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MAKTABGACHA
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TA'LIMI VAZIRLIGI



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- 13.00.00 Pedagogika fanlari
- 13.00.01 Pedagogika nazariyasi. Pedagogik ta'limotlar tarixi
- 13.00.02 Ta'lim va tarbiya nazariyasi va metodikasi (sohalar bo'yicha)
- 13.00.03 Maxsus pedagogika
- 13.00.04 Jismoniy tarbiya va sport mashg'ulotlari nazariyasi va metodikasi
- 13.00.05 Kasb-hunar ta'limi nazariyasi va metodikasi
- 13.00.06 Elektron ta'lim nazariyasi va metodikasi (ta'lim sohaları va bosqichlari bo'yicha)
- 13.00.07 Ta'limda menejment
- 13.00.08 Maktabgacha ta'lim va tarbiya nazariyasi va metodikasi
- 13.00.09 Ijtimoiy pedagogika
- 07.00.00 Tarix fanlari
- 19.00.00 Psixologiya fanlari
- 01.00.00 Fizika-matematika fanlari
- 02.00.00 Kimyo fanlari
- 03.00.00 Biologiya fanlari
- 09.00.00 Falsafa fanlari
- 10.00.00 Filologiya fanlari
- 11.00.00 Geografiya fanlari

M

AKTABGACHA VA AKTAB TA'LIMI

Pedagogika, psixologiya fanlariga ixtisoslashgan ilmiy jurnal



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COMPLICATIONS IN TEACHING ARGUMENTATIVE SPEECH TO STUDENTS IN GRADES 8–9

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Abstract: The article explores the theoretical and methodological foundations of teaching oral argumentative speech to 8th–9th grade students in English classes. It reveals that argumentation is a complex cognitive and communicative process combining linguistic, logical, psychological, and sociocultural components. The author identifies the key difficulties learners encounter in mastering reasoned speech—such as ambiguity of lexical meaning, insufficient logical coherence, lack of argumentative strategies, and limited vocabulary for expressing cause–effect relationships. Drawing on the works of Elukhina (1996), Budden (2007), Mayfield (2014), and Hasibuan et al. (2020), the study classifies the main types of errors in students' argumentative speech and correlates them with linguistic and psychological factors. A comprehensive typology of challenges—linguistic, sociocultural, logical–semantic, and psychological—is proposed, serving as a framework for developing targeted teaching methods. The article concludes that systematic work on critical thinking, lexical enrichment, and argumentation modeling is essential for forming students' argumentative competence at the A2–B1 levels, ensuring effective participation in dialogic and monologic communication.

Key words: argumentation, oral speech, English classes, critical thinking, linguistic competence, cognitive processes, communicative strategies.

Annotatsiya: Maqolada ingliz tili darslarida 8–9-sinf o'quvchilariga og'zaki argumentativ nutqni o'rgatishning nazariy va metodologik asoslari tahlil qilinadi. Unda argumentatsiya til, mantiq, psixologiya va sotsiokulturi o'zida birlashtiruvchi murakkab bilish hamda kommunikativ jarayon sifatida talqin etiladi. Muallif o'quvchilar tomonidan asosli nutqni egallash jarayonida uchraydigan asosiy qiyinchiliklarni aniqlaydi, jumladan: leksik ma'nolarning noaniqligi, mantiqiy izchillikning yetishmasligi, argumentativ strategiyalarning sustligi va sabab–natija munosabatlarini ifodalash uchun so'z boyligining cheklanganligi. Eluxina (1996), Budden (2007), Meyfild (2014) va Hasibuan va boshqalarning (2020) ishlariga tayanilgan holda, maqolada o'quvchilarning argumentativ nutqidagi xatolar turlari til va psixologik omillar bilan bog'liq holda tasniflanadi. Tahlil asosida tilshunoslik, sotsiokulturiy, mantiqiy–semantik va psixologik jihatlardan iborat muammolar tipologiyasi ishlab chiqilgan. Maqola xulosasiga ko'ra, tanqidiy fikrlashni rivojlantirish, lug'at boyligini kengaytirish va argumentatsiya modellarini tizimli qo'llash o'quvchilarda A2–B1 darajadagi argumentativ kompetensiyani shakllantirishning muhim sharti hisoblanadi.

