

# CHEMICAL TEACHING METHODS WITH OTHER DISCIPLINES ARE THE LANGUAGE OF THE LANGUAGE AND THE SYLLITE

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**Annotation:** *In this article, methods of learning a foreign language are used in the language of chemistry language depending on the language and the content of the content and language with languages using themes and materials using themes and materials.*

**Keywords:** *integration, English, science, student, chemistry, CLIL, activity, task, group, approach.*

**Аннотация:** *В данной статье используются методы изучения иностранного языка на языке химии в зависимости от языка и содержания содержания и языка с использованием тем и материалов с использованием тем и материалов.*

**Ключевые слова:** *интеграция, английский язык, наука, студент, химия, CLIL, деятельность, задача, группа, подход.*

The science is placed in the implementation of an important discovery Methods of performing the work (method) in a quick solution for the problem It is important to be important. The leading discoveries of the scientist led to the correct discoveries of the scholar. For example, Discovering a method of analyzing the rating has led to the opening of many elements in nature. Creating electrochemios create important problems of scientific and industry allowed to make. Accordingly, the main chemical sciences is quickly the students depends on teaching to learn. General scholars The

lessons of the activity were developed in different ways to increase the effectiveness of the activity. Chemical activities used in the process.

The theme of "Methods of chemical education" teaches buying the basics of scientific sciences in chemistry. BN sciences are different in the subjects that are ready educated Since there are new teaching methods in the process of pedagogical work Created. Implementation of support for the educational process Improving teaching and teaching methodology Scientific and methodological work. Study methods are developed in the process of workshop goes. Therefore, an advanced teacher lesson The experience studying is one of the important factors in mproving the educational process. From pedagogical experience at the stages of each new teaching methods created by scientists conducted. Effectively effective applied methods apply to the learning process.

What is CLIL?CLIL (Content and Language Integrated Learning or science integrated with languages) is one of the most dispassionate and common approaches to teaching a foreign (English) language.

The term CLIL was coined in 1994 by David marsh of the University of Jivaskila, Finland, as a style typical of language absorption and content-based teaching. The methodology has been used in many countries in business settings and is widely accepted as an effective approach.Although in fact this method has been used since ancient times, at present many teachers use it extensively, since this method has its official name. Year after year, CLIL is becoming more and more popular.Schools around the world prefer this approach in the context of vasamonal teaching, where this method is superior to other methods. The basic principles of the approach to Integral education are based on two main ones – "language" and "integration". CLIL was conditionally divided into hard CLIL and sogt CLIL. Hard CLIL means that any school subject can be in English (if there is an L2b for the educated). During this course, learners learn chemistry, literature, biology, physics or sports through a foreign language. English teachers use the sogt CLIL program, whose task is the opposite: to learn a foreign language using topics and materials

from other subjects. The principles of CLIL are that CLIL is primarily not multilingual, but general knowledge, so the latter only serves an additional function; training is carried out based on the basic 4 "C": content(content), communication (communication), cognition(knowledge), culture (culture). All these components are constantly associated with each other; requires the creation of a safe psychological environment in the classroom; implies the use of only one foreign language and one teacher; to better understand the material, the teacher will be able to connect facial expressions, imoishoras, Pictures, presentation sound, etc.

Advantages of CLIL: allows learners to communicate more effectively with each other using a foreign language, expands the intercultural knowledge of learners, live develops communication skills in a foreign language, develops thinking and opens up the creative potential of students, increases the enthusiasm and self-confidence of learners, teaches all language skills, develops language knowledge and natural speech skills, develops interest in different languages,,

does not require participation in additional training.

Forms of Organization of educational activities in the teaching of the subject, it is necessary to distinguish the following forms of Organization of educational activities: frontal, group, paired and individual work. The Frontal form of work is carried out in conversations, educational discussions, working with didactic cards on topics (translation of thematic words), performing various exercises, solving various problems on a particular topic, carrying out didactic games in two languages in the native language and English. In the process of studying subjects integrally with language, groups can be formed on the basis of language training of educators. In this case, assignments should be given at different levels: "a" for learners with excellent English skills, "B" for learners with English skills, and "C" for learners with poor English skills. At the same time, one group can include students with different levels of knowledge in Physics, Chemistry, Biology and informatics, so the subject of assignments for all groups will be the same.

The formation of groups can be based on the level training of learners in this discipline. In this case, one group may include learners with different language skills, but with the same knowledge and skills on the subject. The form of training activity in pairs involves the work of two educators in pairs, while the level of knowledge of English can be the same or different. The paired form of work is carried out in laboratory and practical work, performing exercises, working with didactic cards, etc. In the individual form of work, the thematic and language preparation of students on the topic is taken into account. At the same time, tasks can be differentiated according to two criteria: the level of knowledge of the subject and the level of knowledge of the English language.

Individual work is carried out in the sciences in the performance of certain tasks: solving problems, performing exercises, working with tests, working with various literature and Internet resources, filling out thematic Dictionaries on topics, etc. For example, it is good for students to also keep a dictionary notebook from the beginning of the year to regularly record important terms in chemistry in each lesson. In this, the teacher mainly writes the name of the commonly used tools, terms, in English. For example: chemical – chemistry water – water measuring flask - death tube Sugar – sugar Burette – burette porcelain jar - china bowl test tube chemical texture - chemical property petroleum - gasoline pipette – dropper tube – glass mass – mass dry ice – dry ice limestone - limestone gold – gold acid – acid oil – petroleum table salt – common salt alkali. Also, one method that serves interdisciplinary integration in improving the quality of Education, an increase in the interest of the student, is that the cards list the properties of the subject matter in English, requiring students to find out which substance is being thought about.

At the stage of strengthening the topic "water", or in generalizing lessons, the use of this method has a good effect. Students are given the task of memorizing chemical terms in English, consisting of 4-5 words on the topic the day before, and through a method called "It is also possible to pass the English language by linking it to the lesson, both from pictures, through tables. Below is an example of the "find a

place" method used in practical training: in this method, on a poster with a picture of chemical dishes on the board, readers find a suitable English word of the same dish between the cards and attach it to a suitable dish. In addition students are shown pictures of numbered instruments, while students write an English translation of the same instrument on the number plate. In this method, too, students will work as a team and will have to write down the meaning of the pots together to get points for their group. In this method, the reader will have to practice first the Uzbek name of the dish, and then the English translation of the wish. 1 2 3 4 5 6 7 8 9 10 11 despite all the difficulties of applying CLIL, this method is an excellent approach to the Integrative study of a foreign language with science, allowing to solve many problems of the educational process. When studying the topic of "carbon", students may be offered a computer presentation in the following directions: "allotropic modification of carbon" ("allotropic modifications ogcarbon"), "properties and Types of diamonds" ("Properties and Types ogdiamonds"), "history of great diamonds" ("the history oggreat diamonds"), "properties and uses of graphite" ("Properties and uses oggraphite"), "fullerenes" ("fullerenes"). To complete the work, readers can use English-language resources of the Internet, and the last slide of the presentation will show links to resources. When studying the topic of "metals", readers can be given the task of creating an English-language mural newspaper on metals in human life by using foreign language websites on chemistry. Forms of work using foreign language resources of the Internet help to develop students' information and communication literacy, that is, the ability to extract and process information from various sources, as well as transmit it.

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