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**THE METHODS OF BRAINSTORMING AND DISCUSSION IN TEACHING  
A FOREIGN LANGUAGE  
SUMMARY**

The article deals with the role of modern methods of brainstorming and discussion in teaching foreign languages. The primary objective of using brainstorming in the educational process is to eliminate various types of barriers - psychological, communicative, and social. The key principles of brainstorming are the principle of collaboration and the policy of non-interference. Adherence to these principles fosters the generation of more productive and well-founded ideas within a group setting, compared to individual work, due to the interactive effect and the absence of premature subjective evaluation of ideas. This method can be used at any stage of the lesson, both as a warm-up and as the final stage of the lesson. Brainstorming fully meets the objectives of the communicative method of teaching foreign languages.

The discussion method is an interactive pedagogical approach that encourages learners to engage in open, structured dialogues on various topics. In foreign language education, it serves as an effective tool for developing communicative competence, critical thinking, and fluency. By creating opportunities for authentic language use, discussions help students practice vocabulary, grammar structures, and pronunciation in context. Furthermore, the method fosters learner autonomy, cultural awareness, and confidence in speaking. When implemented strategically, discussions can bridge the gap between passive knowledge and active language use, making the learning process more dynamic and learner-centered.

**Key words:** brainstorming, method, idea, discussion, language learning, group

“Brainstorming” (also referred to as a brain attack, from the English *brainstorming*) is a free-form method of discussion and interactive communication grounded in the psychological and pedagogical principles of collective activity.

The “brainstorming” method originated in the United States in the late 1930s and was developed by copywriter Alex Osborn. It gained widespread recognition among professionals in 1953 with the publication of Osborn’s book *Applied Imagination: Principles and Procedures of Creative Thinking*.

The basic rules for applying the brainstorming method are:

- ideas can be submitted without justification;

- it is allowed to put forward obviously unrealistic, fantastic, humorous ideas;
- any idea is permissible;
- criticism of ideas, their evaluation is not allowed until the end of the receipt of proposals;
- all proposals are recorded without amendments or criticism of the proposed wording;
- the participant should strive not to demonstrate his knowledge, but to solve the problem put forward;
- mutual critical personal comments and assessments are prohibited, since they interfere with the emergence of new ideas;
- one should refrain from actions and gestures that may be misinterpreted by other participants [Kuznetsova, Shepeleva, 2013].

In theory and practice, there are different types of “brainstorming”. The group brainwriting method is often used in those groups of students who prefer to discuss ideas in writing. Students write down their ideas and pass them on to other brainwriting participants, each subsequent student develops this idea or uses it as a basis for putting forward a new idea. It is advisable to use this method in large groups. The advantage of this type is that all ideas are written on a piece of paper, and they can be used to put forward any new ideas.

Round-robin “brainstorming” establishes the order of answers that are given in a circle, according to the principle of ‘one idea at a time’. This method provides everyone with an equal chance to express their thoughts, ensures the active participation of each team member, encourages more reserved team members and limits the activity of more dominant participants.

When using the group exchange method, students sit in a circle or at a table and offer their ideas at a fast pace. This method does not allow students to think long and hard about ideas.

Freer and more frequently used variations are game and role-playing “brainstorming”. Game-playing is conducted in the form of a competitive game. In this type of “brainstorming”, the atmosphere of fun prevails over competition, and the teacher, in turn, ensures that there can be no losers in the game. As for role-playing “brainstorming”, it is assumed that the student identifies himself with another person and considers solutions to problems from different points of view. This method involves an alternate change of roles [Kunbuttaeva, 2017]. Usually, “brainstorming” consists of four mandatory stages, different in organization and rules of implementation.

I. *Problem statement*. This stage is considered preliminary. It implies a clear formulation of the problem, selection of participants and distribution of their roles (leader, assistants, etc.). Distribution, in turn, depends on the specifics of the problem and the form in which the storming will be conducted. It is not recommended to

submit a complex (very complex) problem for consideration; it is better to break it down into several simple (narrow) ones.

