

HOW TO IMPROVE SPEAKING SKILL?

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ABSTRACT

The article gives information about the meaning and usage of CLIL, how CLIL helps to develop the class, aim of the subject, benefits of Content language integrated learning, ways of improving speaking skills by the help of content language and integrated learning.

Key words: *CLIL, knowledge, benefits, advantages, subjects, STT, TTT.*

INTRODUCTION

The basis of CLIL is that content subjects are taught and learnt in a language which is not the mother tongue of the learners.

- ✓ Knowledge of the language becomes the means of learning content
- ✓ Language is integrated into the broad curriculum
- ✓ Learning is developed through increased motivation and the study of natural language seen in context. When learners are interested in a topic they are stimulated to learn language to communicate
- ✓ CLIL is focused on language acquisition rather than enforced learning
- ✓ Language is seen in real-life situations in which students can acquire the language. This is natural language development which builds on other forms of learning
- ✓ CLIL is long-term studying. Students become academically proficient in English after 5-7 years in a good bilingual program
- ✓ Fluency is more crucial than accuracy and errors are a natural part of language learning. Learners develop fluency in English by using English to communicate for a variety of purposes

- ✓ Reading is the important skill. The pro of CLIL CLIL aids to:
- ✓ Introduce the wider cultural context
- ✓ Prepare for internationalisation
- ✓ Access International Certification and enhance the school profile
- ✓ Develop overall and specific language competence
- ✓ Prepare for future studies and / or working life
- ✓ Improve multilingual interests and attitudes
- ✓ Diversify methods & forms of classroom teaching and learning
- ✓ Increase learner motivation.

LITERATURE ANALYSIS AND RESEARCH METHODOLOGY

CLIL in the classroom CLIL assumes that subject teachers are able to exploit opportunities for language learning. The best and most common opportunities arise through reading texts. CLIL draws on the lexical approach, encouraging learners to notice language while reading.

Content Language Integrated Learning (CLIL) is a dual-focused educational approach in which an additional language is used for the learning and teaching of both content and language. That is, in the teaching and learning process, there is a focus not only on content and but also on language. CLIL is not a new form of studying language and it is not a new form of subject education.

CLIL is an educational approach in which various language supportive methodologies are used which lead to a dual-focused form of instruction where attention is given both to the language and the content: achieving this twofold aim calls for the development of a special approach to teaching in that the non-language subject is not taught in a foreign language but with and through a foreign language. It opens up doors on an educational experience which can be very hard to achieve in a language-learning classroom.

But CLIL is an approach which is neither language learning nor subject, but an amalgam of both and is linked to the processes of convergence. Content and language

integrated learning (CLIL) is a method for acquiring content through an additional language (foreign or second) or language with some specific content, hence teaching the subject through the language.

David Marsh identified the term in 1994. At first, the idea was connected with teaching business content to business people, and the principal aspect is linked to effective language immersion. CLIL is very important in the world as it integrates the teaching of content from the significant with the teaching of a non-native language. Some scientists prefer to choose an identical theme within the language course — soft CLIL, others would prefer to focus on teaching half of the curriculum in the target language — hard CLIL. There are four components of CLIL.

DISCUSSION AND RESULTS

1. **CONTENT** The subjects according to curriculum taught in CLIL consist of art, citizenship, classics, design and technology (DT), economics, environmental studies, geography, history, information and communication technology (ICT), literacy, mathematics, music, physical education (PE), philosophy, politics, religious studies (RE), science, social science and technology.

2. **COMMUNICATION** Students should improve communication skills for expressing ideas about subject content and to support students to be active. They need to explain and interpret functions (facts, data, thoughts, and feelings), both in writing as well as orally. Communication skills are vital. Thus, CLIL is aimed at STT (student talking time) and reduce TTT (teacher talking time). To improve meaningful and effective communication the following strategies are utilized:

- o brainstorming to introduction and end of topic of study
- o open questions
- o discussions with each other
- o peer feedback
- o group feedback
- o share ideas with a partner before writing and after writing
- o report back on research found on the Internet
- o prepare poster or PowerPoint presentations
- o role play or debates

3. **COGNITION** CLIL promotes cognitive or thinking skills such as reasoning, abstract thinking, hypothesing, creative thinking synthesis, evaluating and so on.

