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**FEATURES OF DISCUSSION METHODS IN THE MODERN PROCESS OF TEACHING FOREIGN LANGUAGES**

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Discussion-based learning (DBL) is a dynamic and interactive instructional strategy that emphasizes the importance of dialogue and the exchange of ideas among students to foster a deeper understanding of content and to enhance critical thinking skills.

This educational approach is deeply rooted in constructivist theories, which posit that learning is best achieved when individuals are actively involved in constructing their own knowledge through experiences and interactions with others. DBL transcends traditional, passive learning models where students are mere recipients of information delivered by an instructor. Instead, it transforms the classroom into an active learning environment where students are encouraged to engage, question, and discuss various topics with their peers and educators.

This method leverages the collective knowledge and diverse perspectives of all participants, thereby enriching the learning experience and promoting a more comprehensive understanding of the subject matter.

Constructivist theories, particularly those advocated by educational theorists such as Jean Piaget and Lev Vygotsky, provide the foundational principles for discussion-based learning. These theories emphasize the social nature of learning and the idea that knowledge is constructed within a cultural context through interactions with others [1, P. 73].

One of the hallmark benefits of discussion-based learning is its ability to foster critical thinking. Students are tasked with not just understanding material but also analyzing, synthesizing, and evaluating information during discussions. They learn to formulate arguments, challenge ideas, and develop reasoning skills in a supportive, collaborative environment.

This aspect of DBL is particularly valuable in developing students' abilities to handle complex and ambiguous problems they will encounter in the real world. DBL also capitalizes on the power of social interactions to facilitate learning.

By discussing and debating ideas with others, students learn to articulate their thoughts clearly, listen actively, and engage respectfully. These interactions not only enhance communication skills but also help build essential social skills such as empathy, respect for diverse perspectives, and collaboration. The community-building aspect of DBL fosters a positive learning environment where students feel valued and part of a learning community.

Discussion-based learning represents a significant shift from traditional lecture-based instruction to a more dynamic and interactive form of education. It not only aligns with modern educational theories but also meets the evolving needs of today’s learners by preparing them with the critical thinking, communication, and social skills necessary for success in the 21st century.

By fostering an environment that encourages dialogue and reflection, DBL helps cultivate not just more knowledgeable students, but more thoughtful, engaged, and competent individuals. Lev Vygotsky’s Social

Development Theory profoundly influences modern educational practices, particularly those centered around discussion-based learning (DBL). Vygotsky posited that cognitive development is fundamentally a social process and that the mechanisms of development are significantly driven by interaction within a socio-cultural context. This perspective underpins the rationale for incorporating collaborative discussions in educational settings, as it emphasizes that learning occurs through active engagement with others.

 Role of Social Interaction in Learning According to Vygotsky, every function in a child’s cultural development appears twice: first, on the social level between people (interpsychological), and later, on the individual level inside the child (intrapsychological) [1, P. 81].

This transformation occurs through internalization, a process through which social activities evolve into internal mental functions. In the context of DBL, this translates to the idea that students internalize knowledge better when they are allowed to discuss and debate topics with their peers, rather than through passive reception of information.

As students become more adept at discussing and understanding new concepts, the level of teacher support is reduced, encouraging students to take more responsibility for their learning. Discussion-based learning environments enriched by Vygotsky’s theory provide students with the opportunity to encounter a variety of perspectives and approaches.

This exposure is critical in helping students develop the ability to think critically and creatively. As they articulate their own ideas and listen to others, they learn to evaluate different viewpoints, synthesize information, and apply it in innovative ways. This interaction not only deepens their understanding of the material but also enhances their social skills, such as empathy and respect for diverse opinions.

The collaborative nature of DBL, supported by Vygotsky’s theory, accelerates cognitive development by exposing students to tasks and thought processes that they may not encounter in isolation. The dynamic exchange of ideas during discussions challenges students to refine their thinking patterns and problem-solving skills.

This active engagement promotes cognitive flexibility, allowing students to adapt their thoughts to new information and perspectives rapidly. Incorporating Vygotsky’s Social Development Theory into discussion-based learning strategies transforms the classroom into a vibrant community of learners, where knowledge is actively constructed through social interaction.

 By aligning educational practices with the natural social context of learning, as Vygotsky suggested, teachers can significantly enhance the effectiveness of their instructional methods, leading to deeper understanding, improved cognitive skills, and greater student engagement [1, P. 89].

This holistic approach not only supports academic achievement but also prepares students to navigate the complex social landscapes they will encounter throughout their lives.

Jean Piaget's Theory of Cognitive Development is a cornerstone of educational psychology, providing a framework for understanding how children grow intellectually and how their thinking processes change over time. Piaget proposed that cognitive development occurs in a series of distinct stages, each characterized by unique mental structures that enable individuals to interact with the world in increasingly complex ways. *According to Piaget, these stages are:* The Sensorimotor Stage, Preoperational Stage, Concrete Operational Stage, and Formal Operational Stage.