II. *Generation of ideas*. This is the main stage and the success of the entire enterprise depends on it. At this stage, the maximum number of ideas are put forward that should not be subject to criticism or evaluation. At this stage, the teacher is both an outside observer and a direct participant in the process, who coordinates, corrects and directs the discussion process. The teacher can act as a leader or assign this role to one of the participants.

III. *Selection, systematization and evaluation of ideas*. This is an equally important stage, which is sometimes overlooked. It is necessary to understand that through this stage it becomes possible to identify truly effective ideas and bring the entire brainstorming to a common denominator. In contrast to the second stage, evaluation and criticism are welcome. The success of this stage depends on the coordination of the participants' work and the general direction of their opinions regarding the problem being solved and the proposed solutions.

IV. *Reflection stage (optional)*.

In foreign language teaching methods, "brainstorming" is understood as an exercise during which students jointly develop the semantic field of a concept or a specific topic. This exercise is based on semantic association techniques. In connection with a given concept, students spontaneously and freely express ideas, opinions, touch upon various aspects of the topic and record them in the form of words, phrases, unfinished phrases, short sentences. In this way, students' speech and thinking activity is stimulated, and their speech experience is actualized [Kolesnikova, Dolgina, 2001].

"Brainstorming" is often used as a form of exposition; it is also effective in preparing monologues in oral and written form. An unstructured record of thoughts generated by a given or independently outlined topic can be used as notes or transformed into a plan for subsequent oral and written statements. It is important to note that the advantages of the brainstorming method are especially evident in group work, since, being an open-ended exercise, it enables students with different levels of language proficiency to contribute to the development of an idea, to expand the general information field through joint efforts, and to activate vocabulary.

The "brainstorming" method is used to achieve the following didactic goals: increasing motivation to study a foreign language, generalizing previously studied material, presenting a large volume of material, developing group work skills, developing active listening skills, the ability to defend one's point of view, etc. [Kuznetsova, Shepeleva, 2013].

Discussion is a method of discussing and resolving controversial issues. At present, it is one of the most important forms of educational activity, stimulating the initiative of students, the development of reflective thinking. In contrast to discussion

as an exchange of opinions, a discussion is a discussion-argument, a clash of points of view, positions, etc. But it is a mistake to think that a discussion is a purposeful, emotional, deliberately biased defense of an existing, formed and unchangeable position. A discussion is an equal discussion by teachers and students of events planned at school and in class and problems of a wide variety of nature. It occurs when people are faced with a question to which there is no single answer. During the discussion, people formulate a new answer to the question at hand. The result of such a discussion can be a general agreement, a better understanding, a new view of the problem, a joint solution [Dyupina, 2014].

The importance of regularly using discussions in class is currently recognized by teachers and methodologists. In order to firmly assimilate knowledge and understand the possibility of using it in practical activities, it is necessary not only to read and remember the material, but also to discuss it with another person. L.S. Vygotsky, S.L. Rubinstein and many other researchers proved that intellectual growth is a product of both internal and external, i.e. social processes. They said that a higher level of thinking arises from relationships or, more simply, dialogue between people. Discussion is a purposeful and orderly exchange of ideas, judgments, opinions in a group for the sake of forming an opinion by each participant or searching for the truth.

Signs of a discussion:

- work of a group of people, usually acting as a leader and participants;
- appropriate organization of the place and time of work;
- the communication process occurs as an interaction of participants;
- interaction includes statements, listening, as well as the use of non-verbal expressive means;
- focus on achieving educational goals.

Interaction in an educational discussion is based not simply on alternate statements, questions and answers, but on the content-oriented self-organization of the participants - that is, the students' appeal to each other and to the teacher for an in-depth and comprehensive discussion of the ideas, points of view, and problems themselves. Communication during the discussion encourages students to look for different ways to express their thoughts, increases their receptivity to new information, a new point of view; these personally developing results of the discussion are directly implemented in the educational material discussed in groups. The essential feature of an educational discussion is the dialogical position of the teacher, which is realized in the special organizational efforts he undertakes, sets the tone for the discussion, and compliance with its rules by all participants.

