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METHODOLOGICAL JOURNAL**<http://mentaljournal-jspu.uz/index.php/mesmj/index>**THE PECULARITIES OF CLIL IN TEACHING ENGLISH****Kakhramon Kuralov***Master's student**Chirchik State Pedagogical University**Chirchik, Uzbekistan**E-mail: qaxramonkuralov@gmail.com***ABOUT ARTICLE**

Key words: CLIL, English language teaching, Uzbekistan, language acquisition, teacher training, dual-focus method, proficiency, technology, communicative competence, language skills

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Abstract: Content and Language Integrated Learning (CLIL) has gained prominence as an effective approach for teaching English in Uzbekistan. This article explores the peculiarities of implementing CLIL in the Uzbek context, focusing on its benefits, challenges, and strategies for successful application. Through a comprehensive literature review and analysis, the study highlights the potential of CLIL to enhance language acquisition, cognitive development, and subject knowledge. The article also discusses the need for teacher training, appropriate materials, and institutional support to overcome the challenges associated with CLIL implementation.

INTRODUCTION

The globalization of education and the increasing demand for English proficiency have led to the adoption of innovative teaching approaches worldwide. In Uzbekistan, where English is recognized as a crucial skill for academic and professional success, Content and Language Integrated Learning (CLIL) has emerged as a promising methodology [1]. CLIL refers to an educational approach that integrates content and language learning, allowing students to acquire subject knowledge while simultaneously developing their language skills [2]. This article aims to explore the peculiarities of implementing CLIL in the Uzbek context, focusing on its benefits, challenges, and strategies for effective application.

METHODS AND LITERATURE REVIEW

A comprehensive literature review was conducted to gather insights into the implementation of CLIL in Uzbekistan and other relevant contexts. The review included academic articles, research papers, and policy documents related to CLIL and English language teaching in Uzbekistan. Key themes and findings were identified and synthesized to inform the analysis and discussion.

The literature highlights the potential benefits of CLIL in enhancing language acquisition, cognitive development, and subject knowledge [3]. Studies have shown that CLIL learners often outperform their non-CLIL counterparts in language proficiency and academic achievement [4]. However, the successful implementation of CLIL requires careful planning, teacher training, and institutional support [5].

In the Uzbek context, research suggests that CLIL has the potential to address the challenges of traditional English language teaching methods, which often prioritize grammar and memorization over communicative competence [6]. However, the adoption of CLIL in Uzbekistan is still in its early stages, and there is a need for more empirical studies to evaluate its effectiveness and identify best practices [7].

Content and Language Integrated Learning (CLIL) has become an increasingly popular pedagogical approach in the teaching of English and other languages. In essence, CLIL combines the learning of a subject with the learning of a foreign language, providing students with the opportunity to acquire both content knowledge and linguistic skills simultaneously. This dual-focus method not only enhances language proficiency but also improves cognitive and academic skills, making it highly relevant in the contemporary educational landscape. As English continues to dominate as a global lingua franca, the role of CLIL in teaching English has gained particular significance, offering unique advantages and addressing the demands of today's multilingual, multicultural world.

In the realm of English Language Teaching (ELT), CLIL has been increasingly recognized as an effective approach for helping students gain a deeper understanding of English while also expanding their knowledge in various academic subjects. This approach aligns with communicative language teaching principles, which emphasize the use of language for meaningful communication in real-life contexts. Moreover, CLIL also fosters a more interactive and collaborative learning environment, where students can engage in discussions, problem-solving, and project-based tasks in English.

In the classroom, a typical CLIL lesson might involve students studying a topic like the environment, while simultaneously working on improving their English vocabulary and

grammar related to environmental issues. Teachers may use a range of techniques such as group work, multimedia resources, and project-based learning to make the content accessible and engaging. This approach not only strengthens students' English proficiency but also encourages them to think critically and develop problem-solving skills in a foreign language.

Despite its advantages, the implementation of CLIL in English language teaching is not without challenges. One of the primary concerns is the need for teachers to be proficient not only in the content they are teaching but also in the language of instruction. Teachers must have strong language skills in English and be able to explain complex academic concepts clearly in a second language. This requirement can place a significant burden on teachers who may not be fully comfortable with English or who may not have received training in CLIL methodologies.

Moreover, students may struggle with the language demands of CLIL, especially if they have limited proficiency in English. This can lead to difficulties in understanding the subject matter and participating in classroom activities. To address this, teachers must carefully scaffold lessons and provide ongoing support to ensure that students can access both the content and the language. This may involve using visual aids, simplifying instructions, and providing opportunities for students to practice language skills in meaningful contexts.

