

CLIL METHODOLOGY OF TEACHING ENGLISH IN THE FIELD OF PROFESSIONAL COMMUNICATION

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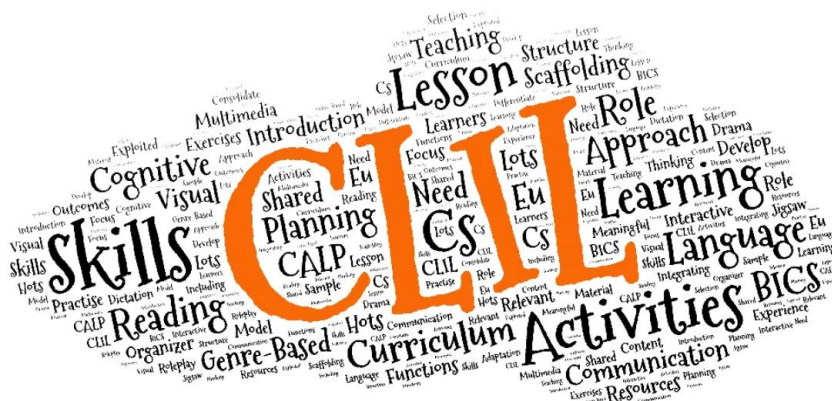
Abstract:

In this article, several methods of effective teaching of English for special purposes and some of the innovative educational technologies used in language and its learning are highlighted.

English language, STEAM technology, ESP, CBI, CLIL, innovative educational technologies, non-philological directions, interactive methods.

Today, STEAM technology provides effective results in the formation of English language learning skills among students of pedagogy-psychology in higher education. This technology directs students to innovative thinking. STEAM technology was developed in the USA, and many developed countries are trying to solve the problem of training highly qualified specialists in various fields of high technology. State programs in the field of STEAM education are implemented in countries such as the USA, Singapore, Korea, Australia, China, Great Britain, and Israel.

In our study, we aimed to increase the effectiveness of education based on STEAM technology in teaching English to students of pedagogy-psychology. STEAM technology is an integrated educational direction, in which students learn Science (natural sciences), Technology (technology), Engineering (engineering, Art (art), Mathematics) interdisciplinary connections based on a practical approach. STEAM technology allows students to carry out project-based educational and research activities in the classroom and independent education. The main essence of the technology is to develop students' intellectual abilities with the possibility of involving them in scientific and technical creativity. Also, along with the development of students' practical skills, they encourages cooperation, develops cognitive and creative abilities.



L.T. Akhmedova, J.J. Jalolov, T.K. Sattorov, D.U. Khashimova, G.N. Irmukhamedova, S.A. Misirov, I.M. Tokhtasinov, F.I. Scientists such as Ikromkhonova, D.M. Israilova, N.Kh. Kushiyeva proposed their methods and developments in teaching foreign languages in these directions. Relying on the opinions of the above Methodist scholars, we analyze the instructions given by foreign Methodists on learning a second language, and we think that these analyzes will provide practical help in teaching ESP (English for Special Purposes) students in educational institutions in Uzbekistan. .

There are various methods, technologies and approaches to teaching English, and CBI is one of the modern educational methods used in global practice. 'teaching' (CBI) is an approach to the organization of teaching and learning of a second language that is not centered around linguistic or other types, but rather a curriculum that covers the domain (text) or information that students acquire" [26,204]. In the course of our study of many scientific works, it became clear that the importance of content (text) in non-philological areas is significant. As a proof of our words, we quote the views of Methodist scientist Mohan: "In other words, CBI involves the integration of education, that is, the integration of language teaching, while simultaneously learning text (content) content and language. is also studied, where content usually refers to an academic subject such as math, chemistry, or social studies. At CBI, this language is the content used as a science teaching tool."

The uniqueness of modern education is the ability to organize an integrated process and increase students' motivation by involving them in interdisciplinary integration and integration of skills in language learning. In our opinion, this form of education is useful in achieving high results in non-philological fields. Learning the English language is also achieved by studying the content of the text.



