

CONTENT AND HISTORY OF INTEGRATED EDUCATION

Nuriddinova Gulmira Akbarovna –
Bukhara region, Bukhara city ,
7 - Specialized State school English teacher
e-mail: gulmira.nuriddinova84@mail.ru

Annotation: The article describes the content of integrated education and the history of learning. The aim is to increase students' interest in English lessons and other scientific or social sciences, to organize the pedagogical process on the basis of interesting and modern methods.

Keywords: foreign languages, Integrated Learning, strategy, teachers, Intercultural Communication, Bloom's Taxonomy, non-linguistic, video tutorial, method of Venn diagrams.

Content and Language Integrated Learning (CLIL) is an approach where students learn an issue and a second language at the identical time. A science course, as an example, will be taught to students in English and that they won't only find out about science, but they'll also gain relevant vocabulary and language skills.

The CLIL method was used for the primary time at the Jyväskylä Finnish University and also within the Netherlands within the late 90s of the last century. The countries mentioned above emphasize project-based learning when students (from their home countries and from abroad) add various groups for one semester. As a consequence of the co-operation they're given the chance to figure with people of various backgrounds and with different native languages. This fact enables them to induce wont to a large range of accents. The CLIL method is alleged to correspond with the method of being acquainted with the so-called cone and uses it as a communication tool among nations so as to enable everyone to know one another without having to find out many languages.

It's important to notice that CLIL isn't a method of simplifying content or rete aching something students already know in a very new language. CLIL courses should truly integrate the language and content so as to achieve success – and success is set when both the topic matter and language is learned. CLIL can work for college kids of any age, all the way from primary level to college and beyond. Goodbye because the course content and language aims are designed with the students' needs in mind, there's no limit on who can like this teaching approach. However, it is most typically found in primary and lyceum contexts. Many teachers see CLIL as a more natural thanks to learn a language; when a topic is taught there in language there's a concrete reason to find out both at the identical time. As students have a true context to be told the language in, they're often more motivated to try to so, as they will only get the foremost of the content if they understand the language around it. Moreover, being content focused, CLIL classes add an additional dimension to the category and interact students, which is very advantageous in situations where students are unenthusiastic about learning a language. CLIL also promotes a deeper level of assimilation – as students are repeatedly exposed to similar language and language functions and that they have to produce and recall information in their second language. Furthermore, it's the advantage that multiple subjects is taught in English, in order that students' exposure to the language is increased, meaning their language acquisition is quicker. CLIL also encourages students to develop 21st Century skills, including the flexibility to think critically, be creative, to speak and collaborate.

As it are often seen within the picture below, CLIL is meant to develop some necessary competences within the current globalized world, like A multicultural approach is to become more and more common within the current world and to measure within one country with speakers of other languages with a distinct cultural background is also soon considered as a matter of fact. This approach develops communication across cultures. Students are offered real-life situations where they're to use English as a communication means and this makes them raise their awareness on how the language itself is employed, furthermore as cross-cultural awareness. The learners develop their immediate speaking skills with a stress on fluency. A diversity of methods and materials prepares students to accommodate people from different cultural, language, and social backgrounds and to perceive the differences as a component of other culture that enriches them. It enhances teamwork and

helps individuals to seek out their roles during a team. The employment of assorted varieties of materials helps to develop learners' flexibility. Excellent materials offer up-to-date study resources available not just for teachers but also for college kids in various forms. These materials develop learners' orientation in online and printed information. Students are exposed to written and oral resources and, thanks to that fact, they become conscious of different idioms, sayings and glued expressions employed in all styles of situations. Nero didactics supports ICT application in classrooms and therefore the so-called brain based activities. Learners have the chance to be told about their learning styles within these sorts of activities and gradually work on developing skills. English is utilized within the CLIL method in many countries except for those countries where there are more official languages. Subjects are often taught there in other languages, too. The matter of English within the Czech environment is discussed within the monograph Intercultural Communication by Jan Průcha. He considers the choice of other languages more suitable for central Europe, mainly enthusiastic about the neighboring countries which play a major role within the selected country's economy.