At the present stage, interest in active methods of group learning in the course of teaching a foreign language as a means of intercultural communication has increased significantly. Discussion methods are widely used to form and develop

critical thinking in students, stimulate activity, initiative, creativity, and independence. Sociolinguistic and pragmatic competencies are most effectively formed during discussions. In the process of discussion, contradictions of a socio-cultural nature are identified, arguments and counterarguments are put forward, and the logic of the speaker's position is built. At the same time, students learn to consider the problem from all sides, reason, formulate and defend their point of view. The discussion method also allows for the formation of a conscious attitude to the consideration of the problems raised, activity in their discussion, speech culture; to identify the causes of disagreements that arise and to look for possible ways to resolve them. At the same time, the principle of forming critical thinking in students is implemented. Language, thus, is both the goal and the means of learning [Konyaeva, 2013]. Thus, the use of the discussion method allows developing communicative competence, activating the cognitive activity of students, their independence, forms a culture of creative operational thinking, creates conditions for using personal life experience and previously acquired knowledge to master new ones.

Discussion can be used in teaching a foreign language both as a method and as a form, that is, it can be conducted within the framework of other classes, educational events, being their element. For example, the discussion method, along with role-playing games, can precede the project method or be part of project work. Often teachers turn to this method as a final element on a topic, or vice versa - they begin a new section in the textbook. Sometimes discussions are a means of developing lexical and grammatical skills, listening skills. The use of the group discussion method increases interest in learning a foreign language by developing internal motivation, by transferring the center of the learning process from the teacher to the students. The methodology for preparing and conducting a group discussion on a selected topic in a foreign language includes several stages and an introductory part. The introductory part is an important and necessary element, the threshold of any discussion, since the participants need an intellectual and emotional mood for the upcoming discussion. On the eve of the thematic discussion, its participants can be offered authentic or adapted texts for reading, a set of questions for discussion and other educational materials. It is possible to ask students to prepare reports on a given topic or presentations. Options for organizing the introductory part can be different.

The first stage of organizing a discussion is preparatory. Preparation consists of choosing the type of discussion, the topic for the discussion, which should be relevant for a given age group, then comes the stage of selection and development of materials. When choosing the type of discussion, one should pay attention to the level of language proficiency of the students, take into account their psychological and pedagogical features. If the level is not high enough or the discussion is

introduced into the educational process for the first time, then it is advisable to prepare certain vocabulary that the students will be able to use in the discussion; repeat the most frequent grammatical structures and remove possible linguistic and socio-cultural difficulties. The issue of correcting students' mistakes deserves special attention. In the process of a live discussion, it is recommended not to correct students' speech, especially those mistakes that do not interfere with understanding. The teacher can write down the main mistakes and analyze them at the reflection stage. At the reflection stage, the teacher and students summarize, discuss what was most interesting and memorable during the discussion. The discussion can take place both in a foreign language, if the level of language proficiency of the students allows, and in their native language. At this stage, it is necessary to consider the difficulties that students encountered and correct errors.

In conclusion, it should be noted that educational group discussions and brainstorming in a foreign language provide a powerful impetus for stimulating language learning, maintain interest in the subject, develop the intellectual and creative activity of students, and form language skills and speech abilities of students through regular practice of communication in a foreign language.

