

ORGANIZING DISCUSSION ON THE BASIS OF RHETORIC

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Abstract: *rhetoric is a relatively new course. It takes shape at a time when teachers are given the opportunity to draw up their options for the program, to develop original approaches to its implementation. The teaching of rhetoric should take place in a methodological manner that would make students want to systematically work on that wonderful phenomenon given to man by nature, which is called the gift of the word and without which professional activity is impossible.*

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This course should create the prerequisites for the development of creativity in the activities of the future graduate of a non-linguistic university. Accordingly, we can say that it is the discussion method, as one of the most creative and effective, that is one of the fundamental in the process of teaching rhetoric to students of non-linguistic universities.

Training in discussion includes three main stages: preparatory, direct course of discussion, summing up. Planning a discussion includes the following steps: formulating a discussion topic or problem situation, determining the content of the selected discussion topic or problem situation, assigning roles to the participants in the discussion, including the teacher, preparing ways to control the discussion.

To formulate a discussion topic or a problem situation, guidance for a teacher can be correspondent with didactic tasks, the level of training of the teacher himself, sufficient maturity of students necessary for a full understanding and study, the predicted interest of students in discussing the problem given, and the lack of emotional tension among students problem, the wording of the question should be made in the format “for” or “against”.

The main condition for the effectiveness of the discussion is that students have basic knowledge of the topics and problems discussed. So, at a later stage in the study of rhetoric, students have more opportunities to draw on previously gained knowledge as arguments. An integral part of any discussion is a question and answer procedure, since a skillfully posed question makes it possible to clarify the speaker's position and receive additional information. At the beginning of teaching discussion techniques, it is advisable for students to pass out memos to help develop skills related to the process of asking questions during the discussion. This memo may contain, for example, the following components:

1. *Disputes should be avoided. Cross-cutting issues should not create conflict, but should facilitate the search for information that is necessary to use during a constructive speech.*

2. *Do not bully your opponent. Questions should be asked politely and answers given on time. If the question does not answer, the question is better to ask again. Perhaps the opponent simply did not understand the question. If after three times the asked question is not received, it is better to go to the next question. This behavior with evasion of aggression contributes to a good discussion.*

3. *It is necessary to control the period of cross-cutting issues. This will help the formulation of the arguments. While maintaining control, it is possible to ask a good question, get a good answer and, accordingly, the necessary information.*

4. *A plan should be developed. You need to start by clarifying the case of the opposing team, as well as the relationship between statements, and then move on to identifying spaces in the case.*

5. *Closed questions are most beneficial, since open ones require explanations and expressing their own opinions. Closed questions are most recommended; they only require a yes or no answer.*

Students' understanding of the structural and plot patterns of the discussion allows them to draw up clear plans for public speaking in the future. In addition, discussions teach students to adequately use language clichés in public speaking. The pedagogical value of discussions increases when there is an understanding of the discussion process itself. The main requirements for summing up are content, brevity and reasoned opinions.

The overall result of the discussion is not the completion of reflection on a given topic or problem, but the formation of a guideline for further reflection, a possible transition to the study of the next topic.

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