

## EFFECTIVE TEACHING OF A FOREIGN LANGUAGE BASED ON CLIL TECHNOLOGY

Uzbekistan state world languages university  
English philology English of theoretical aspects  
of languages senior teacher Murtazaeva Aisfar Bazarkulovna

e.mail: [aisafar81@mail.ru](mailto:aisafar81@mail.ru)

<https://orcid.org/0000-0003-1386-2868>

### Annotation

Since CLIL is increasingly being seen as a substitute for ELT (English Language Teaching), many educators are unsure of what CLIL is and if they should use it. We'll ask language instructors to think about how to enhance not Emphasize students' language proficiency and topic knowledge in CLIL instruction in order to foster an inspiring learning environment whose outcomes will be crucial for their future academic pursuits as well as their professional lives.

Key words: *academic subjects, CLIL, content, communication, integration, language skills, foreign language.*

### Annotatsiya

CLIL tobora ko'proq ELT (ingliz tilini o'rgatish) o'rnini bosuvchi vosita sifatida qaralayotganligi sababli, ko'plab o'qituvchilar CLIL nima ekanligini va undan foydalanish kerakmi yoki yo'qligini bilishmaydi. Til o'qituvchilaridan natijalari ularning kelajakdagi ilmiy izlanishlari hamda kasbiy hayotlari uchun hal qiluvchi ahamiyatga ega bo'lgan ilhomlantiruvchi o'quv muhitini yaratish maqsadida CLIL darslarida talabalarning til bilimlarini va mavzu bo'yicha bilimlarini qanday oshirish haqida o'ylashlarini so'raymiz.

**Kalit so'zlar:** *o'quv fanlari, CLIL, mazmun, muloqot, integratsiya, til ko'nikmalari, chet tili.*

### Аннотация

Поскольку CLIL всё чаще рассматривается как замена ELT (преподавание английского языка), многие преподаватели не уверены, что такое CLIL и стоит ли его использовать. Мы призываем преподавателей иностранных языков подумать о том, как улучшить владение языком и знание темы в рамках CLIL, чтобы создать вдохновляющую учебную среду, результаты которой будут

иметь решающее значение как для их будущих академических достижений, так и для профессиональной деятельности.

**Ключевые слова:** учебные предметы, CLIL, содержание, коммуникация, интеграция, языковые навыки, иностранный язык.

## INTRODUCTION

CLIL (Content and Language Integrated Learning) is a teaching methodology that allows students to learn language and subject matter at the same time. Through this technology, students not only learn the language, but also learn other subjects through the language being studied. The goal of the CLIL methodology is to learn language in context, through real-life situations. Modern methods such as ESP (English for Specific Purposes), EOP (English for Occupational Purposes), CLIL, TBA are analyzed in their place, and the advantages of teaching a language in accordance with professional goals are shown. In particular, the CLIL methodology creates the opportunity to teach a foreign language in an integrated manner with science.

Content and Language Integrated Learning, or CLIL, is a methodology that was developed in 1994 by David Marsh and Anne Maljers. According to Coyle, Hood, and Marsh (2010), this term refers to a dual-focused educational strategy where a second language is employed to teach and learn language as well as content. In other words, there is an emphasis on both language and content in the teaching and learning process. Even if one or the other is given more attention at any one time, they are all linked. By employing a foreign or second language as a tool to learn the material, CLIL can combine linguistic and factual elements. Stated differently, CLIL is a method of instruction whereby academic subjects are taught and learned in a second (foreign) language. According to Marsh (2002), CLIL involves "the use of a foreign language as a tool in the learning of a nonlanguage subject in which both language and the subject have a joint role."

Therefore, CLIL differs from foreign language instruction in that it uses a foreign language as the medium for a type of subject-based instruction. Although CLIL strives to promote both language and topic learning, the subject—rather than

the language—is the primary emphasis of instruction. It is commonly accepted that CLIL aims to improve students' proficiency in the language used to teach the subject as well as their understanding of that subject. In this instance, the language serves as a tool for learning the subject matter, which is taught as foundation for language acquisition.

