point of view in English.

The purpose of using this format:

- master a special form of discussion;
- to expand theoretical knowledge of the English language;
- to consolidate the learnt grammar and vocabulary on the material
- improve the skills of listening, speaking, writing, reading;
- monitor the assimilation of the material;
- overcome psychological clamps.

There are two teams participating in the debate:

1. Team of approval.
2. Command of denial.

A topic for debate is announced, which is recommended to be selected in accordance with the direction of study. In this case, the topics should be related to educational issues. During the debate, team members have the opportunity to speak out, ask questions. During the discussion, the teacher has the opportunity to assess the level of assimilation of the learnt material by each of the participants in the debate. Debate is a modern and effective method in organizing foreign language teaching. The use of the "Debate" method in English lessons makes it possible to successfully apply the theoretical knowledge gained, consolidate listening, speaking, writing and reading skills, freely conduct dialogues and discussions within a given topic. Due to the variety of debate formats, they can be used at different stages of training and in any areas of student training. This pedagogical technology increases the motivation of students for independent study of a foreign language and encourages conscious actions in communicative situations.

### CONCLUSION

The use of the "Debate" method develops creative thinking, the ability to apply the knowledge gained in practice. As part of the debate, students learn to act in the interests of the group, show respect for the points of view of the interlocutors, be able to defend their opinion, which helps to form a team.

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