

**DEVELOPING SPEAKING SKILLS OF STUDENTS THROUGH CLIL
(CONTENT LANGUAGE AND INTEGRATED LEARNING)**

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Abstract: The notion of Content and Language Integrated Learning (CLIL) is the focus of this article, which also examines a number of extremely successful classroom activities for teaching English. CLIL is a cutting-edge method of teaching that combines language learning with subject matter, enabling pupils to pick up both language and knowledge at the same time. The study emphasizes the use of CLIL-based exercises in English lessons to foster a more dynamic, interesting, and relevant learning environment.

The paper also looks at how CLIL helps students develop their cognitive, communication, and teamwork skills. Learners are taught to think critically, solve issues, and communicate their ideas in the target language through thoughtfully crafted exercises. This dual-focused strategy promotes the growth of subject-specific knowledge in addition to improving language skills.

Key words: Content and language integrated learning (CLIL), subject matter, bilingual education, cross-cultural topics, four language skills, curriculum, foreign language instruction, interactive conversation

Content and language integrated learning, or CLIL, is a method of teaching a subject through the use of a second language or a language through a particular content. In 1994, this phrase was adopted. Various types of CLIL have previously been referred to in English language instruction as "English across the curriculum," "bilingual education," and "content-based instruction." Teaching disciplines like science, history, geography, art and craft, music, physical education, and English is referred to as CLIL. Students are taught literature in a foreign language. Either the subject teacher using English as the language of instruction or the English teacher utilizing cross-curricular topics can accomplish this. Both approaches lead to the simultaneous acquisition of language and content.

Teaching subjects in a foreign language is known as CLIL. The subject determines what language assistance is required, and this is completely subject-led. The language is not an end in and of itself, but rather a component of the process. Subject knowledge is used to evaluate it. A foreign language instructor or a subject teacher could instruct it. In certain situations where it is taught by both teachers, which is ideal, but it is less

often because it requires a lot of resources. According to Marsh, CLIL can provide a natural environment for language development for students of any age and increase their enthusiasm.

The language class and the content class utilize language in fundamentally different ways. In addition to being a component of the final result, the four language skills—reading, writing, speaking, and listening—also serve as a means of developing and assessing linguistic knowledge as well as introducing new languages. The four skills are used in the content classroom to demonstrate knowledge of the subject being taught and to acquire new information. As a result, language is a tool rather than an end in and of itself, and its structure and style are frequently more sophisticated and less colloquial.

CLIL occurs in a variety of educational contexts. Considering it as existing on a continuum from complete to partial immersion could be more helpful. More often than not, some disciplines are taught occasionally in a foreign language. The practice of teaching a subject appears to be ubiquitous through another language is growing increasingly and more prevalent, which unavoidably presents a new difficulty for many educators. Regretfully, the drive for CLIL has outpaced the training of the educators who must implement it.

The two types of teachers involved in CLIL have very distinct needs; the content teacher may not share the language teacher's competence, and vice versa. English is the language that subject teachers must use to teach their subjects. These educators are knowledgeable about the subject but could be inexperienced and insecure in two specific areas:

- They may naturally have a limited mastery of the language. They are not accustomed to assisting their students with the language or providing input in a different language. Both their ability and confidence are undoubtedly impacted by this;
- They might not have the arsenal of interactive exercises that language instructors require because they are subject teachers.

Interactive conversation is essential to language learning.

Many claims are made about the benefits of CLIL, however it is challenging to prove them. One is that it can improve proficiency in a foreign language more successfully than traditional foreign language instruction. It can undoubtedly help pupils become ready for their future education and careers where they will probably have to communicate in English.

Instead than merely teaching kids the grammar and structure of the language, it is crucial to support and give them time to produce the language. As a result, classes are frequently very dynamic, with students experimenting with different tasks in the target language.

In order to give students more time to speak, language instructors are urged to

speak less. On the other hand, it is crucial for pupils to absorb and comprehend the curriculum when teaching subjects. There could be a lot of facts and data that they can learn, and the input could be very complicated. A teacher must commit more time to providing input in order to cover the curriculum, rather than allowing pupils as much time for output or interaction. In fact, more teacher talking time is required.

In a same vein, it's critical for language instructors to employ interactive exercises that pique students' interest and aid in comprehension. It will take a miracle for pupils to learn anything if we teach them a subject that they find challenging, dull, or uninteresting, and if we also educate them in a language that they find challenging. Our only chance is to make the lessons engaging and dynamic; that is, the procedures and activities must be appealing in order to offset any unfavorable characteristics of the language and topic.

The main components of traditional foreign language instruction are typically practice of language points and regulated input. The approach is different when teaching a subject in a foreign language. Since the subject determines the language requirements, we must assess the language requirements of a particular session and provide the necessary linguistic assistance to the students. Students will require assistance with lexis, cognitive processes, and study techniques.

The paper concludes by showing that Content and Language Integrated Learning (CLIL) is a cutting-edge, successful method of teaching English that goes beyond conventional language instruction. CLIL develops meaningful circumstances where students may actively use the language while expanding their knowledge in other areas by fusing language learning with academic content. This method fosters critical thinking, teamwork, and problem-solving abilities in addition to improving language proficiency.

Additionally, using a variety of interactive classroom activities within the CLIL framework boosts students' confidence, motivation, and engagement. Students grow more self-reliant and are better equipped to use English in everyday contexts. Overall, the paper demonstrates that CLIL is a useful approach for enhancing academic growth and language competency, which makes it extremely advantageous for modern English language classes.

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