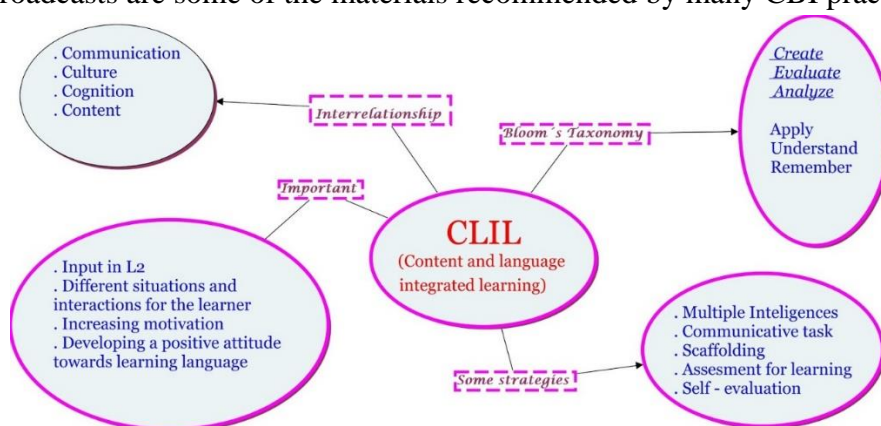
Often, CBI curricula cover form and content based on field texts. In a word, CBI is a method of teaching language and content, i.e., two sides working together as equals.

CBI, in turn, encourages not only gifted students, but also language teachers to continuously develop their skills and competencies. Another good aspect of CBI is that it encourages students to work independently (learning autonomy) and ensures that students have these aspects while improving their independence and autonomy in terms of content. Language teachers must be knowledgeable in their field, and students are required to be able to take in and respond to the material they receive. According to many scholars, "language teachers should realize the responsibility, the most important context and comprehensibility in their

instructions, the selection and adaptation of authentic materials for use, are necessary for students' acquisition of linguistic competence".

At the same time, the CBI also requires independent work on itself. Lessons organized based on CBI teach students to work independently, analyze what they have learned in the process of studying, and teach them to evaluate themselves. Typically, CBI materials are used in a subject-specific text, content course. According to their recommendation, "authentic" materials are separated and used for a special purpose. There are two types of expected authenticity. The first one uses materials similar to the instruction of native speakers; another relates to the use of newspaper and magazine articles and other media materials "exclusively for language teaching purposes, not produced for the first time (originally)".

Tourist guides, technical magazines, railway timetables, newspaper advertisements or television broadcasts are some of the materials recommended by many CBI practitioners.



Since 1980, language teaching based on CBI has been widely used in various settings, for example, English for Specific Purposes (ESP), English for Students with Limited English Proficiency (SLEP), Language for specific purposes (LSP), immersion programs, and ESL/EFL (English as a Second Language/ English as a Foreign Language) programs. was directly manifested. In the process of applying CBI in practice, teaching materials are selected according to the characteristics and areas of the field and fields. Finally, CBI allows teachers to work with students in a way that is interesting, easy to understand and clear for them. it also provides an opportunity to select meaningful texts.

CBI proposes a model based on the assumption that language and content should not be separate, but instead the integration of the two facilitates learning the language and the subject in question, Valeo says. CBI is an 'overarching term' to describe the use of a variety of teaching materials that include second languages in subjects other than the language itself, such as mathematics, social studies, law, psychology, and other subjects. is used.

Brinton and other scholars, however, claim that any possible dichotomous teaching system between the subject and the foreign language is not part of CBI. They also point out that students' language skills such as listening, speaking, writing and reading in a particular foreign language can be improved if students study the subject taught in that language through that foreign language.



Thus, an approach used for effective foreign language teaching - CBI, while teaching this foreign language using the subject context, can improve students' knowledge of the foreign language and content (content, subject).

A similar concept to CBI exists in the literature, called "content and language integrated learning" - CLIL. Coyle et al. CLIL is defined as "a two-pronged learning approach that uses an additional language to teach both content and language". Although the term CLIL originated in Europe in the 1990s, CBI and CLIL are said to represent different approaches, but both terms refer to the same phenomenon, as Cenoz (2015) states that CBI and CLIL are similar in terms of the characteristics they display and use. have the same essence and pedagogically there is no difference between them. De Zarobe thinks so, noting that they are synonymous and that CLIL is a well-known term in Europe, while CBI is more commonly used in the US and Canada.