Students develop their skill to be told the target subject through a language. Gender sensitivity is handled in David Crystal's book called How Language Works where he says that gender in language has drawn plenty of attention thanks to the influence of feminism within the USA. Even new words are formed to respect both sexes, like officer rather than policeman/policewoman. Learners become awake to the present gender related situation and thus they avoid causing faux-pas. Another consequential feature is that the emphasis on active participation of the learners. The teacher's role within the classroom is more targeting monitoring and assisting as Kalhous, Obst et al. (2002) recommend within the Learning Pyramid. This manner enables the scholars to recollect and skill more as their curiosity is boosted up by certain styles of activities.

As CLIL is subject-focused, language teachers can also should develop their own knowledge of recent subjects so as to show effectively. They need to also structure classes carefully so the scholars understand the content of the lesson, furthermore because the language through which the knowledge is being conveyed. And when it involves classroom management, educators have to be very alert to individual student understanding and progress. It's therefore important to consistently concept check and scaffold the materials to make sure both the language and content are being learned. It's important to own a method in situ when applying CLIL in your courses. One among one amongst (one in every of) the key things to recollect is that the language and subject content are given equal weight which it shouldn't be treated as a language class nor a theme class simply taught in a foreign language. According to Coyle's 4Cs curriculum (1999), a successful CLIL class should include the subsequent four elements:

Content – Progression in knowledge, skills and understanding associated with specific elements of an outlined curriculum;

Communication – Using language to find out whilst learning to use language;

Cognition – Developing thinking skills which link concept formation (abstract and concrete), understanding and language;

Culture – Exposure to alternative perspectives and shared understandings, which deepen awareness of otherness and self. Using a number of frameworks can facilitate your prepare your lessons and confirm activities are challenging, yet achievable for your learners.

Bloom's Taxonomy, as an example, classifies learning objectives in education and puts skills during a hierarchy, from Lower Order Thinking Skills (LOTS) to Higher Order Thinking Skills (HOTS). In the diagram below, you'll be able to see the amount increasing in complexity from the bottom up to the triangle's peak.

Bloom's Taxonomy

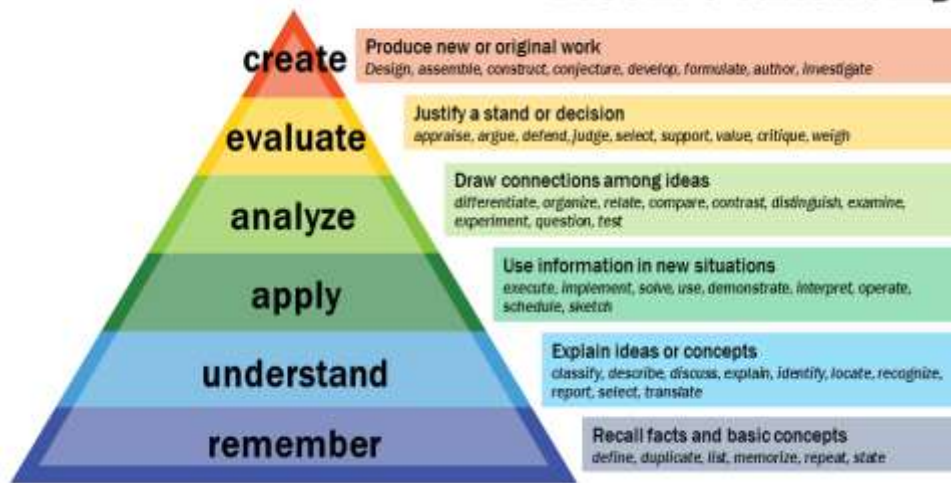


Figure 1. Bloom's Taxonomy

The framework shows how different tasks relate to different levels of assimilation. It's fairly intuitive, but applying this information to your lesson preparation is not always so straight forward.

That's where the helpful Blooming Verbs list comes in. The following chart shows you how different verbs can correlate to the different stages in the taxonomy, allowing you to formulate questions and design activities that develop your CLIL classes in a logical way.

