



UO‘K: 811.111-13: 373.5

ORCID: 0009-0000-8952-6866

THE ROLE OF CLIL IN DEVELOPING LANGUAGE AND SUBJECT KNOWLEDGE SIMULTANEOUSLY

Artikova Makhim Turaboy qizi

Uzbekistan State World Languages University

Senior Teacher

Tashkent, Uzbekistan

martikova1978@gmail.com

Abstract Content and Language Integrated Learning (CLIL) is an innovative educational approach that promotes the simultaneous development of language proficiency and subject knowledge. By integrating language learning with academic content, CLIL enhances students' linguistic competence while deepening their understanding of various subjects. This approach fosters cognitive development, critical thinking, and metacognitive skills, enabling learners to process and retain information more effectively. Moreover, CLIL increases motivation and engagement by providing authentic, real-world learning experiences. As a result, it prepares students for academic success and professional opportunities in multilingual and multicultural environments. This paper explores the role of CLIL in enhancing language acquisition and subject comprehension, highlighting its benefits and implications for education.

Keywords: CLIL, language acquisition, subject knowledge, bilingual education, cognitive development, multilingualism, content-based learning, academic proficiency, motivation, critical thinking.

РОЛЬ CLIL В ОДНОВРЕМЕННОМ РАЗВИТИИ ЯЗЫКОВЫХ И ПРЕДМЕТНЫХ ЗНАНИЙ

Аннотация Интегрированное обучение по содержанию и языку (CLIL) - это инновационный образовательный подход, который способствует одновременному развитию навыков владения языком и знаний по предмету. Объединяя изучение языка с академическим содержанием, CLIL повышает лингвистическую компетентность учащихся, углубляя их понимание различных предметов. Такой подход способствует когнитивному развитию, критическому мышлению и метакогнитивным навыкам, позволяя учащимся более эффективно обрабатывать и запоминать информацию. Более

того, CLIL повышает мотивацию и вовлеченность, предоставляя аутентичный опыт обучения в реальном мире. В результате он готовит студентов к успеху в учебе и профессиональным возможностям в многоязычной и мультикультурной среде. В данной статье рассматривается роль CLIL в улучшении усвоения языка и понимания предмета, подчеркиваются его преимущества и значение для образования.

Ключевые слова: CLIL, овладение языком, предметные знания, двуязычное образование, когнитивное развитие, многоязычие, обучение на основе контента, академические навыки, мотивация, критическое мышление.

TIL VA FAN BILIMLARINI BIR VAQTNING O'ZIDA RIVOJLANTIRISHDA CLILNING ROLI

Annotatsiya Kontent va til bo'yicha integratsiyalashgan ta'lim (CLIL) - bu bir vaqtning o'zida til va mavzu bo'yicha bilimlarni rivojlantirishga yordam beradigan innovatsion ta'lim yondashuvi. Til o'rganishni akademik tarkib bilan birlashtirib, CLIL o'quvchilarning turli fanlarni tushunishlarini chuqurlashtirish orqali ularning lingvistik kompetentsiyasini oshiradi. Ushbu yondashuv kognitiv rivojlanish, tanqidiy fikrlash va metakognitiv ko'nikmalarni rivojlantiradi, bu esa o'quvchilarga ma'lumotni yanada samarali qayta ishlash va eslab qolish imkonini beradi. Bundan tashqari, CLIL haqiqiy dunyoda haqiqiy o'rganish tajribasini taqdim etish orqali motivatsiya va faollikni oshiradi. Natijada, u talabalarni ko'p tilli va ko'p madaniyatli muhitda akademik muvaffaqiyat va kasbiy imkoniyatlarga tayyorlaydi. Ushbu maqola CLILNING tilni o'zlashtirish va mavzuni tushunishni yaxshilashdagi rolini ko'rib chiqadi, uning ta'lim uchun foydalari va ahamiyatini ta'kidlaydi.

Kalit so'zlar: CLIL, tilni o'zlashtirish, fan bilimlari, ikki tilli ta'lim, kognitiv rivojlanish, ko'p tilli, tarkibga asoslangan ta'lim, akademik ko'nikmalar, motivatsiya, tanqidiy fikrlash.

INTRODUCTION

The main goal of all educational reforms is the upbringing of a spiritually developed person, the improvement of the education system, and the introduction of new pedagogical and information technologies into educational processes in accordance with the requirements of the time. Therefore, today special attention is paid to the effective use of modern computer and information technologies in the education system. This means that an effective result can be achieved only through the use of modern information technology tools in the educational process, first of all, improving the level of knowledge and qualifications in this field, technical support for the education system, and full access to the Internet.

