

FEATURES AND MAIN CHARACTERISTICS OF CONTENT-BASED INSTRUCTION

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ABSTRACT

Content-Based Instruction is a method of organizing instruction around the content. Similarly, the concepts of Material-Based Instruction are strongly based on communicative language teaching principles since they require active engagement of students in the sharing of content. This article considers Content-Based Instruction as a relevant language teaching technique, its history, definition, and principles. Furthermore, the essay discusses the specific qualities of Content-Based Instruction as well as its primary paradigms. A Content-Based Instruction lesson plan with supplies is also included. Finally, some observations and implications are presented.

KEYWORDS: *CBI, Technique, Integrate Skills, Principles, Context, Genuine Materials.*

INTRODUCTION

Various academics and writers have presented various definitions of CBI. This section contains useful information on the definition of this topic. CBI suggests a method in which students learn the target language through content. According to Richards and Rodgers, "Content-Based Instruction refers to a second language teaching strategy in which teaching is arranged around the content or knowledge that students will gain, rather than a linguistic or other sort of syllabus."

The subject matter that humans learn or convey through language is commonly referred to as content. Information-based instruction is defined as "the teaching of language through exposure to interesting and relevant content to learners." When it comes to defining the notion of content, Snow goes above and beyond.

Discussion

It is discussed the fundamental concepts of CBI as well as its distinguishing features. CBI principles are mainly based on communicative language teaching concepts since they need active engagement of students. Students in the sharing of information CBI is founded on two important concepts, according to Richards and Rodgers: (1) People learn a second language more successfully when they utilize it as a method of collecting information rather than as an end in itself. (2) CBI better represents learners' demands for second language learning. People who are presented with everyday requirements in a real-life setting may find it simpler to acquire and apply the target language as a tool with a meaningful purpose.

Make instructional judgments based on content rather than language.

Truly, most publications for second language training are created by course planners and material designers rather than language instructors. It is also true that the obligation for selecting and adapting instructional materials lies on the language instructor, especially when dealing with CBI.

In reality, CBI allows for content selection. The educational judgments on selection and sequencing are determined by the topic itself. Brinton describes CBI as "allowing the choice of content to govern or affect the selection and sequencing of linguistic components" [Brinton, 2003, p. 6].

Integrate skills. The CBI promotes an integrated skills approach to language teaching. A typical class, for example, might begin with any skill or concentration, such as intonation or any other language aspect. This method also entails teaching numerous talents at the same time, much as in the real world.

Include students in all stages of the learning process. One of the most distinguishing features of the CBI classroom is that it is learner-centered rather than teacher-centered. Students do not rely on the teacher to direct their learning experience. Students take on a more active role in the CBI classroom, generating and actively engaging in the development of knowledge. In this technique, peer criticism and contribution are also important.

Content should be chosen based on its relevance to students' lives, interests, and/or academic ambitions. The content is directly tied to the requirements of the students and the educational environments. For example, at high schools and colleges, content corresponds to the many disciplines that students study.

The main distinction is that they are presented from a different perspective and with different instructional goals.

Choose genuine texts and duties.

Another important aspect of CBI is its authenticity. The texts and exercises utilized in CBI are real-world examples. It is true that bringing and using authentic material in class changes its

original purpose, but it is also true that using authentic material promotes learning of the target language's culture (prominence, linking, word stress, intonation, lengthening, syncope, and others), so learners can truly understand the subtleties of the target language. This may be accomplished by utilizing real materials. Students will be more motivated and eager to continue their learning process outside of the classroom once they see they can grasp and utilise authentic resources.

Finally, I must concede that modifications of real content may be more advantageous to some groups of learners, such as novices.

Regarding the distinguishing features of CBI, it is important to note that the content selection in CBI extends much beyond one class. The utilization of organized information over time (often many weeks of training) is a key component of this strategy. Brinton presents a summary of the most frequent CBI classroom strategies and exercises. These approaches and exercises are similar to those used in CLT in that they require active engagement from learners.

Pair and group work, information gap, jigsaw, graphic organizers, discussion and debate, role-plays, and other classroom approaches and assignments are described here. These strategies and activities are clearly anchored in CLT principles. Following that, Stryker and Leaver state that the CBI concept "aims at empowering students to become autonomous learners and continue the learning process outside the classroom." I completely agree with Stryker and Leaver that one of the primary goals of language teachers is to demonstrate that pupils can and should learn on their own.

Specific cultural and linguistic elements of the language (prominence, linking, word stress, intonation, lengthening, syncope, and others) can be taught so that learners really appreciate the nuances of the target language. This may be accomplished by utilizing real materials. Students will be more motivated and eager to continue their learning process outside of the classroom once they see they can grasp and utilise authentic resources. Finally, one might infer that the subject matter or issue being studied is the emphasis of a CBI lecture. In a typical CBI course, students learn something that interests them in the target language, allowing them to build linguistic talents and broaden their global knowledge. These are important concepts and distinguishing features of CBI.

CONCLUSION

CBI, in my opinion, may be both demanding and rewarding. This strategy may be successful if students, administrators, and academics are actively involved in the process. Personally, I would combine CBI with other CLT approaches, such as task-based teaching (to add more meaning), as part of the curriculum to assist learners in acquiring the target language.

Then, rather than just learning the language, CBI has become a popular strategy in ESL and EFL courses since students' motivation appears to rise when they learn about something that interests them.

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