



MOTIVATIONS USING OF CONTENT BASED IN PRE-INTERMEDIATE CLASSES

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Annotation: *This scientific article discusses the importance of motivation in teaching students in content-based learning.*

Key words: *Content-Based Instruction, typically means, authentic materials, motivation, autonomous, instructional.*

Content-Based Instruction is “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” according to Richards & Rodgers’ opinion [26,p36]. In other words, Content-Based Instruction involves integrating the learning of language with the learning of content simultaneously; here, content typically means academic subject matter such as math, science, or social studies.

In Content-Based Instruction, the language is utilized as the medium for teaching subject content to the point of Mohan [22, p 22]. The language learning objectives are achieved through content learning. The syllable in most Content-Based Instruction courses are derived from content areas, and vary widely in detail and format. In a word, Content-Based Instruction is a method of teaching language and content in tandem. Content-Based Instruction requires better language teachers. Language teachers must be knowledgeable in content areas and be able to elicit knowledge from students. In addition, language teachers have such responsibility as to keep context and comprehensibility foremost in their instruction, to select and adapt authentic materials for use in class, to provide scaffolding for students’ linguistic content learning, and to create learner-centered classrooms according to Stryker and Leaver [27, p 56].

Content-Based Instruction requires better learners as well. Students are hypothesized to become autonomous and independent in Content-Based Instruction, so that they are conscious of their own learning process and can take charge of their learning. Furthermore, students are expected to support each other in collaborative modes of learning. Finally, students need to make commitment to this new approach to language learning according to Stryker and Leaver [27]. Typically, the materials in Content-Based Instruction are used with the subject



matter of the content course. It is recommended that “authentic” materials are identified and utilized. There are two implications of authenticity. One implication is that the materials are similar to those used in native-language instruction; the other relates to the use of newspaper and magazine articles and any other media materials “that were not originally produced for language teaching purposes” said Brinton. Some materials such as tourist guidebooks, technical journals, railway timetables, newspaper ads, or TV broadcasts are also recommended by many Content-Based Instruction practitioners [1].

Content-Based Instruction in language teaching has been widely used in a variety of different settings since 1980s such as English as Specific Purpose Programs for Students with limited English Proficiency, Language for Specific Purposes, immersion programs, and Language Programs. Since Content-Based Instruction refers to an approach rather than a method, no specific techniques or activities are associated with it. At the level of procedure, teaching materials and activities are selected according to the extent to which they match the type of program. Finally, Content-Based Instruction provides the opportunity for teachers to match students’ interests and needs with interesting, comprehensible, and meaningful content according to Brinton [5, p 24].

The theoretical foundations supporting Content-Based Instruction derive from cognitive learning theory and Second Language Acquisition research. Cognitive learning theory posits that in the process of acquiring literacy skills, students progress through a series of three stages, that is, the cognitive, the associative, and the autonomous. In the cognitive stage, learners notice and attend to information in working memory, and they gradually develop a rough mental presentation of task requirements. In the associative stage, learners refine and strengthen this representation but still consciously attend to rules and sometimes need outside support when performing the task. Finally, in the autonomous stage, the task representation is increasingly refined, and learners are now able to perform the task automatically and autonomously according to Anderson [4, p 37]. Progression through these stages is facilitated by scaffolding, which involves providing extensive instructional support during the initial stages of learning and gradually removing this support as students become more proficient at the task Marsh and O’Malley [7, p 34].

Krashen states that language structures are most efficiently acquired when presented through comprehensible input that is just beyond the learners’ current proficiency level, thereby forcing them to reach beyond the linguistic input and use previous knowledge and communicative context to gather the meaning of



unfamiliar structures. Hence, Krashen's model provides a theoretical foundation for CBI that provides students contextualized language curricula built around meaningful and comprehensible input through which not only language but information is required. SLA research emphasizes that literacy development can be facilitated by providing multiple opportunities for learners to interact in communicative contexts with authentic, linguistically challenging materials that are relevant to their personal and educational goals [18, p 45].

Cummins theorized that there are two kinds of English proficiency that English Specific Purposes students must learn. The first Basic Interpersonal Conversational Skills involves the ability to converse with others and to articulate needs in L2, and can be developed only 2-3 years. The other is Cognitive Academic Language Proficiency. Cognitive Academic Language Proficiency involves the acquisition of academic literacy skills, and the use of L2 to understand complex, decontextualized linguistic structures, and to analyze, explore, and deconstruct the concepts presented in academic texts. It takes between 5-7 years to master Cognitive Academic Language Proficiency. Cummins argues that English Specific Purposes learners cannot acquire cognitive academic language skills from everyday conversation. Developing these cognitive skills requires task-based, experiential learning typified by learners' interactions with contexts, tasks, and texts that present them with complex interdisciplinary context. Thus, Cummin's model provides another theoretical foundation for Content Based Instruction [4,p 56].

Content-Based Instruction isn't explicitly focused on language learning, some students may feel confused or may even feel that they aren't improving their language skills. Deal with this by including some form of language focused follow-up exercises to help draw attention to linguistic features within the materials and consolidate any difficult vocabulary or grammar points.

Particularly in monolingual classes, the overuse of the students' native language during parts of the lesson can be a problem. Because the lesson isn't explicitly focused on language practice students find it much easier and quicker to use their mother tongue. Try sharing your rationale with students and explain the benefits of using the target language rather than their mother tongue.

It can be hard to find information sources and texts that lower levels can understand. Also the sharing of information in the target language may cause great difficulties. A possible way around this at lower levels is either to use texts in the students' native language and then get them to use the target language for the sharing of information and end product, or to have texts in the target language, but



allow the students to present the end product in their native language. These options should reduce the level of challenge.

Some students may copy directly from the source texts they use to get their information. Avoid this by designing tasks that demand students evaluate the information in some way, to draw conclusions or actually to put it to some practical use. Having information sources that have conflicting information can also be helpful as students have to decide which information they agree with or most believe.

Most of the students feel a lot of pressure when being evaluated, they do not like to sit and answer questions that are boring and that will have important consequences like to pass or fail the level. Some authors say that students are asked to answer what the teachers want and using their words, that is what leads to study things by heart. All the students are different so they need different kinds of evaluation, some express themselves better in a written way, others like oral exercises, and others like to communicate themselves through art and music. The important thing here is to know if students learned or not, it does not matter the way they use to express what they have learned. Science is a subject that allows teachers to evaluate in a global way. Teachers can talk with students about vertebrates and evaluate skills such as speaking and reading. Teachers can also design projects using experiments and observation activities where students have to record results in a written way, so students are being tested in an interesting way. Evaluating students only during a week has negative consequences because students think that they only have to dedicate their time to study during that specific time. They also get very worried and they feel stressed because during that time they are supposed to pay attention and update all their homework and notes. Evaluation has to be a day to day practice because there are many ways to see if students are working and not only tests. Projects are a good way to evaluate students because they are allowed to choose the subject of their investigation, look for data, design their presentations, and they are free to work in the way they want, teachers become only a guide but the real work is done by the students. Projects contain information that as were obtained by students, will be hard to forget and that is going to motivate them. A project is also a kind of exercise that keeps students active and doing things by themselves instead of being passive and listening to all the information that the teacher provides. Projects help students to be independent and responsible for their learning. Projects allow students to change the place of study. Students can work at the library or outside the class changing the routine and feeling more comfortable. The place where students have



their classes also affects their attitude toward the subject.

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