LITERATURE ANALYSIS AND METHODOLOGY

One of the main ways to improve the quality and effectiveness of the educational system will be the use of modern information and communication technologies in the educational process, including multimedia training courses, ensuring interactive interaction between

teachers and students, and attracting highly qualified personnel to develop multimedia training courses and textbooks.

As we know, today it is difficult to imagine improving the quality and efficiency of education without modern computing and information technology. The national training program emphasizes that at the stage of developing and implementing a new generation of didactic and informational support for the educational process, it is important to create modern educational technologies aimed at solving the problems of assimilation of educational content. This includes the development of methods for integrating the educational process with science and production, their implementation in practice, the individualization of the process of theoretical and practical learning and independent knowledge acquisition, as well as the development and development of technology for distance education, its tools, acceleration of student learning based on new pedagogical and information technologies and distance learning technologies among such actual tasks.

Currently, one of the important factors in improving the effectiveness of training is the use of technical means. This, in turn, increases interest in learning the language and the quality of lessons, and ensures that students are active during the lesson. With the right choice of methods in the learning process, the intended result can be achieved in the shortest possible way. One of the most important tasks facing the teaching staff of higher education is the continuous improvement of the educational sphere, the organization of training sessions based on pedagogical innovations, and its successful implementation.

Modern technology has witnessed many changes around the world, and these changes have contributed to improving people's living standards and well-being. Since technology has been introduced into various industries, the whole world has become a global arena, and people can perform all actions very efficiently in a matter of seconds. It is true that with the introduction of the latest technological innovations in education, the education sector has also gained more benefits. The current generation has seen drastic changes in the relationships and learning styles of modern students. When learning a language such as English, they do not adopt traditional methods and approaches to language learning. But they are very interested in the latest methods, techniques and approaches to teaching English. We can observe the same thing when teaching English to students of a second or foreign language. Thus, some modern English language teachers realized the situation in time and are mastering new technologies in teaching, as well as introducing the latest methods and approaches. To make learning English interesting and exciting for students, teachers should constantly try to master innovative technologies and keep abreast of current IELTS trends.

Technology has brought a new dimension to the field of education. In this digital age, chalk and chalkboard are not suitable, and they have been replaced by digital, smart or interactive whiteboards, so the teacher's workload has been reduced and student concentration increased. As a result, students have a positive attitude towards the content, and teachers use them to communicate with a computer, laptop, OHP, mobile phone, tablet, etc. They can

encourage them in a positive way by using existing technologies, such as In addition, teachers use digital texts and real materials in their classrooms to engage students with a learning point.

Effective implementation of CLIL requires careful planning and support for both teachers and students. Teachers need training in CLIL methodologies, including strategies for integrating language and content objectives, assessing student progress, and managing a bilingual classroom environment. Additionally, resources and materials should be designed to support CLIL instruction, ensuring that they cater to both language development and content mastery.

Overall, CLIL represents a forward-thinking approach to education, preparing students for the demands of a globalized world by equipping them with essential language skills and content knowledge.

Despite the increasing interest in CLIL, there remains a significant gap in empirical research examining its implementation and effectiveness in diverse educational contexts, particularly in non-Western settings. Most studies have focused on European contexts where CLIL is more established [1]. There is a paucity of research on how CLIL can be adapted and integrated into English language learning curricula in Asian countries, where educational practices and learner needs may differ significantly [2]. This gap underscores the need for comprehensive studies that explore the practical challenges and benefits of implementing CLIL in varied cultural and educational landscapes.

The urgency of this research is underscored by the increasing demand for high proficiency in English to meet global economic and communication needs. As countries strive to improve their educational outcomes and prepare students for the globalized job market, innovative and effective teaching methods like CLIL become essential [3]. Understanding how CLIL can be effectively implemented in English language learning can provide valuable insights for educators and policymakers aiming to enhance language education quality and learner outcomes [4].

Previous studies have demonstrated the benefits of CLIL in enhancing both language proficiency and content knowledge. For instance, research by Dalton-Puffer [5] showed that students in CLIL programs exhibit higher language skills and subject matter understanding compared to those in traditional EFL programs. Similarly, studies by Cenoz, Genesee, and Gorter [6] highlighted that CLIL fosters a more meaningful use of language in context, thereby promoting deeper cognitive engagement and retention. However, these studies are predominantly based in Europe, and there is limited research on CLIL's effectiveness in other regions, particularly Asia [7].

This study aims to fill the existing research gap by investigating the implementation of CLIL in English language learning within an Asian context. The novelty lies in examining how CLIL can be adapted to suit the unique educational and cultural needs of Asian learners, providing a fresh perspective on its applicability and effectiveness beyond the Western context. This research will explore practical strategies for integrating CLIL, the challenges encountered, and the impact on student language proficiency and content knowledge.

