

## LANGUAGE TEACHING AND INTEGRATION LINGUISTIC APPROACHES

**Abduvalieva Olima Murodilla kizi**

*Namdu is a first year student.*

*Ilmiy rahbar*

**Jalolov Sherali**

*Namdu senior lecturer*

**Annotation:** *In this article author highlights the current problems of language teaching and integration linguistic approaches. Also she gives more information about new innovatsion technology in this fields.*

**Key words:** *cognition, culture, component, content, methodology, skills*

**Аннотация:** *В данной статье автор освещает актуальные проблемы преподавания языков и интеграции лингвистических подходов. Также она дает больше информации о новых инновационных технологиях в этой области.*

**Ключевые слова:** *познание, культура, компонент, содержание, методология, умения.*

**Annotatsiya:** *Ushbu maqolada muallif tilni o'qitishning dolzarb muammolari va lingvistik yondashuvlarni integratsiyalashgan holatini tadqiq qilgan. Shuningdek, u ushbu sohadagi yangi innovatsion texnologiyalar haqida salmoqli malumotlar beradi.*

**Kalit so'zlar:** *bilish, madaniyat, komponent, mazmun, metodologiya, malaka*

Areas with simultaneous development of bilingual skills of academic discourse and, secondly, to give special importance to the cultural component, which is among the four components of CLIL (Cognition, Culture, Content, Communication / cognition, culture, content, communication) is considered as a kind of "filter" through which the other three pass and in which they are interpreted and merged. At the same time, the authors emphasize the importance of simultaneous development of the linguistic and cognitive potential of students, which opens up opportunities for the application of knowledge in different languages, in variable situations, in different audiences and for different purposes [1]. Like many other educational models, subject language.integrated learning has a number of aspects that cause critical attitude, For example, it is noted that, although CLIL technologies imply subject-oriented learning in any language, however, in practice this translates into the system of English-language education. In the course of a detailed study of this issue, the authors emphasize, they have not found a single case where CLIL teaching would be carried out in another language. This practice, the authors conclude,.firstly, it contributes to the realization of the pan-European ambitions of English language education, and secondly, it leads to the fact that teachers who are native English speakers receive preferences when applying for a job within the framework of CLIL programs [2].Considering the prospects of subject-language integrated.learning, it is impossible not

to express certain concerns about such a problem as the teacher's qualification characteristics, which are necessary for working according to the CLIL methodology. In fact, a teacher should be equally proficient in both a foreign language and a non-language- howl by subject discipline. At the moment, there is no such system of teacher training. As a possible way to solve the problem, the organization of educational activity on the basis of interactivity and autonomy of students is proposed, when classes are built with an emphasis on constructive autonomous activity of students and the role of the teacher is manifested in the ability to effectively manage the educational discourse, create conditions for interaction and cooperation of students [3]. In such conditions, an atmosphere of partnership between students and teachers arises in the classroom the giver, and the learning process becomes learning, not learning. The main function of the teacher, the authors emphasize, is to organize the educational activities of students, to involve them in the educational process designed to ensure the assimilation of subject content and increase the level of language competence [4]. But even here.it is obvious that it is the teacher who plays an important role in the educational process, responsible for organizing autonomous activities The methodological basis of the study was a systematic approach to understanding the holistic pedagogical process aimed at achieving practical, general education and educational goals of education. A retrospective analysis of the main trends in the theory and practice of professionally oriented teaching of a foreign language made it possible to identify the most characteristic features of subject-language integration, manifested during its gradual formation, and to trace the features of its implementation in the domestic and foreign educational space. During the analysis both common and distinctive features of various models that implement the idea of learning a foreign language in conjunction with the acquisition of knowledge and skills in the field of non-linguistic subject disciplines were identified. The method of systematization and analysis of points of view both on the positive aspects of the subject-language integrated

education, and on the sides that cause critical reflection, made it possible to assess the relevance and expediency of using the methodological model in teaching linguistics students in Russian universities, as well as to identify possible advantages that can give the use of this model in terms of effective training of linguistic specialists for professional activity. The method of studying and generalizing the pedagogical experience of foreign and domestic researchers on the introduction of various forms of interrelated teaching of a foreign language and non linguistic subject disciplines aimed to identify the optimal forms of implementation of the idea of subject-language integration in the training of linguistic specialists in Russian universities. Research and results

In the methodological literature, the idea is expressed that in co- in the temporary world, the study of a foreign language as a separate discipline is losing its relevance. Knowledge of a foreign language, traditionally considered a sign of a good education, acquired a practical orientation with an emphasis on the interests and needs of students, when the goal was to form bilingual communicative competence in the field of

professional communication among students [5]. The prologue of integrative trends in teaching a foreign language was the ESP model (English for Special purposes), developed for teaching English-speaking professional communication in scientific, technical, economic and social spheres (EST, EBE, Subject language integration ESS). In the 1980s and 1990s, along with strengthening the position of ESP, programs for teaching mathematics, chemistry, physics, etc. in a foreign language - Content-Based Language Teaching (CBLT) or Content-Based Instruction (CBI) / content-based language teaching. The CLIL model has become a further development of the methodology of interrelated teaching of a foreign language and subject disciplines (Content and Language Integrated Learning / subject-language integrated learning) [6]. Researchers identify a number of parameters that serve as the basis. It is used to determine the special status of the CLIL model in the general system of professionally oriented foreign language teaching. It is noted that in the previous stages, the emphasis was usually placed either on teaching a language using content elements (ESP, CBLT). or on learning content with full language immersion (immersion), while subject-language integrated learning provides for simultaneous mastery of knowledge in the subject area and the ability to operate with this knowledge in a foreign language. This dual focus provides a balance of two components, none of which has superiority over the other [7]. The goal of such training is the formation of bilingual competence in the subject area. After the adoption of the document on education and vocational training by the Council of Europe in 1995 [8], subject-language integrated education became one of the popular trends in the educational system of Europe. There is a successful experience of subject-language integration in primary and secondary schools in Bulgaria, Austria, Italy, France, Spain and a number of other countries [9]. For example, already in 1996, subject-language integrated education was introduced into the program of 43 public schools in Spain, and by 2010. The number of primary and secondary schools implementing the CLIL methodology in Spain has grown to 200 [18]. Since the mid 1990s, the CLIL methodological model has been widely used in a number of secondary schools. Czech Republic: part of the subject disciplines are studied in a foreign language: German, Spanish, French, Italian, English, Russian [10]. The popularity of CLIL in European universities is growing. For example, the National Defense University in Warsaw successfully implemented a pilot project providing for the construction of courses in a combination of two languages, when the study of content in a foreign language accounts for up to 30% of the total course volume. Considerable experience in teaching various applied and theoretical disciplines in a foreign language has been accumulated at the Narva College of the University of Tartu, where general education and special subjects are taught in three languages: Russian, Estonian and English.

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