

Modern mechanisms for developing students' language skills through ICT in classroom and extracurricular English classes

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Annotation

Integrative learning content is one of the main mechanisms of the CIL technology. Integration is a complex pedagogical approach that involves the formation of educational content by organically linking scientific and linguistic knowledge. When developing integrative learning content, there are a number of important principles and principles of planning the educational process, the correct application of which ensures the effectiveness of this technology.

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First of all, it is necessary to ensure the content connection between science and language. This principle is clearly manifested in the selection of topics and educational materials used in the educational process. In the process of studying scientific topics through English, the selected topics and the presented linguistic content should naturally complement each other. For example, when studying the topic "Ecosystem and its types" in biology, mastering ecological vocabulary and terms in English will allow students to simultaneously master the content of the subject and increase their vocabulary.

The second principle is to create the opportunity to master scientific and linguistic knowledge together. In lessons organized using the CIL technology, students can not only develop their subject knowledge, but also practically develop their language skills. This creates favorable pedagogical conditions for the holistic formation of students' speaking, listening, reading and writing skills in the context of science.

The third principle is aimed at strengthening students' cognitive activity. Through integrative educational content, students engage in active intellectual activity and develop logical, critical and analytical thinking. Through tasks developed based on the integration of science and language content, students develop the skills of deeper mastering the subject, as well as drawing independent conclusions.¹

Integrative educational content developed based on the above principles, along with expanding students' subject knowledge, also helps to rapidly develop their communicative competence in English. This process not only ensures students' academic success, but also significantly increases their opportunities to apply science and language in real-life situations in a interconnected manner.

In the modern educational process, digital educational resources, videos, and animated content are widely used as effective tools to increase student activity and attract their attention. In particular, the importance of using modern digital educational resources in English lessons organized on the basis of CIL technology is increasing. This is because digital resources serve to convey educational content to students in a more visual, interactive, and understandable form. In this sense, videos are one of the most effective means of involving students in the learning process. With the help of this type of digital tools, students can observe real-life communicative situations in English. For example, through video materials on topics such as everyday conversations, tourist trips, shopping and business meetings, students can listen to live speech and develop practical language skills. Also, such materials serve to significantly improve not only listening comprehension, but also speaking skills. Because students not only

¹ Сойле Д., Хоод П., Марш Д. Сонтент анд Лангуаге Интегретед Леарнинг. – Самбридге Университй Пресс, 2010. – 173 п.

master the pronunciation and grammatical aspects of English, but also the natural intonation and gestures that arise during communication. In addition, animated content creates an excellent pedagogical opportunity in modern English lessons to explain complex grammatical and linguistic concepts to students in an easy and interesting way. Usually, students have difficulty mastering grammatical rules and linguistic concepts through dry theory. Animated videos help students acquire knowledge faster and more effectively by expressing complex rules with simple, illustrative and realistic interactive examples. For example, by explaining topics such as Present Perfect or Conditional Sentences in English grammar in an animated way, students easily remember the topics, as well as effectively understand the mechanism of application of these grammatical concepts. Another pedagogical advantage of using these digital tools is that they significantly increase students' internal motivation to learn a language. Most of the younger generation is very interested in digital technologies and modern media content. Therefore, creating an interactive environment in the educational process using videos and animations increases students' interest, enthusiasm and active participation in the lessons. As a result, English lessons will not be boring and monotonous for students, but will be lively, active and dynamic. Therefore, the widespread use of videos and animations in English lessons organized on the basis of modern CIL technology is an effective pedagogical mechanism for forming students' communicative and cognitive competencies in English. This turns the language learning process into an interesting, motivating and effective pedagogical activity, and the effectiveness of education will also increase.²

One of the important aspects of the CIL technology is the formation of effective communicative situations. In this case, exercises and interactive tasks based on real communicative situations are used in the learning process. The following methods are effective in forming these situations: situational role-playing games, debates, discussions, group discussions and organizing situational dialogues based on projects. Through these methods, students have the opportunity to apply their English speaking and writing skills in practical situations. They also learn to express their thoughts freely and fluently by using language and subject knowledge in an integrated manner. Such communicative situations organized in CIL lessons not only develop language skills, but also serve to form students' social skills.³

Adaptive assessment systems based on artificial intelligence create the opportunity to identify the individual needs of students and provide them with tasks tailored to them. These systems process the results of tasks completed by students in real time, automatically identify their strengths and weaknesses, and present subsequent tasks in accordance with these needs. This provides an individualized pedagogical approach to the effective development of each student's language competence.

Conclusion. In the process of innovative assessment based on the CEL, great attention is paid to developing students' skills in independent research and creative projects in English. During these projects, students independently collect information on specific topics, analyze it, and present the results in the form of presentations in English. During this process, students develop critical thinking, independent decision-making, and creative approach skills. Their written and oral skills in English are also significantly improved. CEL technologies, organized through innovative assessment tools, are an important element of modern pedagogy. This approach serves to further improve the quality of education by developing language and subject knowledge in an integrative manner, creating a learning environment tailored to the individual needs of students, and expanding opportunities for the practical application of communicative competences in English.

² Меер О. Интродусинг тхе СЛИЛ-пйрамид: Кей Стратегиеес анд Принциплес фор Куалитй СЛИЛ Планнинг анд Теачинг // Басис Иссуес ин ЭФЛ Теачинг анд Леарнинг. – Хеиделберг: Университатсверлаг Винтер, 2010. – П. 11–29

³ Балл П., Келлй К., Слегг Ж. Путтинг СЛИЛ инто Прастисе. – Охфорд: Охфорд Университй Пресс, 2015. – 320 п

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