Blooming Verbs List

| Remember | Understand | Apply | Analyze | Evaluate | Create |
|----------|------------|------------|-------------|------------|-----------|
| name | predict | solve | examine | choose | create |
| tell | explain | show | compare | decide | invent |
| list | outline | illustrate | contrast | recommend | compose |
| describe | discuss | complete | investigate | assess | plan |
| relate | restate | examine | categorize | justify | construct |
| write | translate | use | Identify | rate | design |
| find | compare | classify | explain | prioritize | imagine |

Figure 2. Blooming Verbs List

By using the verbs in the first column you'll see how much they remember about a topic you have covered previously. Examples might include:

Can you name three different types of jungle animal?

Can you tell me how often a python eats food?

Can you describe what it's like in the rainforest?

You can then do the same for the subsequent stages of the taxonomy.

The verb chart can even facilitate your design a category project or series of activities that follow a logical sequence using the "Students are going to be able to..." (SWBAT) framework. This may facilitate your set clear objectives and check progress towards the tip of a category, series of classes or course. Here's an example of how you'll develop a collection of objectives using the verb columns to assist you navigate Bloom's Taxonomy:

SWBAT name 10 different animals that sleep in the rainforest;

SWBAT predict what animals eat;

SWBAT complete an easy organic phenomenon;

SWBAT categorize animals into different classifications;
 SWBAT recommend ways to safeguard an species;
 SWBAT create a brand new habitat for species of their choice.

In this way you may be able to scaffold your materials to make sure that your students are supported step by step while learning material and achieving learning objectives. School-based teaching and learning during a language that's not the students' first has become a prominent topic in educational planning and research over the last 20 years. The body of internationally accessible CLIL research is continuously growing; this growth has been most marked since around 2005 (for an summary see Dalton-Puffer 2011).

As coordinators of the AILA Research Network CLIL and Immersion Classrooms since 2006 we've gained insights into the dynamics of, and research on, content-based foreign language education in many countries and that we are thus grateful for the chance to debate this research area and make suggestions for its future development. One thing that's clear from our activities is that the immense diversity of what's thought to be CLIL. We must realize of this diversity and a high degree of contextualization are a few things we are going to foreground throughout. CLIL is fundamentally supported methodological principles established by research on language immersion. This type of approach has been identified as important by the Eco Commission because: "It can provide effective opportunities for pupils to use their new language skills now, instead of learn them now for later use. It opens doors on languages for a broader range of learners, nurturing self-confidence in young learners and people who haven't responded well to formal language instruction generally education. It provides exposure to the language without requiring time beyond regulation within the curriculum, which might be of particular interest in vocational settings." This approach involves learning subjects like history, geography, managerial skills/concepts or others, through a further language. It are often very successful in enhancing the educational of languages and other subjects, and helping children develop a positive attitude towards themselves as language learners.

The European Commission has therefore decided to push the training of teachers to "...enhancing the language competences normally, so as to push the teaching of non-linguistic subjects in foreign languages". CLIL as a method has its advantages but it also has some drawbacks when compared with other approaches.

As for the positive aspects the subsequent ones is named:

learning enhances critical thinking of students;
 the educational process relies on world situations;
 leaning relies on teamwork (in some countries supported projects);
 raising the intercultural awareness of both students and teachers;
 increasing employability;
 breaking various types of prejudice and fear of travelling outside the home country;
 acquiring communicative skills and patterns (Metodický portál, 2013). Possible negative aspects:
 a high level of your time consumption for material preparation;
 students/teachers don't have the relevant level of foreign language knowledge;
 not enough information on the CLIL method;
 lack of motivation to use the CLIL approach;
 reluctance of using the method;
 training courses aren't available on a daily basis.

List of used literature

1. Raymond Murphy. Essential Grammar in Use: a self-study reference and practice book for elementary students of English (with answers) R.Murphy. – Tashkent: “ART FLEX” Publishing House, 2019. – 262 p.
2. L.Jo'rayev, S.Xan, Sh.Ernazarova. The new edition of “Fly High 5”. “O'qituvchi” NMIU, qayta ishlangan nashri, 2017. – 160 p.
3. Airey, J. (2009). Estimating undergraduate bilingual scientific literacy in Sweden. International CLIL Research Journal 1, 26–35.

4. Badertscher, H. & T. Bieri (2009). Wissensserwerb im content and language integrated learning. Bern, Wien: Haupt. Barcelos, A. M. F. (2003). Researching beliefs about SLA: A critical review. In P. Kalaja & A. M. F.