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## **XARİCİ DİLLƏRİN ÖYRƏDİLMƏSİNDƏ BEYİN FİRTINASI VƏ MÜZAKİRƏ METODLARI**

### **XÜLASƏ**

Məqalə müasir beyin fırtınası və müzakirə metodlarının xarici dillərin tədrisindəki rolunu araşdırır. Təhsil prosesində beyin fırtınasından istifadə etmənin əsas məqsədi müxtəlif maneələrin – psixoloji, kommunikativ və sosial – aradan qaldırılmasıdır. Beyin fırtınasının əsas prinsipləri əməkdaşlıq prinsipi və müdaxilə etməmək siyasətidir. Bu prinsiplərə riayət edilməsi, qrup şəraitində daha məhsuldar və yaxşı əsaslandırılmış fikirlərin yaranmasına şərait yaradır, çünki interaktiv təsir və fikirlərin erkən subyektiv qiymətləndirilməməsi sayəsində fərdi işə nisbətən daha yüksək nəticələr əldə olunur. Bu metod dərsin istənilən mərhələsində istifadə oluna bilər, həm isindirici olaraq, həm də dərsin son mərhələsi olaraq. Beyin fırtınası, xarici dillərin tədrisində kommunikativ metodun məqsədlərinə tam cavab verir.

Müzakirə metodu, dil öyrənmələri müxtəlif mövzular üzərində açıq və strukturlaşdırılmış dialoqlara cəlb edən interaktiv pedaqoji yanaşmadır. Xarici dil təhsilində bu metod kommunikativ bacarıq, tənqidi düşüncə və sərbəst danışmaq bacarığını inkişaf etdirmək üçün təsirli bir vasitə kimi xidmət edir. Həqiqi dil istifadəsi üçün imkanlar yaradan müzakirələr, dil öyrənmələrin leksika, qrammatika strukturları və tələffüzü kontekstdə praktika etmələrinə kömək edir. Bundan əlavə, bu metod dil öyrənmənin müstəqilliyini, mədəni şüuru və danışmada özünə inamını artırır. Strateji şəkildə tətbiq edildikdə müzakirələr, passiv bilik ilə aktiv dil istifadəsi arasındakı maneəni aradan qaldırmağa kömək edir və tədris prosesini daha dinamik və tələbə mərkəzli edir.

**Açar sözlər:** beyin fırtınası, metod, fikir, müzakirə, dil öyrənmə, qrup.

**АЙСЕЛЬ ЮСУБОВА**

## **МЕТОДЫ МОЗГОВОГО ШТУРМА И ОБСУЖДЕНИЯ В ОБУЧЕНИИ ИНОСТРАННЫМ ЯЗЫКАМ**

### **РЕЗЮМЕ**

Статья посвящена роли современных методов мозгового штурма и обсуждения в обучении иностранным языкам. Основная цель использования мозгового штурма в образовательном процессе — устранение различных типов барьеров — психологических, коммуникативных и социальных. Ключевые

принципы мозгового штурма — это принцип сотрудничества и политика невмешательства. Соблюдение этих принципов способствует генерации более продуктивных и обоснованных идей в групповом взаимодействии по сравнению с индивидуальной работой, благодаря интерактивному эффекту и отсутствию преждевременной субъективной оценки идей. Этот метод может быть использован на любой стадии урока, как на разогреве, так и на финальной стадии урока. Мозговой штурм полностью соответствует целям коммуникативного метода обучения иностранным языкам.

Метод обсуждения — это интерактивный педагогический подход, который побуждает учащихся участвовать в открытых, структурированных диалогах на различные темы. В обучении иностранным языкам он служит эффективным инструментом для развития коммуникативной компетенции, критического мышления и беглости. Создавая возможности для подлинного использования языка, обсуждения помогают студентам практиковать лексику, грамматические структуры и произношение в контексте. Кроме того, этот метод способствует развитию автономии учащихся, культурной осведомленности и уверенности в разговорной речи. При стратегическом применении обсуждения могут сократить разрыв между пассивными знаниями и активным использованием языка, делая процесс обучения более динамичным и ориентированным на учащегося.

**Ключевые слова:** мозговой штурм, метод, идея, обсуждение, изучение языка, группа.

**Rəyçi:** Fəlsəfə elmləri doktoru, professor Əsgər Məmməd oğlu Zeynalov tərəfindən çapa tövsiyə olunmuşdur.