



## **PRODUCTIVE THINKING IN THE ENGLISH LESSONS**

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### **ANNOTATION**

*This article discusses the technology of the debate, which should be attributed as one of the effective forms of the development of mental and search activity, as well as raising the level of foreign language professional communicative competence. Moreover, debates teach the learners the ability to single out a problem, evaluate its relevance, concentrate on its essence, and then carry out an active search for possible solutions, give their theoretical interpretation and arguments.*

**Key words:** *cognitive, motivation, gain, educational technology, debate, self-expression, competition, analysis, significance, interaction.*

In the context of modern education, the issues of improving the quality and effectiveness of the learning process are becoming increasingly relevant and inevitably lead us to the realization of the need to enhance the cognitive activity of students. This circumstance requires not only updating the structure and content of education in accordance with the changing needs of the modern labor market, but also improving and applying educational technologies in the learning process aimed at increasing students' cognitive interest and creating sustainable motivation for them to independently find a solution to the problem. Important components of educational technologies based on problem-based learning are thinking and searching. The time-tested (with its historical roots the debate goes to ancient



Greece) the form of conducting a reasoned discussion gained popularity as an educational technology in the United States of America and Europe in the second half of the twentieth century. As an educational technology, debates are widely covered in the specialized literature, in particular, are well described in the book of Alfred Schneider, who for a long time developed and promoted the format of an intellectual game. In our country, debates were spread much later (in the 90s). Among Russian researchers who have devoted their work to the study of the essence of debates and their functional capabilities, we can name N. I. Gerasimov, E. G. Kalinkin, M. V. Klarina, M. V. Korotkov, O. L. Petrenko, S. V. Svetenko. The application of this educational technology in the educational process contributes to the formation and improvement of a whole range of skills - linguistic, intellectual and social. Against the background of the multifunctional format of the debate, the possibility of activating cognitive processes that contribute to the development of logical and critical thinking is of particular value for educational purposes. Intellectual development can hardly be measured only by the volume and quality of acquired knowledge, the obsolescence of which occurs in the modern information world much faster. It is necessary to take into account the system of logical operations and mental actions, the structure of thought processes that the student masters. According to Jerome Bruner, a well-known specialist in the field of cognitive research, the development of productive thinking is very productively influenced by the acquisition of knowledge through his own discoveries. The path to a small but personal discovery reflects an active learning process. Due to the fact that it is associated with intensive activity of cognitive structures involved in cognition, the strength of acquired knowledge is ensured. The format of the intellectual game creates a fertile ground for the accomplishment of "own discoveries" in the course of independent meaningful activity. As experience shows, when learning a foreign language, it is advisable to

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hold debates at the final stage of work on a particular topic. Learned material sets the search vectors, serves as a support and at the same time the basis for creative application. The choice and formulation of the topic for the game is the first step in the search activity, since the topic must be clearly formulated, it must touch on significant problems, stimulate research interest and set the frameworks for the participating teams. This becomes necessary because this intellectual game has a clear structure, an algorithm of actions and a designated time frame. Debates teach the ability to single out a problem, evaluate its relevance, concentrate on its essence, and then carry out an active search for possible solutions, give their theoretical interpretation and arguments that give the rationale for the choice. The next stage of preparation is related to information retrieval: to collect as comprehensive information on the topic as possible in order to conduct a comprehensive analysis of the problem and to make a complete picture of its current state. In this process, an important role is given to reading and working with text. The need to study a large number of sources implies the solution of different communicative tasks and, accordingly, the use of different types of reading: searching, viewing, familiarizing, studying. An integral part of reading is the compilation of cards with quotations (it is convenient to use them when working) and keeping a diary / outline, which records precise information, ideas necessary for building a concept. Such reading is more effective, it develops the ability to concentrate and highlight the main thing, structure and argue, draw conclusions, understand and recreate the meaning, which ultimately leads to the development of the ability to self-expression in a foreign language. The information collected is the basis for constructing concepts (evidence plots) of opposing teams - the approving team and the denying team. In many ways, the success of the game is determined by the ability of the team to correctly define concepts, select appropriate terms and formulate arguments when presenting its

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position (concept). Definitions must be correct, easy to understand and must correspond to the position of the team. It is necessary to carefully select from various sources and in large numbers figures and facts for further comparative analysis and selection of the most significant of them. Correctly chosen digital material emphasizes the reliability of the material being presented, and pointing to different sources of information increases its objectivity. The implementation of information retrieval work contributes to the manifestation and improvement of the research qualities of the game participants, which, of course, is of great importance for the development of professional competence of the future specialist. And finally, as a communicative event, debates provide an excellent opportunity to practically master the style of public speaking, the ability to establish contact with the audience, which is associated with the performance of specific or different social roles. Public speaking - the crown of all the preliminary work - requires reflection. The analysis of successes and failures is intended to form a positive motivation for self-improvement. Teacher-practitioners emphasize in their work that the use of educational technology debate in the educational process contributes to the creation of sustainable motivation for learning, due to the fact that the personal significance of the material is ensured, and the presence of an element of competition stimulates creative, search activity. It is easier for students to delve into, understand and memorize material if they are actively involved in an educational communication environment characterized by openness, interaction of participants, equality of their arguments, exchange and accumulation of shared knowledge, and the possibility of mutual evaluation. The sense of success and intellectual solvency of students contributes to increasing the productivity of the learning process, allows us to provide knowledge and skills, to create a basis for successfully solving problems in the future. And, nevertheless, it should be noted that no matter how remarkable the educational technology may be, it cannot be

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considered as a panacea. Only the integrated application of various technologies in strict accordance with the goals, objectives and conditions of a particular stage of education can help enhance cognitive activity, increase interest in learning, and improve the quality of education.

**The list of used literature:**

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