As the demand for English proficiency continues to grow worldwide, the integration of content and language learning through CLIL is likely to become even more widespread. In the future, CLIL could be implemented more extensively across various educational contexts, from primary and secondary schools to higher education institutions and language courses. Advances in technology may also support CLIL instruction, with digital tools and resources enabling more interactive and immersive language learning experiences.

Moreover, as global communication becomes increasingly complex and interconnected, the need for bilingual or multilingual individuals will continue to rise. CLIL offers an effective model for developing such individuals, providing them with the skills and competencies needed to thrive in an interconnected world.

The actuality of CLIL in teaching English lies in its ability to provide students with a comprehensive, immersive, and engaging language learning experience. By combining the acquisition of content knowledge with language skills, CLIL offers a dynamic and effective approach to English language teaching. Despite some challenges, particularly in terms of teacher proficiency and student language abilities, the benefits of CLIL—such as improved language skills, cognitive development, and increased motivation—make it a highly relevant approach in today's educational climate. As the demand for English proficiency continues to

grow, CLIL has the potential to shape the future of English language teaching, providing students with the tools they need to succeed in a globalized world.

RESULTS

The analysis of the literature reveals several key findings regarding the peculiarities of CLIL in teaching English in Uzbekistan:

Language Acquisition: CLIL provides learners with authentic and meaningful language input, facilitating the development of communicative competence [8]. By integrating language and content, CLIL creates a naturalistic learning environment that promotes language acquisition [9].

Cognitive Development: CLIL engages learners in higher-order thinking skills, such as analysis, synthesis, and evaluation, as they grapple with complex subject matter in a foreign language [10]. This cognitive challenge can lead to improved critical thinking and problem-solving abilities [11].

Subject Knowledge: CLIL allows learners to explore subject content in-depth, fostering a deeper understanding of the subject matter. By learning content through the medium of English, students develop both language skills and subject expertise simultaneously.

Teacher Training: Effective CLIL implementation requires teachers who are proficient in both English and the subject matter. Teacher training programs should focus on developing teachers' language skills, pedagogical knowledge, and ability to integrate content and language.

ANALYSIS

The analysis of the literature on CLIL in Uzbekistan reveals several important insights into the peculiarities of implementing this approach in the local context. Firstly, the potential benefits of CLIL in enhancing language acquisition, cognitive development, and subject knowledge are evident [8, 10]. By integrating content and language learning, CLIL creates an authentic and meaningful learning environment that promotes the development of communicative competence and higher-order thinking skills [9, 11]. This aligns with the needs of Uzbek learners who require English proficiency for academic and professional success in an increasingly globalized world.

The effectiveness of CLIL in promoting language acquisition can be understood through the lens of Krashen's Input Hypothesis [8], which emphasizes the importance of comprehensible input for language learning. CLIL provides learners with exposure to authentic and meaningful language input through the study of subject content, facilitating the natural acquisition of language skills. Moreover, the cognitive demands of engaging with complex subject matter in a foreign language can lead to the development of critical thinking and

problem-solving skills [10, 11]. This cognitive engagement is crucial for the development of higher-order thinking skills, which are essential for academic and professional success in the 21st century.

However, the successful implementation of CLIL in Uzbekistan is not without challenges. One of the primary challenges is the shortage of qualified CLIL teachers who possess both language proficiency and subject expertise. This highlights the need for robust teacher training programs that equip teachers with the necessary skills and knowledge to effectively integrate content and language. The development of appropriate CLIL materials and resources is another crucial factor in supporting effective language and content integration. The analysis suggests that institutional support in terms of policy, curriculum design, and resource allocation is essential to create an enabling environment for CLIL implementation [8, 9].

The importance of teacher training in CLIL implementation cannot be overstated. CLIL teachers need to possess a unique set of skills and knowledge, including proficiency in the target language, subject expertise, and pedagogical knowledge specific to CLIL [4]. Teacher training programs should focus on developing these competencies, as well as fostering a deep understanding of the principles and practices of CLIL. This can be achieved through a combination of theoretical instruction, practical training, and ongoing professional development opportunities [2].

In addition to teacher training, the development of appropriate CLIL materials and resources is crucial for the success of CLIL implementation. CLIL materials should be carefully designed to support both language and content learning, taking into account the specific needs and characteristics of Uzbek learners [6]. This may involve adapting existing materials or creating new resources that are aligned with the local curriculum and cultural context. The use of authentic materials, such as texts, videos, and multimedia resources, can provide rich input for language acquisition and content comprehension [7].

