

CONTENT BASED INSTRUCTION IN TEACHING ENGLISH

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Abstract. Content-Based Instruction (CBI) refers to an approach to second language teaching in which teaching is organized around the content or information that students will acquire, rather than around a linguistic or other type of syllabus. Content-Based Instruction is an approach in which the teaching is organized around the content. Likewise, the principles of Content-Based Instruction are heavily rooted on the principles of communicative language teaching since they involve an active participation of students in the exchange of content. Teachers in content-based programs may be content specialists who use the target language for instruction, or language specialists who are using content for language instruction.

Key words: content-based programs, visual learners, immersion, motivation, engagement.

Introduction. To be effective in their roles, they will need the knowledge, skills and concepts required for content delivery in a second/foreign language. There are many different ways to approach learning, as different people learn best in different ways. Some people are visual learners while others prefer hands-on learning, and some people learn best alone while others learn best in a group. Although it has existed since the 1980s, content-based learning is a method of education that has been gaining popularity in recent years. Content-based instruction is defined as a method of learning language through meaningful content. Students have the flexibility to study different languages in the context of unique subject matter. In theory, studying the language around content that is interesting to the student increases immersion, motivation, and engagement. This comes in contrast to traditional educational styles which rely on rote memorization. This lesson covers the three different methods of content-based instruction: theme-based, sheltered, and adjunct. Traditional language education focuses entirely on the study of the language. A traditional language lesson typically would involve learning and memorizing vocabulary and grammar. A teacher would present the content and students may participate in activities or complete worksheets. But a lesson using content-based instruction could be anything; for example, a language lesson could be learning how to cook French cuisine, studying the history of the Spanish-American War, or examining the geography of Europe. Listed below are other examples of potential "content" for content-based learning. The purpose of CBI is to increase student immersion, engagement, and motivation. This can be approached in a number of different ways. The three main models of content-based instruction are the theme-based language instruction model, the sheltered content instruction model, and the adjunct language instruction model. I

can unquestionably confirm, with the experience that I have teaching different content-based activities within my classroom, that student motivation does seem to increase for the majority of students, and their focus and engagement in class is much improved. Moreover, I find that as the instructor my focus, motivation, and enthusiasm are also increased when teaching through content. Public speaking is a valuable skill that can help you communicate effectively, persuade others, and boost your confidence. However, it also comes with certain etiquette rules that you should follow to respect your audience, your hosts, and yourself. In this article, we will discuss some of the most important public speaking etiquette rules and how to apply them in different situations. Professional etiquette is about presenting yourself with polish and professionalism that demonstrates you can be trusted and taken seriously. Ewert supports my claim and states that incorporating new readings and new materials based on content and/or student interest not only increases student motivation but also teacher motivation. If an instructor's job is to teach students to the very best of our ability, then it would be beneficial to steer away from grammar-focus-driven classrooms and attempt to integrate more content-based activities whenever possible. Teachers in content-based programs may be content specialists who use the target language for instruction, or language specialists who are using content for language instruction. To be effective in their roles, they will need the knowledge, skills and concepts required for content delivery in a second/foreign language. Before you prepare and deliver your speech, you should have a clear idea of what you want to achieve and how you want to impact your audience. Your purpose will guide your choice of topic, tone, language, and structure. It will also help you avoid irrelevant or inappropriate content that might confuse or offend your listeners. For example, if your purpose is to inform, you should focus on facts, evidence, and examples. If your purpose is to persuade, you should appeal to emotions, values, and beliefs. Another essential rule of public speaking etiquette is to know your audience and tailor your speech accordingly. You should research your audience's background, interests, expectations, and needs before you design your speech. You should also adapt your speech to the context, occasion, and setting of your presentation. For example, if you are speaking to a professional audience, you should use formal language, avoid jargon, and cite credible sources.

REFERENCES:

1. Greater flexibility and adaptability in the curriculum can be deployed as per the student's interest.

2. Learners are exposed to a considerable amount of language through stimulating content. Learners explore interesting content and are engaged in appropriate language-dependent activities. Languages are not learned through direct instruction, but rather acquired "naturally" or automatically.

3. Complex information is delivered through real life contexts for the students to grasp easily, thereby leading to intrinsic motivation.

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