**The following illustrates CLIL's primary goals:**

- (1). *Enhancing oral communication abilities in important and meaningful social contexts;*
- (2). *Fostering a favorable attitude toward various languages and cultures in addition to increasing students' proficiency in the target language;*
- (3). *Introducing real-world scenarios into the classroom;*
- (4). *Improving topic knowledge;*
- (5). *Developing students' focus, motivation, problem-solving, and teamwork learning;*
- (6). *Being ready for lifelong learning and additional coursework;*
- (7). *Reaching greater standards in schooling.*

**The learning process based on CLIL technology:**

- is based on the joint study of language and content;
- is focused on the practical application of language skills;
- develops critical thinking and professional reflection;
- supports success in intercultural communication.

**METHODOLOGY**

*Using CLIL methodology*

***Choosing a lesson topic***

- The teacher selects content according to the field of study (for example, biology, history, management).
- The topic should be appropriate and interesting for the language level.

***Integrating language and content***

- During the lesson, new subject concepts and words are taught, as well as grammatical rules and phraseology of a foreign language.

- For example, in the topic of “strategic planning in management”, attention is paid not only to the content, but also to words such as “plan”, “goal”, “strategy” and their use.

#### ***Interactive and active learning activities***

- Activities such as discussions, presentations, list-making, and problem-solving are organized in groups.
- Students actively use language tools to understand the content.

#### ***Using visual and multimedia materials***

- The topic is made more understandable and interesting through slides, graphs, diagrams, and videos.
- This makes the language easier to understand.

#### ***Taking language and content into account together in assessment***

- Students' knowledge of the subject and the level of language are assessed.

For example, in written work, the correct use of terms related to the subject and grammatical accuracy are checked together.

## **RESULTS AND DISCUSSION**

**The content of integration in the CLIL context:**

**Integration in the CLIL model includes:**

### **1. Integration of subject and language:**

**The foreign language is used as a learning tool rather than an object of study.**

***For example:* In a management lesson, the topic of marketing strategies is taught in English. The student learns both management terminology and English at the same time.**

### **2. Cross-curricular integration:**

In CLIL, several subjects are often taught together. For example:

Management + Language (Marketing strategy in English)

Mathematics + Language (Using statistics in English)

History + Language (Presentation on global economic history)

**3. The English language practice system through CLIL can take the following forms:**

a) *Lexical and grammatical exercises*: Through these exercises, students can learn and reinforce new words. In CLIL, grammar and vocabulary are not only taught in English, but are also taught through topics. For example, in geography lessons, new words and grammatical structures are introduced when talking about place names or natural resources.

b) *Dialogue and discussion exercises*: Students participate in conversations about the topic in English and express their opinions. For example, holding debates in English about science or history helps students use the language clearly and fluently.

c) *Learning exercises through developed materials*: In the CLIL methodology, students learn scientific, historical or cultural materials on subjects in English. Such exercises are a more active and practical way of teaching the language.

c) *Visuals and multimedia materials*: Videos, graphics, diagrams help students to explain topics and gain concepts in English. For example, in mathematics, formulas and examples are given in English.

d) *Short tests and interactive exercises*: Tests and interactive activities also play an important role in CLIL-based English lessons. For example, you can reinforce language by reading an English text and answering the final questions or writing short essays.

**CONCLUSION**

In summary, Uzbek educators must modify language and content integration to fit their own requirements and situations. Teachers of languages and non-languages can and should collaborate to choose subjects, themes, and issues that can be conducted in English, with aims and objectives tailored to their specific circumstances. CLIL can be viewed as a powerful tool that can significantly influence

language learning in the future and as an educational method that promotes linguistic variety. As a result, it merits a place in Uzbekistan's state schools.

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