According to Ebata (2009), it is important to learn content through language, and it is effective for students' intellectual development and positive benefits in their brain development, especially for their memory.

The main issues for assessment in CLIL

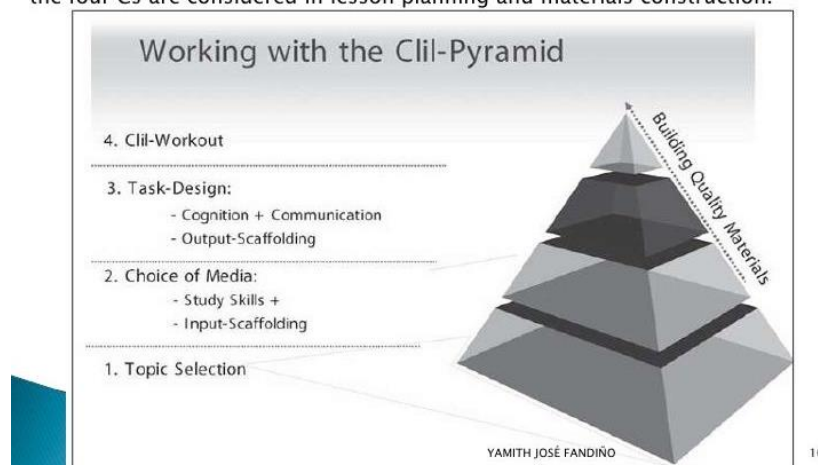


Because students acquire their core knowledge through the various content-related materials presented in CBI classes, i.e., learn the content, i.e. science, and learn a foreign language, and through this they develop their critical thinking skills. possible Kennedy is of the same opinion that learning content with different elements increases students' learning ability, because it requires the acquisition of different specialized knowledge, which develops cognitive knowledge and makes students learn a foreign language faster. reports that it leads to learning. Another essence of CBI curriculum is that it integrates all four skills (reading, writing, listening, speaking). This is effective in attracting different types of students to the class. It should be noted that the content covers the entire program, not just a few lessons.

For example, if we take the direction of sports education: the first section is Introduction, in which the simplest concepts about sports: its origin (Origin of Sport), history (History of Sport), development (Developing of The second section (Sports and Holidays), the third section (World Sport), and another one (Sports and Health) is an example of organizing classes based on CBI. will take

CLIL PYRAMID

Quality CLIL based on the 4Cs-Framework can only be achieved when all of the four Cs are considered in lesson planning and materials construction.



At this point, it is reasonable to ask what is text-based instruction or teaching. Text-based, content-based instruction is an important approach in language education designed to teach content and foreign language to students whose foreign language is second level. According to many scholars, CBI is a powerful approach that encourages students to learn language as a real means of communication on the first day of class.

CLIL (Content and Language Integrated Learning) is an innovative method of integrated learning of content and language, and it is appropriate to use this teaching method to teach subject information and English language at the same time. By using this method, it becomes possible to awaken or strengthen the interest of students in other general education subjects through the medium of English. In particular, it is recommended to organize the integrated teaching of geography and applied sciences, natural sciences, technology, engineering and mathematics on the basis of the STEAM educational approach.

CLIL, i.e., bilingual language education, is "interdependent and equal proficiency of students in two languages (native and non-native), development of native and non-native/foreign language culture, student's bilingual and formation as a biocultural (polycultural) person and awareness of his bilingual and biocultural membership". CLIL is a way of teaching language by integrating extra-linguistic content into language lessons. Non-language content can be anything from science to social studies to literature. Furthermore, CLIL can be implemented from primary school to university level. CLIL has been proven to be effective for students in learning a new language. At the same time, it helps to develop other skills such as cognitive, cultural awareness and general academic knowledge.