Each stage represents a new level of sophistication in cognitive abilities, from basic motor reflexes to advanced abstract reasoning skills. Piaget emphasized the importance of active participation in fostering cognitive development. He argued that learners construct knowledge most effectively when they are actively engaged in the learning process, rather than passively receiving information. This active engagement involves exploration, experimentation, and questioning, which are critical in helping students understand and internalize new concepts [2, P. 48].

Discussion-based learning (DBL) aligns perfectly with Piaget’s emphasis on active participation. By engaging students in discussions, teachers encourage them to think about, articulate, and question their understanding of the subject matter.

This process is not just about sharing ideas; it's about challenging existing thoughts and encouraging a deeper examination of the content. Operational Thinking in DBL: In the Concrete Operational Stage, children begin to think logically about concrete events.

Discussion-based methods can enhance this development by allowing students to manipulate ideas concretely during discussions. For example, when discussing scientific processes or mathematical problems, students use logical reasoning to argue and support their ideas with evidence. Abstract Reasoning in DBL: As students’ progress to the Formal Operational Stage, they develop the ability to think abstractly and reason about hypothetical situations.

Discussion-based methods are particularly effective at challenging students to operate at the edge of their current cognitive abilities, a practice Piaget deemed essential for cognitive development. By engaging students in conversations that push the boundaries of their understanding, DBL helps them construct new knowledge and bridge the gap between stages: Sensorimotor to Preoperational: Young children move from sensory and motor-based interaction to thinking symbolically about objects and events.

In discussions, even young learners begin to use language to represent objects and describe experiences, which fosters this transition.

*Preoperational to Concrete Operational:*

Discussions that require logical thinking about concrete objects and visible phenomena help children develop operational thought, moving beyond egocentric and magical thinking patterns.

*Concrete Operational to Formal Operational:*

For older students, discussions that encourage abstract and hypothetical thinking support the leap into formal operations, where they begin to think systematically about all logical relationships within a problem. Integrating discussion-based methods into educational practices not only supports Piaget’s stages of cognitive development but actively facilitates the transition between these stages.

By encouraging students to explore, question, and discuss, educators help them build the cognitive structures necessary for advanced thinking and problem-solving. This approach not only makes learning more interactive and engaging but also deeply embeds knowledge, preparing students for complex intellectual challenges ahead.

Bloom’s Taxonomy, originally developed by Benjamin Bloom in 1956, is a hierarchical model used to classify educational learning objectives into levels of complexity and specificity.

The taxonomy was later revised to include six cognitive processes, moving from lower-order to higher-order thinking skills:

*Remember, Understand, Apply, Analyze, Evaluate, and Create*.

This framework serves as a foundation for educators to structure teaching strategies that foster deeper learning and assess student progression through increasingly complex learning goals.

The revised version of Bloom’s Taxonomy specifically emphasizes the role of creation at the pinnacle of cognitive tasks. This update reflects a significant shift in educational focus, prioritizing not just the acquisition and application of knowledge but also the synthesis of information and the generation of new ideas. In this context, 'Create' involves students putting together elements in a novel or original way to form a new pattern or structure often producing something tangible or observable. Bloom’s revised taxonomy aligns seamlessly with the principles of discussion-based learning, which promotes an interactive learning environment where students are encouraged to engage deeply with content through discussion and collaborative inquiry [3, P. 65].

Discussion-based methods naturally encourage students to dissect complex concepts, examine relationships, and recognize organizational principles. For example, during a DBL session, students might analyze a historical event, identifying causes, understanding implications, and connecting it to broader historical contexts. Students are also encouraged to make judgments based on criteria and standards through critiquing and justifying their positions during discussions.

This could involve evaluating the effectiveness of different solutions to a problem or critiquing authors’ methods and conclusions in various texts. In discussion-based settings, students reach the creation level of Bloom's taxonomy when they synthesize ideas from various sources to form a new understanding or produce original work.

This could be demonstrated when students collaboratively develop a unique solution to a real-world problem or create a project that integrates knowledge from various disciplines. For instance, after discussing concepts in a literature class, students might write a play that incorporates themes studied in class, demonstrating their understanding and ability to create new content.

The act of creation in DBL settings often results in new ideas or perspectives that may not have emerged in a traditional lecture-based classroom. This is because the dynamic nature of discussion allows for the free flow of ideas, fostering creativity and innovative thinking.

Discussion-based learning not only supports but actively promotes the development of higher-order cognitive skills as outlined by Bloom’s taxonomy.

By engaging students in discussions that require them to analyze, evaluate, and create, educators help students develop critical thinking and problem-solving skills that are crucial for academic success and real-world challenges.