Kalit so'zlar: argumentativ nutq, og'zaki nutq, ingliz tili darslari, tanqidiy fikrlash, lingvistik kompetensiya, kognitiv jarayonlar, kommunikativ strategiyalar.

Аннотация: В статье рассматриваются теоретические и методические основы обучения устной аргументативной речи учащихся 8–9-х классов на уроках английского языка. Аргументация определяется как сложный когнитивный и коммуникативный процесс, объединяющий языковые, логические, психологические и социокультурные компоненты. Автор выявляет основные трудности, с которыми сталкиваются учащиеся при овладении аргументированной речью: неоднозначность лексического значения, недостаточная логическая связность, ограниченность аргументативных стратегий и недостаточный словарный запас для выражения причинно–следственных связей. Опираясь на работы Элухиной (1996), Бадден (2007), Мэйфилда (2014) и Хасибуана и др. (2020), исследование классифицирует типы ошибок в аргументативной речи учащихся и соотносит их с лингвистическими и психологическими факторами. Предложена комплексная типология трудностей – лингвистических, социокультурных, логико–семантических и психологических, – служащая основой для разработки целенаправленных методов обучения. В заключение подчеркивается, что системная работа над критическим мышлением, расширением словарного запаса и моделированием аргументации является необходимым условием формирования аргументативной компетенции учащихся на уровнях A2–B1 и обеспечивает их эффективное участие в диалогическом и монологическом общении.

Ключевые слова: аргументация, устная речь, уроки английского языка, критическое мышление, лингвистическая компетенция, когнитивные процессы, коммуникативные стратегии.

INTRODUCTION

In the course of this study, it was revealed that argumentation is an integral part of both dialogical and monological forms of speech. In general, argumentation is a complex speech act aimed at establishing one's opinion through evidence or justification, as evidenced by everything described earlier. Therefore, let's turn to the difficulties in learning reasoned speech. It has been repeatedly emphasized in the methodological literature that teaching both dialogical and monologic speech in English is difficult linguistically and psycholinguistically, especially when it comes to argumentation.

LITERATURE REVIEW

At first glance, it seems that learning monologic speech is more difficult, since it requires logical consistency in the development of thoughts – in the use of logical and semantic connections, etc. However, any dialogue also requires this, especially since dialogic and monologic speech always overlap. For example, when describing a picture, the teacher can ask leading questions, or during the dialogue, a monologue can be used – a description of some things, actions, etc. In the course of oral communication, according to N. V. Elukhina (1996, p. 51), difficulties arise related to:

- the linguistic form of the message;
- the semantic content of the message;
- the conditions for presenting information;
- the sources of information.

Applying this classification to the teaching of reasoned types of speech, we can say that reasoned speech is multi-component and requires mastery of speech patterns and various techniques (strategies) of argumentation, persuasion, and agreement. The second and third difficulties, in our opinion, are directly related to the lack of formation of the skills of understanding speech or decoding meanings both during dialogue and monologue. In turn, the fourth difficulty may come from presenting unfamiliar information and the complexity of the text itself. However, the main difficulty in the field of oral reasoned speech is the process of argumentation itself in the logic of the organization of cause-and-effect relationships, which are sometimes formulated not always relevant to the logical nature of the act of argumentation, which causes misunderstanding in the interlocutor or misleads him, distorting intentions or thoughts [Budden 2007; Mayfield 2014; Hasibuan et al. 2020].

It is in this regard that the greatest number of errors in students' speech is observed, as evidenced by the results of the analysis of written argumentative rhetoric and the classification of errors presented in the book by M. Mayfield (2014). A similar classification of errors regarding oral reasoned speech is described in other studies [Hasibuan et al. 2020].

RESEARCH METHODOLOGY

Taking into account the proposed classifications of logical errors and personal experience in school, as well as observing the speech of both teachers and students regarding reasoned speech, it is possible to systematize errors in reasoned speech as follows: ambiguity and inaccuracy of the words used, which lead to loss of certainty and precision; the lexico-semantic saturation of the means of expressing thoughts and the bias of judgments do not allow recognizing the true meaning of the speaker's intention and correctness; simplification of sentences and avoidance of two-part sentences, so the elements of argumentation may blur; assertiveness and pressure on the partner to be right cause the communication partner to develop a psychological barrier to defending his point of view or formulating a counterargument; excessive reliance on a factual source sometimes leads to confusion of the communication partner, since the communication partner may have other sources of truth that prove correctness; the use of contradictory ideas, which confuses the interlocutor; and the use of similar examples, which does not always give a positive result in terms of logical and semantic argumentation.