Content Based Instruction (CBI), English for Special Purposes (ESP), English as a Medium of Instruction (EMI) and CLIL. Of these models, CLIL has recently gained popularity and has

proven to be one of the most effective methods of language teaching and learning. CLIL is a two-pronged learning method in which students learn both the language and the content of the subject at the same time. According to Koch, Yüksel and Altun (2021), CLIL is a method of integrating content for language learning. The content can be any non-language subject such as science, history, literature, etc. This teaching method was implemented in Canada in the 1960s and has been gaining popularity in Europe for the past 20 years. CLIL is an innovative method of language teaching. This teaching method integrates language and content to develop students' language skills and concrete knowledge at the same time. At the core of CLIL is a framework that integrates content, knowledge, communication and culture. First, students learn the content of the language lesson. Second, CLIL promotes the development of cognitive skills: "To enable learners to create their own interpretations of content, it should be analyzed for linguistic requirements". Thirdly, communication is learning a language in a different context. Finally, as mentioned above, cultural awareness is an important component of foreign language development. Diab, Abdel-Haq, and Aly (2018) studied the effectiveness of CLIL in foreign language learning. As their research points out, learning a language and learning a culture go hand in hand. It is almost impossible to learn a language without learning about the culture surrounding that language. In fact, cultural awareness helps influence people's speech. In the study, the authors conducted pre- and post-tests to determine the level of cultural awareness of the participants. The results of the study showed that the cultural awareness of students was significantly improved by using the CLIL method. Sakellariou and Papadopoulos (2020) state that almost all European countries offer some type of CLIL courses. CLIL can be implemented from primary school to university level. The advantage of CLIL is that it does not require extra hours of language teaching and learning. Sakellariou and Papadopoulos' research is consistent with other studies showing the benefits of CLIL on students' language and cognitive development. In addition, the CLIL method allows students to add a new language without losing their mother tongue. This method helps students to form a positive attitude towards multilingualism. Harrop (2012) showed that CLIL students were more competent and communicative compared to non-CLIL students. In fact, CLIL leads to greater language proficiency, it increases motivation, it is suitable for learners of all abilities and it leads to intercultural awareness. Consistent with other studies, CLIL is an effective tool for promoting intercultural understanding. In addition, CLIL provides an economical method of language learning. This way of learning helps prepare the future workforce for our knowledge economy, as students can acquire both language and specialist knowledge at the same time. Despite the many advantages of CLIL, there are some problems in implementing this method. Harrop (2020) also highlighted the problem of lack of qualified teachers and teaching resources with expertise in language and subjects. Indeed, curriculum development is the key to having a high-quality language learning program. The main idea of his research includes:

- CLIL curriculum development must be transdisciplinary, involving both language and content;
 - the development process should involve all interested parties,
- all phases of curriculum development must be interrelated. Finally, educational technology combined with CLIL can be very useful. Lavrysh, Saienko, and Kyrychok (2021) conducted a



study to investigate the impact of technology on the validity of CLIL courses. Research has shown that the implementation of technology can help students not only improve their language skills, but also increase their content knowledge. In addition, technologies contribute positively to the four pillars of the CLIL education model (content, knowledge, communication and culture). As Hussain (2019) points out, CLIL can be integrated to improve the quality of journalism. According to the author, the use of CLIL can lead to better curriculum development and improved materials. Another study by Pancheva and Antov (2017) showed the benefits of CLIL within engineering education. This method of teaching and learning helps to increase students' self-confidence and enhances academic cognitive processes and communication skills. In addition, students can learn more vocabulary. According to Harrop (2012), CLIL students have better foreign language skills than traditional language learners. Another application of CLIL is in the field of physical education, where by using CLIL method it helps to improve students' oral comprehension skills. In fact, students need to use English to explain ideas, give directions for activities, and communicate with their peers.

CLIL also aims to develop four competencies which are content, perception, communication and culture. There are some obstacles in the implementation of this method of education, such as lack of qualified teachers and teaching resources. In fact, it is more difficult to find language teachers with experience in academic subjects. In addition, the main task will be to develop teaching materials that combine language teaching and science content. However, in the long term, the widespread use of CLIL is expected to help improve language teaching and learning around the world.

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