The primary objective of this research is to evaluate the effectiveness of the CLIL approach in enhancing English language learning outcomes in an Asian educational setting. Specifically, the study will:

- a) Assess the impact of CLIL on students' English language proficiency.
- b) Investigate the cognitive and content knowledge benefits associated with CLIL.
- c) Identify the challenges and best practices for implementing CLIL in this context.
- d) Provide recommendations for educators and policymakers on integrating CLIL into English language curricula.

The benefits of this research are manifold. It will offer empirical evidence on the applicability of CLIL in non-Western contexts, contributing to the global discourse on innovative language teaching methods. Additionally, it will provide actionable insights for improving English language education, thereby equipping students with the necessary skills to thrive in a globalized world. Ultimately, this study aims to enhance the quality of language education, fostering better educational outcomes and greater global competence among learners.

DISCUSSION

In recent years, the question of the use of modern technologies in the educational process has been increasingly raised. These are not only new technical means, but also new forms and methods of teaching, a new approach to learning. The main goal that we set for ourselves when learning a foreign language using modern technologies is to show how technology can be effectively used to improve the quality of teaching students a foreign language, form and develop their communicative culture, and study practical exercises.

We are a continuation of how computers dominate the world today. Just as technology is important in business communication, entertainment, music, movies, and almost every aspect of our daily lives, it plays an equally important role in education. Studies have shown that 90% of students have access to a computer or mobile device of one type or another at school, at work or at home. Therefore, it is not surprising that the evolution of classes and learning styles is being challenged towards technology.

In recent years, new classes integrated with technology have become popular in language learning. Blended learning, virtual classrooms, and learning management systems are all examples of this new era of teaching methodology favored by leading educators. These methods include the use of language learning technologies to increase student engagement, facilitate the role of the teacher, and provide systematic and comprehensive learning for all participants.

RESULT

The most inspiring aspect of technology is its ability to reach audiences from all over the world. When learning a language, this means engaging local teachers and allowing students access to courses taught by native speakers to ensure proper immersion. Online language learning opens doors that allow almost anyone to access this course and its resources.

Language learning technology in educational centers is real education, not the future. The use of new technologies in the classroom has become a wonderful addition to language

acquisition or mastery, and English language courses accompanied by technological support are the most effective and desirable for students who want to succeed in their studies.

CONCLUSION

In addition, technology brings more benefits to the training of successful teachers. In fact, successful teachers are those who have a high level of interpersonal and interpersonal relationships, and they have real opportunities to get to know children wherever they are and genuinely hear what they say. In addition, successful teachers should have a deep understanding of the taught material and its modesty, the beloved personality and their relationship, as well as communication and respect for their students. In addition, successful English teachers should make the most of available technology, use classrooms, as well as interesting materials downloaded from the Internet for their students.

The implementation of the CLIL (Content and Language Integrated Learning) approach in English language learning presents significant opportunities for enhancing both content comprehension and language proficiency among students. By integrating language learning with subject content, CLIL fosters a more immersive educational experience, which not only aids in the acquisition of English but also enhances understanding of specific academic subjects. The approach's emphasis on practical application and contextual learning aligns with contemporary pedagogical theories that advocate for experiential learning and student engagement. Evidence from various studies highlights the benefits of CLIL in improving student motivation, engagement, and overall language competency, thereby contributing to a more holistic educational outcome.

REFERENCES

1. Nikula, T., Dafouz, E., Moore, P., & Smit, U. (2016). Conceptualising Integration in CLIL and Multilingual Education. *Multilingual Matters*.
2. Ting, T. (2010). CLIL appeals to how the brain likes its information: Examples from CLIL- (neuro)science. *International CLIL Research Journal*, 1(3), 3-18.
3. Lasagabaster, D., & Sierra, J. M. (2009). CLIL and motivation: The effect of individual and contextual variables. In M. C. L. & J. M. (Eds.), *CLIL: Content and language integrated learning* (pp. 161-176). Cambridge University Press.
4. Mehisto, P., Marsh, D., & Frigols, M. J. (2008). *Uncovering CLIL: Content and Language Integrated Learning in Bilingual and Multilingual Education*. Macmillan Education.
5. Dalton-Puffer, C. (2011). Content-and-language integrated learning: From practice to principles? In M. C. L. & J. M. (Eds.), *CLIL: Content and language integrated learning* (pp. 1-16). Cambridge University Press.
6. Genesee, F. (2015). *Dual language development and disorders: A handbook on bilingualism and second language learning*. Paul H. Brookes Publishing.
7. Ting, T. (2010). CLIL appeals to how the brain likes its information: Examples from CLIL- (neuro)science. *International CLIL Research Journal*, 1(3), 3-18.