ANALYSIS AND RESULTS

In many ways, this list of errors or inaccuracies in oral reasoned speech correlates with the results of a study of the elements of argumentation and logical fallacies of Indonesian students in the work of S. H. Hasibuan, I. D. Manurung, and Yu. Yustriati (2020). As has been mentioned more than once, argumentation arises to make their statements convincing and reasonable, and to identify similar positions or inconsistencies in the views of the communicants, as a result of which the interlocutors must come to a compromise or a joint agreement. In accordance with this, the following classification of arguments is considered to be the most common



in structural terms: simple forms in the form of a single premise statement; composite arguments reflecting alternative points of view; a coordinating set of arguments consisting of a combination or set of arguments, explanations, evidence, and conclusions; and a subordinate set of arguments, which is a multi-layered set of arguments derived from one another [Eemeren et al. 2002; Hasibuan et al. 2020]. One way or another, the first three structural types can be used by students in grades 8–9 during the formulation of reasoned speech, and the fourth is the most complex and therefore its implementation is possible at subsequent stages of schooling. In our opinion, the work of researchers S. H. Hasibuan, I. D. Manurung, and Yu. Yustriati (2020) is valuable for understanding which types are most preferred in student voting and their percentage activity. So, the object of analysis and control was a student discussion set on a specific problem, which was recorded on a dictaphone and then reformatted into a written text. After that, the recorded discussion was analyzed in the context of the use of argumentation elements and the presence of logical errors. It is significant that all the above-mentioned types of arguments (simple, multi-part, coordinate, and subordinate) were used by students but in different percentages. The fourth type of argument turned out to be the least used in comparison with other types, which confirms our idea of the complexity and multi-component nature of this type of argument even for students. According to the results of the discussion analysis, it was revealed that the recorded mistakes of students were mainly caused by difficulties associated with the logical, mental, and psychological features of reasoned speech, as well as errors in the forms of linguistic expression of argumentation of the coordinate and subordinate types. At the same time, scientists conclude that an expanded vocabulary is needed to more accurately express the elements of argumentation in the second and third types [Hasibuan et al. 2020].

CONCLUSION AND SUGGESTIONS

We agree with this conclusion, but we must also take into account that the main difficulty lies in the fact that argumentation, as a complex speech act, involves reasoning in internal speech and reflection related to critical thinking when formulating thoughts in internal and external speech. All this requires special work on the formation and development of critical thinking and lexico-grammatical skills based on speech models widely used in the course of reasoned speech. Nevertheless, it is also necessary to take into account the language level of the contingent of subjects in the analyzed study, where there were university students, and they already have sufficiently formed critical thinking and possess a certain lexical and grammatical stock. And if the subjects of learning are schoolchildren in grades 8–9, then, naturally, the level, as well as the qualitative and quantitative sides of reasoned speech, should be at the A2 level and less simplified both in linguistic and logical terms of reasoning, in particular, in the three types of argumentation.

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- 13.00.00 Pedagogika fanlari
 - 13.00.01 Pedagogika nazariyasi. Pedagogik ta'limotlar tarixi
 - 13.00.02 Ta'lim va tarbiya nazariyasi va metodikasi (sohalar bo'yicha)
 - 13.00.03 Maxsus pedagogika
 - 13.00.04 Jismoniy tarbiya va sport mashg'ulotlari nazariyasi va metodikasi
 - 13.00.05 Kasb-hunar ta'limi nazariyasi va metodikasi
 - 13.00.06 Elektron ta'lim nazariyasi va metodikasi (ta'lim sohaları va bosqichlari bo'yicha)
 - 13.00.07 Ta'limda menejment
 - 13.00.08 Maktabgacha ta'lim va tarbiya nazariyasi va metodikasi
 - 13.00.09 Ijtimoiy pedagogika
 - 07.00.00 Tarix fanlari
 - 19.00.00 Psixologiya fanlari
 - 01.00.00 Fizika-matematika fanlari
 - 02.00.00 Kimyo fanlari
 - 03.00.00 Biologiya fanlari
 - 09.00.00 Falsafa fanlari
 - 10.00.00 Filologiya fanlari
 - 11.00.00 Geografiya fanlari



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