*Integrative Learning Experiences:*

DBL encourages the integration of knowledge across different subjects, helping students see connections and build a cohesive understanding of complex issues. *Reflective Thinking:*

As students discuss and debate various topics, they are encouraged to reflect on their thinking processes, question their assumptions, and consider new perspectives, which enhances metacognitive skills. Incorporating Bloom’s taxonomy into discussion-based learning strategies provides a structured way to cultivate and assess higher-order thinking skills. It ensures that discussions are purposefully directed towards not only understanding and applying knowledge but also critically analyzing information, making informed evaluations, and creatively solving problems. This holistic approach to learning prepares students to be thoughtful, innovative, and effective thinkers and doers in a complex, interconnected world. Empirical research has significantly advanced our understanding of Discussion-Based Learning (DBL) and its efficacy across diverse educational settings.

These studies provide critical insights into how DBL not only enhances specific skill sets among students but also contributes broadly to their educational experience. Below, we delve into the findings from various studies that underscore the versatility and impact of DBL. A cornerstone of DBL is its ability to enhance students' communication skills. Rosé and Ferschke demonstrated that technology-supported discussion forums significantly improve communicative competence.

By participating in these forums, students are given numerous opportunities to articulate their thoughts clearly and interact with a variety of perspectives, which is crucial in a globally connected world.

These platforms allow for asynchronous communication, enabling thoughtful, reflective interaction that can be more inclusive of different student personalities and learning styles [4, P.310].

Critical thinking is that online discussion-based courses facilitated higher levels of critical thinking and engagement, particularly effective when students explored complex, open-ended questions in a collaborative setting.

These environments challenge students to evaluate information critically, engage in problem-solving, and apply concepts to new situations, thereby enhancing their analytical skills and preparing them for real-world challenges. DBL also plays a pivotal role in the development of social and emotional competencies.

This is often achieved through carefully structured group norms and roles that foster a balanced participation dynamic. In DBL environments, the teacher's role transitions from that of a knowledge dispenser to a facilitator who guides discussions, poses challenging questions, and helps students make connections between their ideas and the broader curriculum. This shift is critical for cultivating an environment where students feel empowered to lead their learning journey. The integration of digital tools enhances DBL by facilitating richer interactions and providing access to a broader range of resources and discussion platforms.

This technology enables a more flexible and accessible learning environment, accommodating students' varying schedules and learning paces.

The substantial body of empirical research supporting the benefits of DBL paints a compelling picture of its potential in transforming educational practices.

These studies not only validate the effectiveness of DBL in enhancing critical thinking, communication, and collaboration skills but also highlight its role in preparing students for the complexities of the modern world. As education continues to evolve, incorporating DBL into regular teaching practices offers a promising pathway to equip students with the necessary skills for academic success and lifelong learning. Moving forward, educators and policymakers should consider these insights to broaden the adoption of DBL strategies, ensuring that educational environments are both challenging and supportive, fostering students’ growth across cognitive, social, and emotional dimensions.

Inclusivity is a fundamental principle of Discussion-Based Learning (DBL) that ensures all students, regardless of their background or personality type, have the opportunity to contribute meaningfully to discussions.

To foster an inclusive environment, educators can implement structured group norms and roles that are deliberately designed to promote equitable participation.

This involves setting clear expectations for respectful engagement and actively encouraging contributions from all students, including those who may be quieter or less confident.

Teachers can facilitate discussions that honor and explore diverse viewpoints, helping students understand and appreciate different cultural, social, and individual perspectives.

This not only enriches the learning experience but also promotes empathy and social understanding among students. Assigning specific roles in discussions, such as a devil’s advocate, questioner, or summarizer, can help engage students who might otherwise remain passive.

These roles rotate to give all students a chance to experience different aspects of a discussion, ensuring that each student can contribute in a way that leverages their strengths and challenges their growth areas. The evolution of the teacher's role from a traditional lecturer to a facilitator in DBL is critical for the success of this educational approach.

As facilitators, teachers guide the flow of discussion, pose challenging questions, and interject with prompts or insights to deepen understanding or redirect the conversation when necessary.

By employing Socratic questioning techniques, teachers can provoke thoughtful discussion and critical analysis. This method involves asking open-ended questions that stimulate deeper thinking and encourage students to consider the implications of their ideas. Facilitators play an essential role in helping students make connections between discussion topics and the broader curriculum.

These platforms allow for the sharing of multimedia resources, links to scholarly articles, and interactive engagement through polls or shared documents. Technology enables asynchronous discussions that allow students to participate according to their schedules, which can be particularly beneficial for students managing different time zones or personal commitments.

This flexibility helps maintain the continuity of discussions and ensures that all students can engage with the material at their own pace. The principles and practices outlined in the literature on DBL highlight the transformative potential of this educational approach.

By emphasizing inclusivity, redefining the role of the teacher, and leveraging technology, educators can create rich, engaging, and effective learning environments that prepare students for the complexities of the modern world.

These strategies not only support academic achievement but also foster essential life skills such as critical thinking, empathy, and effective communication.

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