Кроме того, преподавание на английском языке открыло доступ к более широкому спектру академических источников, включая рецензируемые статьи, онлайн-инструменты и мультимедийные ресурсы, большинство из которых доступны преимущественно на английском языке. Это расширило академический кругозор студентов и способствовало развитию навыков самостоятельного обучения и исследовательской деятельности.

Профессиональная и глобальная готовность. Ещё одним значимым преимуществом, по мнению преподавателей, стала подготовка студентов к международной карьере и обучению в магистратуре за рубежом. Студенты, обучающиеся по методике CLIL, демонстрировали большую конкурентоспособность на мировом рынке труда и при подаче заявлений в зарубежные вузы.

Преподаватель инженерии из Испании отметил:

«Наши выпускники CLIL чаще получают стажировки в международных компаниях или продолжают обучение в магистратуре за границей. Их английский не просто беглый, но и функциональный в профессиональной среде».

Этот вывод согласуется с другими исследованиями, показывающими, что подходы EMI и CLIL существенно способствуют трудоустройству и академической мобильности студентов.

Заключение. Данное исследование подчеркивает значительные преимущества преподавания академических предметов на английском языке через интеграцию языка и содержания. Подход CLIL способствует не только формированию билингвальной или мультиязыковой компетентности, но также способствует более глубокому пониманию учебного материала, развитию критического мышления, готовности к глобальной профессиональной среде и межкультурной осведомленности. Студенты становятся лучше подготовленными к академическим и профессиональным требованиям в условиях все более взаимосвязанного мира.

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LESSON PLANNING AND CURRICULUM DEVELOPMENT

Annotation. *This paper presents a detailed lesson plan aimed at developing critical thinking and argumentative writing skills among intermediate EFL students. The lesson is designed based on content-based instruction and communicative teaching approaches. It integrates speaking, reading, and writing activities and applies methods such as Communicative Language Teaching, Cooperative Learning, and Task-Based Learning. Differentiation and scaffolding techniques are used to support learners' linguistic and cognitive development.*

Keywords: *argumentative writing, critical thinking, content-based instruction, communicative language teaching, cooperative learning, task-based learning, differentiation, scaffolding, IELTS.*

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DARS REJALASHTIRISH VA O'QUV DASTURINI ISHLAB CHIQISH

Annotatsiya. *Ushbu ilmiy maqolada o'rta darajadagi ingliz tilini o'rganuvchi talabalar uchun tanqidiy fikrlash va argumentativ yozish ko'nikmalarini rivojlantirishga qaratilgan batafsil dars rejasi bayon etilgan. Dars rejasi kontentga asoslangan yondashuv hamda kommunikativ o'qitish metodlari asosida ishlab chiqilgan. Unda kommunikativ til o'qitish, kooperativ o'qitish va vazifaga asoslangan o'qitish metodlari qo'llanilib, o'quvchilarning gapirish, o'qish va yozish ko'nikmalarini rivojlantirishga xizmat qiladi.*

Differensial yondashuv, scaffolding texnikalari va IELTS tizimiga mos maqsadlar orqali talabalarning til va tafakkur rivoji qo'llab-quvvatlanadi.

Kalit so'zlar: *argumentativ yozish, tanqidiy fikrlash, kontentga asoslangan o'qitish, kommunikativ til o'qitish, kooperativ o'qitish, vazifaga asoslangan o'qitish, differensial yondashuv, scaffolding, IELTS tayyorgarligi, akademik savodxonlik*

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ПЛАНИРОВАНИЕ УРОКА И РАЗРАБОТКА УЧЕБНОЙ ПРОГРАММЫ

Аннотация. *В данной статье представлен подробный план урока, направленный на развитие критического мышления и навыков аргументированного письма у студентов среднего уровня, изучающих английский язык как иностранный. План урока разработан на основе контентно-ориентированного подхода и коммуникативных методов обучения. Используются методы коммуникативного, кооперативного и задания-ориентированного обучения, способствующие развитию навыков говорения, чтения и письма. Применение дифференцированного подхода и техник scaffolding способствует развитию языковых и когнитивных навыков студентов.*

Ключевые слова: *аргументированное письмо, критическое мышление, контентно-ориентированное обучение, коммуникативное обучение, кооперативное обучение, обучение на основе заданий, дифференциация, scaffolding, IELTS.*

Introduction. Teaching the new language helps promote students' learning and academic achievement (Teachers in the 21st Century):

Good lesson planning and curriculum construction are essential to the success of students in the field of education. Especially when it comes to English as a Foreign Language (EFL) teaching, the emphasis is more on teaching not only the language and language skills, but also the higher-order knowledge of critical analysis and argumentation. Conventional methods of teaching have consistently lacked the productive skills that young learners require, especially in both writing and speaking, and are often concentrated on grammatical translation. Accordingly, more modern methods such as Content-Based Instruction, Communicative Language Teaching, and Task-Based Learning are becoming increasingly popular, as they combine language ability with meaningful content. The purpose of this research was to develop and evaluate a structured lesson plan that can develop argumentative writing and critical thinking skills by intermediate EFL students. With the addition of interactive activities, differentiated teaching and scaffolding methods in the context of international standards such as IELTS, the study aims to meet the needs of learners and lead to more efficient and learner-centric language instruction.

