

## The Role and Importance of an Integrated Bilingual Approach in Teaching English to Students

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**Annotation:** Since gaining independence, great attention has been paid to the development of international relations, as well as the teaching and learning of foreign languages. Perfect knowledge of any foreign language has become a requirement of today in the formation of the younger generation as a harmoniously and comprehensively mature person.

**Keywords:** approach, role, important, language, students, besides

The role of ESL in bilingual education has frequently been misunderstood, sometimes because of nonpedagogical issues and sometimes as a result of our inadequate understanding of how second language development can best be achieved in bilingual classrooms. This article reviews recent research in two separate areas, bilingual education and ESL, in an attempt to arrive at some generalizations about what characterizes effective bilingual and ESL instruction. The bilingual education research literature is finding support for an "integrative approach" to second language development, with classroom applications focusing on grouping strategies that allow children to receive appropriate input in the second language. These findings complement current views on ESL teaching that stress proficiency in speaking and writing as outcome goals and that conceptualize instruction in terms of developing communicative competence. Given the essential interrelatedness between second language development and other curricular goals, the conventional conceptualization of ESL as an isolated element within bilingual programs is challenged. Implications for bilingual teacher preparation, where ESL and content-area instruction are often dealt with separately, are also examined. When thinking about the formation of pedagogical competence of students, first of all, let's focus on the concept of competence. Competence is the ability to demonstrate knowledge, skills, competencies and personal qualities in solving problems related to this activity. In a professionally oriented communication environment, competence means the exchange of ideas in a foreign language with professionally relevant information. Competence is formed, developed and improved depending on the future professional activity. Education in such conditions.

The process acquires a new meaning, becomes a process of learning and teaching, that is, independent study of professional and social competence, learning a foreign language in the field of social, labor, cultural, domestic and cultural recreation. is achieved. At the current stage of development, the formation of pedagogical competence of students in the process of teaching foreign languages in higher education is an urgent issue. Indeed, the study of foreign languages plays an important role in the formation of the student's consciousness, that is, in his worldview, professional formation. This requires improving the quality of foreign language education in various universities. Accordingly, the pedagogical process of teaching foreign languages to students.

Bilingual education enables learners to develop the L1 alongside an L2 or global language such as English. Also, there is a growing body of evidence (e.g. Mehisto, 2012, pp 8, 18, 117) suggesting that there are potential benefits to individuals, schools and societies in being bilingual, for example:

- increased mental flexibility
- improved inter-cultural skills
- increased opportunities for global exchange and trade.
- What are the challenges of bilingual education?
- People might feel anxious about an innovation such as bilingual education and will have a lot of questions, for example, whether all learners will have sufficient L2 proficiency to cope.
- Some people see bilingual education as requiring proficiency in the L2, whereas others see bilingual education as developing proficiency in the L2. This is linked to age at when bilingual education starts.

- Each context is different and so it can be difficult deciding, for example: – whether bilingual education will be for the whole school or for a bilingual stream – what age to start bilingual education, as there are pros and cons of an early start and a later start.
- Students learning through an L2 need to be systematically supported over a period of 5–10 years in developing proficiency in the use of academic language (see the work of Jim Cummins on academic and social language).
- Bilingual education is a complex undertaking and so requires careful leadership, for example:
  - researching bilingual education
  - designing an appropriate model and policy
  - planning and managing change
  - working with stakeholders
  - providing learning materials in different languages
  - finding, training and keeping teachers
  - monitoring and evaluation.

The formation of competence requires the implementation of vocational training. Vocationally oriented foreign language education is a process in which students, in addition to the formation of special skills and competencies in the field of practice.

During the training, conditions are created for the development of personality traits. One of the driving forces of globalization is foreign languages. A foreign language serves as a means of educating the student's knowledge, worldview, culture, as well as the formation of his professional skills. Qualities necessary for personal and future professional activity of students in the process of teaching a foreign language are also formed. Pedagogical competencies of students are formed on the basis of their previous knowledge of a foreign language. The development of students' professional speech in a foreign language is based on the skills and abilities acquired during their school years. It is expressed in the form of deduction, induction, synthesis, generalization, definition, comparison. The new curricula and programs implemented in our country. In the transition period, the harmonization of relations between society and the environment is of great importance for the establishment and formation of a serious attitude to the environment. In the XIX-XX centuries in pedagogy of small school teachers natural idea was created to create an integrated course of acquaintance with the environment. This idea was associated with the names of AY Gerd, DN Kaygorodov, AP Pavlov, who demanded the introduction of an undivided course on the animate and inanimate world around the primary school.

A language policy can outline how to support bilingual learners. Every school will have its own language profile, so it is important that this is reflected in a policy that recognises the language needs of different groups of learners and teachers. It can consider the solution to questions including:

- How will English as a second language be supported?
- How will learners be encouraged to develop their first language?
- A long-term training strategy can enable local teachers for whom English is an L2 to build up their proficiency in English to enable them to deliver lessons in English. The strategy could also include training on pedagogy; how to teach and support bilingual learners. Teachers who have English as an L1 should also be considered for such training, as it cannot be assumed that they know how to do this.
- Content and language integrated learning (CLIL) is one way to support bilingual learners who are learning through an L2 and who need to learn the academic language to achieve in subjects. CLIL is a dual-focused teaching approach in which bilingual learners learn both content and language.
- CLIL can also be used to make a foreign language programme more motivating by teaching real content (e.g. history) through the language.
- Some teachers make only minimal use of the L1 in order to immerse bilingual learners in the L2. Other teachers sometimes use translanguaging techniques, where learners might read/listen/watch in one language, and discuss/write in another language.

- The 'CEFR' (Common European Framework of Reference for Languages) is used by some schools and universities to refer to different levels of foreign language proficiency.

**Used literature**

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