DOI 10.5281/zenodo.8402510

Khudayberganova Madinabonu Qudratovna

English teacher at “Foreign philology” department at

Urgench State Pedagogical institute

IMPLEMENTING QUESTIONING IN CONTENT AND LANGUAGE INTEGRATED LEARNING LANGUAGE CLASSES

Abstract: The role and the implementation of the foreign language are being paid attention actively, mostly in STEM fields it is being a vital point to consider and it is urging to applying questioning strategies as an example of critical thinking skills in CLIL based contents. This paper discusses the role of foreign language as CLIL and the role of questioning in STEM based language classes.
Keywords: CLIL, STEM, language integration, language learners, classroom, integration.

Growing expansion of the language learners who are studying in different nonlinguistic fields demand to integrate content and English language skills in teaching foreign language classes. Learning a foreign language through the study of a content-based topic and learning another (content) subject, such engineering, technology or physics, together constitute Content and Language Integrated Learning (CLIL), an all-encompassing phrase. The actual practices and models alluded to include a wide variety of curricular realities, even after the term CLIL has become entrenched in the European discourse regarding educational practices where a foreign language is utilized to instruct pupils who speak the dominant language. Therefore, it should come as no surprise that there are several national and regional names for CLIL-style programs still in use, many of which represent slightly different context-dependent methods of approaching the issue. One should be aware of other comparable terminology that are widely used in educational circles outside of Europe in order to retain a truly worldwide perspective on CLIL.

Although there are many different CLIL aims, the following are some of the more pertinent ones to note (Coyle et al., 2010) to enhance the system of education, to create the environment required for pupils to function academically at the required level in CLIL disciplines, to increase pupils' competency in both the target language and their native tongue while giving each equal weight, to enhance cross-cultural comprehension. Advocates of CLIL assert that in order to foster social and cognitive abilities, this teaching methodology (Lorenzo et al., 2011) enhances the development of L1 and L2, helps pupils get ready for a globalised world, boosts pupils' desire to acquire other language, encourages the acquisition of a larger and more diverse vocabulary, increases pupils' self-assurance in the language of instruction, and promotes proficiency in the target language; CLIL is superior to conventional courses for teaching foreign languages and fostering the growth of intercultural competency.

Almost every day, teachers pose hundreds of questions; in fact, inquiries account for a large amount of class time. Skilled educators understand the impact of asking questions. When asked well, questions increase comprehension, foster critical thinking, and increase student involvement. When it's done poorly, though, pupils give up and are easily discouraged, bored, and disengaged. A teacher's badly chosen reaction to a wrong student response might likewise have disastrous results. These factors make a teacher's questioning strategies crucial to the success of a lesson. Questioning is not one of the easier teaching and learning tactics to

https://wordlyknowledge.uz

pick up. This tactic is far more complex than it first appears. Nonetheless, anybody may become an expert in this fundamental teaching technique with practice, reflection, and the application of a few pointers and ideas.

Teachers, without a doubt, ask a lot of questions, and we may reasonably conclude that a teacher's questioning abilities have a significant influence on learning. Given this, it becomes sense to understand how to ask questions correctly.

In order to support students in the growth of critical and creative thinking abilities, language instructors may find it beneficial to incorporate inquiry into their lessons. Furthermore, a lot of field students are studying languages these days, and questioning methods and approaches are used in CLIL programs as well as when teaching English as a foreign language in STEM classrooms. Students' interpersonal abilities are impacted by critical thinking as well. Students who exercise critical thinking and consider many viewpoints develop their empathy and open-mindedness, improve as communicators, and are more likely to work together with their classmates and to hear and discuss their views. When considering students as individuals, it is reasonable to argue that critical thinking fosters the development of their creative side by enabling them to think more freely and explore a wider range of options. They will become more adept decision makers as a result, and with practice, they will also be able to make such judgements faster. In CLIL classrooms, teachers aim to educate language learners through STEM topics, and at that point, using questioning tactics is considered a critical thinking technique. Students can learn to think the same way in numerous situations and with varied examples as a consequence, which makes it easier for them to remember the material covered in class. Posing open-ended questions and supporting them: Teachers should not only model critical thinking in their students by posing questions and encouraging them to come up with answers, but they should also act as role models for their students. Give them the opportunity to question instructors and other students whenever the situation warrants it. This will enable them to inspire curious pupils, who could develop into receptive adults. It's not just about science and data: critical thinking teaches students to be intellectual empaths and recognizes their own knowledge and the need to continuously confront new ideas. By using reasoning and research, they will complete their assignments with integrity. Thus, why not use their abilities to address topics from other disciplines, including morality, math, literature, history, and sociology?

Reference:

Alison King. (1995). “Inquiring Minds Really Do Want to Know: Using Questioning to Teach Critical Thinking,” Teaching of Psychology 22.

Almeida, P.M. (2011). Can I ask a question? the importance of classroom questioning. Procedia - Social and Behavioral Sciences 31, 634 – 638.

Coyle, Do, Philip Hood, and David Marsh. (2010). Content and Language Integrated Learning. Cambridge: CambridgeUniversity Press

Tara DeLecce. 2018. What is Critical Thinking? – Definition, Skills & Meaning. https://study.com/academy/lesson/what-is-critical-thinking-definition-skillsmeaning.html.

https://wordlyknowledge.uz