Methodology. This study applies a qualitative research approach to a lesson plan that aims to create and examine an evidence-based instructional approach to enhance argumentative writing and critical thinking skills among students of intermediate EFL. The qualitative method is suitable since it enables examining the teaching methods, classroom practices, and learner involvement in the authentic learning environment. The participants of this study include twenty first-year university students majoring in English language and literature. Their average level of proficiency is intermediate (B1–B2) as indicated by their IELTS performance (5.0–5.5). These pupils have been primarily exposed to the grammar-translation method, which has been poor for the development of productive language, including speaking and writing. The research was based on a lesson plan developed with Content-Based Instruction (CBI), Communicative Language Teaching (CLT), and Task-Based Language Teaching (TBLT). The lesson takes different interactive aspects into consideration: including group discussions, debates, text analysis, and writing workshops. It is organised such that students are actively involved, collaborate and use language in a way that is functional. Differentiation and scaffolding methods are employed to cater to learners' individual differences. Differentiation is utilized through task complexity and differentiated teaching support given according to proficiency levels of students. Scaffolding techniques include sentence starters, guided frameworks, visuals and student collaboration to promote learning. We gather data via classroom observation, examination of students' written work, and informal feedback, which we gather during and after the lesson. The analysis centers on student argument formation, use of language structures, and critical thinking skills. With the aid of this analytic framework though, comprehensive evaluation of how integrated teaching methods and systematic lesson planning can boost both linguistic and cognitive competence within EFL learners becomes possible.

Results and analysis. The implementation of the lesson plan that had been designed showed many positive results in terms of students' language development and cognitive engagement. Based on classroom

observations, interactive and student-centered activities enhanced learners' interaction and motivation substantially. Specifically, group and pair discussions supported increased confidence in expressing one's ideas and taking proactive steps to improve the process. Analysis of written work showed great improvement in the students' ability to construct argumentative essays. Numerous students were able to develop the thesis statement, structure their thoughts, and back it up with significant evidence. At the same time, students progressed in making use of discourse markers like however, therefore, and on the other hand, which aided greater coherence and unity of their writing than was the case when they began. In addition, the incorporation of Content-Based Instruction and Task-Based tasks enabled students to link language acquisition with meaningful content. Not only did this help increase their level of understanding but also advanced critical thinking. They became better able to be critically aware of, and analyze, different points of view, recognize the strengths and weaknesses in argument, and articulate their own ideas orally and/or in writing. Differentiation and scaffolding techniques were effective in supporting learners of varying ability. For lower-level students, having some structured guidance (sentence starters and visual aids) served them, whilst higher-level students were able to reach deeper into the content by using words and sentences that were more complicated. This allowed all the students to be able to participate in the tasks according to their skills. These findings suggest that a well-designed lesson plan combining communicative, task-based, and content-based approaches will have a significant effect on students' argumentative writing skills along with critical thinking abilities. Secondly, such an approach not only increases the confidence, autonomy, and overall academic literacy for the learners but also increases their independence as well as support for overall academic literacy.