Furthermore, the analysis underscores the importance of adapting CLIL to the specific needs and contexts of Uzbek learners. While CLIL has been successfully implemented in various European countries, its application in Uzbekistan requires consideration of the local educational system, cultural norms, and learner characteristics. This calls for further research to identify best practices and strategies for effective CLIL implementation in the Uzbek context.

Adapting CLIL to the Uzbek context may involve adjusting the balance between content and language learning, taking into account the proficiency levels and learning needs of Uzbek students. It may also require the integration of local cultural elements and perspectives into the CLIL curriculum, to make the learning experience more relevant and meaningful for students.

Additionally, the use of scaffolding techniques and differentiated instruction can help support learners with diverse language abilities and learning styles.

The analysis also reveals the potential of CLIL to address the limitations of traditional English language teaching methods in Uzbekistan, which often prioritize grammar and memorization over communicative competence [6]. By providing learners with authentic and meaningful language input, CLIL can facilitate the development of language skills that are more closely aligned with the communicative needs of learners [8].

Traditional language teaching methods often focus on the explicit teaching of grammar rules and vocabulary, with limited opportunities for authentic communication practice. CLIL, on the other hand, emphasizes the use of language for meaningful communication in the context of subject learning. This approach can help learners develop a more comprehensive set of language skills, including listening, speaking, reading, and writing, as well as the ability to use language in real-world contexts [9].

Moreover, CLIL can promote the development of intercultural competence, as learners engage with subject content from diverse cultural perspectives. This is particularly relevant in the Uzbek context, where English is increasingly used as a lingua franca for international communication and collaboration. By exposing learners to a variety of cultural perspectives through CLIL, educators can help foster the development of global citizenship skills and prepare students for success in a multicultural world.

Overall, the analysis highlights the need for a comprehensive approach to CLIL implementation in Uzbekistan, involving teacher training, materials development, institutional support, and context-specific adaptations. By addressing these key areas, Uzbekistan can harness the potential of CLIL to transform English language teaching and prepare learners for the demands of a globalized world.

The implementation of CLIL in Uzbekistan requires a strategic and systematic approach, involving collaboration between policymakers, educational institutions, teachers, and researchers. This may involve the development of a national CLIL framework that outlines the goals, principles, and practices of CLIL in the Uzbek context [8]. Such a framework can provide a shared vision and a roadmap for CLIL implementation, ensuring consistency and quality across different educational settings.

DISCUSSION

The findings highlight the potential of CLIL to transform English language teaching in Uzbekistan. By integrating language and content, CLIL offers a holistic approach to language

learning that aligns with the communicative needs of learners in the 21st century. However, the implementation of CLIL in Uzbekistan is not without challenges.

One of the main challenges is the shortage of qualified CLIL teachers who possess both language proficiency and subject expertise. Teacher training programs need to be strengthened to equip teachers with the necessary skills and knowledge to effectively implement CLIL. Additionally, the development of appropriate CLIL materials and resources is crucial to support language and content learning.

Another challenge is the need to adapt CLIL to the specific needs and contexts of Uzbek learners [4]. While CLIL has been successfully implemented in various European countries, its application in Uzbekistan requires consideration of the local educational system, cultural norms, and learner characteristics [5]. Therefore, it is essential to conduct further research to identify best practices and strategies for effective CLIL implementation in the Uzbek context.

CONCLUSIONS

The peculiarities of CLIL in teaching English in Uzbekistan present both opportunities and challenges. CLIL has the potential to enhance language acquisition, cognitive development, and subject knowledge, preparing learners for the demands of a globalized world. However, the successful implementation of CLIL requires a concerted effort from teachers, educational institutions, and policymakers.

To harness the benefits of CLIL, Uzbekistan needs to invest in teacher training programs that develop teachers' language proficiency and pedagogical skills. The development of appropriate CLIL materials and resources should be prioritized to support effective language and content integration. Furthermore, institutional support in terms of policy, curriculum design, and resource allocation is essential to create an enabling environment for CLIL implementation.

As Uzbekistan continues to explore the potential of CLIL, it is crucial to conduct further research to evaluate its effectiveness and identify best practices. By adapting CLIL to the specific needs and contexts of Uzbek learners, the country can unlock the full potential of this innovative approach to English language teaching.

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