



CONTENT BASED LEARNING AND INTEGRATED SKILLS IN LANGUAGE TEACHING

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Abstract

The main task of this article is to investigate content-based integrated learning skills. To what extent a foreign language is the formation of communicative competence, that is, the skill and aim to carry out personal and cultural communication with other people. Communicative competence is not an innate quality or trait of a person. It is formed in the process of long-term communication. And the main task of the teacher is to create a model of real communication so that it evokes in students a natural desire and need to interact with other participants in the situation and instill confidence in themselves when communicating.

Keywords: content based learning, integrated skills, communication, culture, competence, foreign language.

Introduction

The quickly changing world makes challenging requests for each individual: to adjust to a few changes within the outside environment, to recognize their arrangement within the world and social society, to execute the gotten yield and abilities in life expectancy. The instruction system plays an imperative part in this activity. The most point of any school is to shape a combined framework of information and abilities, which leads to the free movement of understudies and their individual obligation. At the same time, information of a remote dialect is getting to be one of the powerful instruments for moving forward information and proficient advancement. Any dialect is the foremost important means of interaction, an ensure of the presence and advance of human society. The changes within the cutting edge world require an increment in communicative competence and careful dialect preparing of understudies. As it were in this case they will be able to trade considerations in numerous life circumstances when communicating with other individuals, utilizing the system of linguistic norms and adequate communicative behavior. Based on a student-centered approach to teaching and educating the younger generation, the teacher should strive to create a diverse educational environment that allows children to fully demonstrate their abilities and skills.

Present day instructive advances utilized for the arrangement of outside dialect communicative competence are exceptionally compelling in terms of making an





instructive environment that guarantees the interaction of all members within the instructive handle. When instructing an outside language, the teachers has the proper to utilize or autonomously modify any cutting edge innovation in agreement with the capacities, substance of instructive fabric, objectives and targets of instructing in a particular gather of understudies. One of these technologies that we utilize in the classroom is subject-language integrated learning - CLIL (Content and Language Integrated Learning).

The term CLIL means the process of teaching subjects or parts of them in a foreign language. To achieve the ultimate goals of the educational process, a double objective was set: the study of the subject and the simultaneous study of a foreign language. According to Marsh's theory, CLIL views foreign language learning as a technique for learning other subjects. The method forms a student's necessity for training, and this, in turn, lets him to ponder and increase his skills, including in his native dialect.

Modern educational methods denote this method as follows: it is a didactic method that allows students to form linguistic and communicative competence in a non-native language in the identical educational context in which they form and develop general academic knowledge and skills. ... When planning training using this method, it is necessary to take into account its action components, as already alluded in our previous study of the so-called "4C": "content" (content), communication (communication), "cognition" (mental abilities), "culture" (knowledge cultural studies). Below we will dwell on each component in detail.

"Content" - content. The teacher should activate the process of mastering new knowledge and skills in the subject.

"Communication" - communication. This phase should encourage children to make full use of the means of learning a foreign language to acquire new knowledge and skills.

"Cognition" - thinking. The teacher strives to maximize the development of the "mental" abilities of students for a better understanding of the language and the subject. To achieve this goal, contribute to the task for the development of analytical and critical thinking, tasks and exercises for comparison, guessing, finding the main thing, etc.

"Culture" - knowledge of cultural studies. Understanding the features, similarities and differences of modern world cultures will help students to quickly adapt in the cultural space, understand their native culture and strive for its preservation and development. In addition, when planning educational material according to the CLIL method, it is important for a teacher to take into account the age of students, the degree of their proficiency in a foreign language, and their readiness to perceive





educational material in a foreign language. The method of interdisciplinary language integration is based on five basic principles that should be considered when applying it. These are aspects such as:

- 1.Cultural
- 2.Social
- 3.Lingual
- 4.Object
- 5.Training

When preparing classes in the format of the described methodology, it must be remembered that special requirements are imposed on the educational material and tasks, which are different from those that are guided by the teacher when planning traditional classes. The teacher has a number of tasks:

- a) the material on the subject in terms of complexity should be slightly inferior to the level of knowledge of students in this subject in their native language;
- b) assignments should reflect the characteristics of the language being studied, practice the ability to use certain linguistic forms;
- c) the texts must be carefully selected in accordance with the subject and the actual level of knowledge of the students;
- d) assignments should correspond to the topic and contain a sufficient amount of information for understanding and assimilation. The application of this technique in practice has revealed both positive and negative aspects. One of the benefits can be called increased motivation for learning English among students. Language learning takes on a more focused form as language is used to solve specific communication problems. Often, students are limited in obtaining specific information by the program material of the textbook, which offers a standard and very limited set of topics for communication: "Sports in my life", "Famous people of the country", "The Internet in our life." , " Communication technologies ", etc. The method of language integration allows you to move away from the standard presentation of the material and get more extensive knowledge, which will undoubtedly be useful for professional and everyday communication. Students have the opportunity to show not only their language abilities, but also knowledge in various areas of life: medicine, art, business and others. In addition to developing language skills, students have the opportunity to study and understand the culture of other peoples, which develops and shapes their socio-cultural competencies. Students will have to work with a fairly large amount of language material, that is, experience immersion in the language environment. In addition, when studying certain topics, students must memorize terms and speech





cliches, and this expands their vocabulary and prepares them for further study and application of the knowledge gained when mastering their chosen profession.

However, with a huge presence of positive aspects, the introduction of this methodology into the educational process can have certain problems. The two main ones are insufficient knowledge of a particular subject by teachers of a foreign language and insufficient knowledge of the language of a subject teacher. The negative aspects include the imperfection of some English textbooks and the insufficient number of training sessions in the educational program. The use of the methodology also makes it difficult for students to have different levels of proficiency in a foreign language (mixed classes), which can lead to an increase in the academic load and, accordingly, to a number of psychological and psychosomatic problems. The teacher, in turn, must also face certain requirements, such as: use a variety of forms and methods of presenting educational material and organizing educational activities, take into account the individual abilities of students and be in constant creativity. Search. Over time, working according to the CLIL methodology, the teacher acquires certain competencies. In conclusion, we want to say that despite all the difficulties of using CLIL, this method is an extraordinary approach to teaching foreign languages, which allows us to solve many problems of the educational process. With proper consideration of all factors, the application of the method of subject-language integration will significantly increase the motivation of students to study foreign languages; teach children to consciously and freely use a foreign language in everyday communication; broaden children's horizons, knowledge and acceptance of other cultures and values; prepare students to continue their studies in the chosen specialty; develop and improve linguistic and communicative competence through the study of a foreign language.

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