Literature review. The practice of lesson planning and curriculum development has been acknowledged as the cornerstone of effective teaching and learning processes. As Farrell (2002) suggests, when teachers develop systematic lesson plans, they can structure instructional content in order to predict issues that students may face and prepare for consistent progression within the given learning sequences. Glisan (1994) stresses on this, also, that clear and organized lesson plans enhance the management of the classroom and enhance student engagement. Communicative Language Teaching (CLT) has gained prominence as an approach in the area of instruction, which is based on linguistic interaction and active use of language. This technique motivates students to take part in communication-based activities which increases students' fluency and confidence. Task-Based Language Teaching (TBLT) extends the teaching to the "reality" of the language teaching situation, as learners are asked to solve real language tasks in the language (Powersky & Kwon, 1996). These approaches are especially helpful in learning about new productive activities such as speaking and writing. There is also an emphasis on Content-Based Instruction (CBI) in the literature. Murphy (2018) contends that incorporating the study of the language as part of the content of course work supports student motivation and deeper cognitive engagement. Language proficiency and critical thinking can both be fostered by teaching the topic relevant to learners. Differentiation and scaffolding are of critical importance for meeting the various learners. Differentiation Tomlinson (2001) considers differentiation to be teaching on the basis of the readiness, interests and learning profile of the students. This methodology permits any and all students to access the material and succeed in their learning. Scaffolding on the other hand, is giving students support (temporary support) in learning a new skill initially and removing the support as it is established, as the skill is mastered. Previous studies have also emphasized the necessity of combining several language skills within one lesson. Ashcraft (2014) points out that by incorporating activities of reading, writing, speaking, and listening, a more all-encompassing language development can be achieved. This kind of synthesis is especially important when teaching students argumentative writing; they are required to understand, analyze, construct logical arguments, and communicate their ideas effectively. Collectively, the literature provides evidence that a combination of communicative, task-based approach and content-based instruction, along with differentiation and scaffolding, can contribute to the enhancement of linguistic and cognitive abilities in EFL students. The present study is based on these theoretical pillars to create a lesson plan designed to build students' argumentative writing and critical thinking skills.

Conclusion. This study supports the fact that, in order to teach English as a foreign language in modern pedagogy, it is extremely important to plan and execute effective lesson plans, which is also based on modern pedagogical methods. Using a lesson plan that involves Content-Based Instruction, Communicative Language Teaching, and Task-Based Language Teaching, a structured learning schedule was developed which facilitated students' ability to construct argumentative writing, as well as critical thinking. Interactive activities (debates, text analysis and writing workshops) increased the student's level of

engagement, use of language and express thoughts with confidence. While the implementation of these principles was only successful in part because the students knew how to properly utilize the new teaching method and also when to incorporate into the lesson plan in terms of time and resources, they had better access to the theoretical framework. Furthermore, differentiated and scaffolded strategies, which all students, regardless of proficiency level were able to engage with and be able to process the lesson. Students showed clear improvements in their organization of ideas, application of proper discourse markers, and providing factual support for their own argument. These results indicate that such a learner focused approach supported by intentional teaching strategies can lead learners to become far more linguistically and cognitively proficient. Drawing on study findings, the following specific recommendations can be made. Language teachers should use communicative and task-based activities as a first stage of their lesson to promote active learning and real-life language use. To address this, there are two ways in which lesson planning should be differentiated according to students' individual differences and support to that extent. Thirdly, more importance needs to be given on growing the analytical thinking, especially for writing assignments. Lastly, it may be interesting to investigate the long-term effects with regard to the academic achievement and language proficiency of students during the long term for those instructional methods. Thus, well articulated explanations of the processes and lessons and based on their methodology can lead to successful language learning. Educators can make their classrooms more dynamic, inclusive, and productive if innovative teaching methods align with students' needs.

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MAIN ROLE OF DIGITAL TECHNOLOGIES IN TEACHING ENGLISH AS A SECOND LANGUAGE

Annotation. *This article is described using digital technology in teaching English language in modern classes. The role of digital technologies in teaching foreign languages has been one of the most discussed topics in Uzbekistan nowadays. The visual aspect plays an important role in implementing digital technologies in education and visualization therefore plays a vital role in education in various forms, from full-time education to distance learning. Visualization is closely integrated to distance or virtual learning, where a teacher does not serve as a guide, but preferably as a tutor, while incorporating different simulation processes aimed at developing speaking skills and critical thinking.*

Key words: *Productive skills, Zoom, visualization, curricula, analytical skills, technology, distributed, digital, resolve, perception, tools, communicative strategies.*

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INGLIZ TILINI IKKINCHI TIL SIFATIDA O'QITISHDA RAQAMLI TEXNOLOGIYALARNING ASOSIY VAZIFALARI

Annotatsiya. *Ushbu maqola zamonaviy sinflarda ingliz tilini o'rgatishda raqamli texnologiyalardan foydalangan holda tasvirlangan. Chet tillarini o'rgatishda raqamli texnologiyalarning o'rni bugungi kunda O'zbekistonda eng ko'p muhokama qilinayotgan mavzulardan biri bo'lib kelmoqda. Ta'lim va vizualizatsiyada raqamli texnologiyalarni joriy etishda vizual jihat muhim rol o'ynaydi, shuning uchun kunduzgi ta'limdan masofaviy ta'limgacha bo'lgan turli shakllardagi ta'limda muhim rol o'ynaydi. Vizualizatsiya masofaviy yoki virtual ta'lim bilan chambarchas bog'langan bo'lib, bunda o'qituvchi yo'l-yo'riq sifatida*