4. **CULTURE** ‘Culture is at the fundament of CLIL. CLIL gives us opportunities to introduce a wide range of cultural contexts to help students develop positive attitudes

and become aware of the responsibilities of global as well as local citizenship. To understand how CLIL works, have a look at lessons covering various subjects and how English intensifies and provides the learning process. CLIL helps students discover and develop multiple skills — so-called literacy skills. CLIL approach emphasizes on Pluriliteracy skills development through cognitive discourse functions. In other words, you help your students build and structure knowledge according to higher order thinking.

Hence your students learn the language to perform and apply it to their field.

The aims of CLIL The aims of CLIL may be different: they range from helping young people understand the point of learning a language to developing advanced language skills; the aims may include getting teachers to change teaching practice (content and language teachers), or increasing levels of harmony between inter-ethnic groups.

Factors Supporting The Effectiveness of Speaking In order to be a good speaker, a speaker besides having to give the impression that he mastered the problem being discussed, the speakers must also show courage and enthusiasm. Besides that the speaker must speak clearly and quickly. In this case there are several factors that must be considered by the speaker for speaking effectiveness, namely linguistic factors and non-linguistic factors.

a. Linguistic factors Accuracy of speech:

A speaker must get used to pronouncing the language sounds appropriately. The pronunciation of the language that is less precise, can distract the listener.

The speech patterns and articulations we use are not always the same. Word choice (diction): The choice of words should be clear and varied. Clearly the meaning is easy to understand by the listener and the target of the listener will be more aroused and more understanding, if the words used by words that are already known to the listener. The accuracy of the speakers target:

Speakers who use effective sentences will make it easier for listeners to capture the conversation. The sentences of this sentences is very influential on the effectiveness of delivery.

b. Non-linguistic factors

- A reasonable attitude, calm and not rigid
- A view must be held on the other person
- Willingness to respect the opinion of others
- Proper gestures and expressions
- Loudness of voice
- Fluency
- Relevance / reasoning
- Mastery topics

Cooperative Learning. Learning is something that is done by students, not made for students (Isjoni 2009 : 11).

Learning is basically an educator's effort to help students carry out learning activities. Learning objectives are the realization of the efficiency and effectiveness of learning activities carried out by students. Cooperative learning comes from the word cooperative which means doing things together by helping one another as a group or a team.

Cooperative learning is learning that emphasizes shared attitudes or behaviours in working or helping among others in the structure of regular cooperative in groups consisting of two or more students to solve problems. Johnson states there are five important elements in cooperative learning, among others :

- 1). Positive interdependence between students.
- 2). Interactions between students that are increasing.
- 3). Individual responsibility
4. interpersonal and small groups skill.
5. group processes.

Based on the definition put forward by experts it can be concluded that cooperative learning in learning involves several students to increase participation and provide experience to make group decisions and provide opportunities for students to interact and learn together with students of different backgrounds.

CONCLUSION

There are a lot of different people in the world and everybody has different way of studying, the same happens with CLIL process. The American professor Howard Gardner says that there are eight different kinds of intelligence. All of people can be divided into eight intelligent groups:

- Linguistic
- Logical-mathematical
- Bodilyphysical.
- Visual-spatial.
- Musical.
- Naturalistic.
- Interpersonal.

If a teacher is using the theory about different intelligence, it helps students to produce the information and language in a lot of different ways. If we talk about CLIL techniques using during the lesson, student will have some benefits, such as: - Students learn the same way as native speakers do.

- Lessons are based around highly motivational topics using a top down approach.
- The content is familiar to students and multiple intelligence friendly.
- Students focus on fluency and communication and have the opportunity to experiment with language. The necessity to educate multilingual and multicultural citizens has created the dire need to explore new teaching methodologies that can ensure the learners' command of foreign languages.

Content Language Integrated Learning is an innovative method of teaching whereby language is used as a tool for learning both the content of a subject of the school curriculum and the language itself.

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