



CONTENT AND LANGUAGE INTEGRATED LEARNING (CLIL) AS AN APPROACH TO TEACHING ENGLISH THROUGH SCIENCE SUBJECTS

Nosirov Komiljon Kodirjon ugli

Kasansay district 5th Secondary school English teacher,

Master's degree at Webster University in Tashkent, MA TESOL.

nosirov_komiljon_king@mail.ru

+998(99)3651516

Аннотация:

Kontent va tilni integratsiyalashgan holda o‘qitish (CLIL) — bu ikki yo‘nalishga qaratilgan ta’lim yondashuvi bo‘lib, unda o‘quvchilar fanni (masalan, tabiiy fanlarni) o‘zlashtirish bilan birga, til kompetensiyasini ham rivojlantiradilar. O‘zbekistonda CLIL samarali vosita sifatida keng qo‘llanilmoqda, chunki ingliz tili nafaqat xalqaro muloqot vositasi, balki yangilangan maktab o‘quv dasturlarining ham muhim talabi hisoblanadi. Ushbu maqolada milliy va xorijiy tadqiqotlar asosida CLILni tabiiy fanlarda joriy etishning pedagogik afzalliklari, qiyinchiliklari va istiqbollari o‘rganiladi. Tadqiqot natijalari shuni ko‘rsatadiki, CLIL o‘quvchilarning motivatsiyasini oshiradi, intellektual va nutqiy ko‘nikmalarini shakllantiradi hamda ularni xalqaro akademik va kasbiy muhitga tayyorlaydi. Biroq CLILni muvaffaqiyatli tatbiq etish ko‘proq o‘qituvchilarning malakasini oshirish, zarur resurslarni taqsimlash va maktab amaliyotiga samarali integratsiya qilishga bog‘liq.

Калит со‘злар: CLIL, ingliz tili ta’limi, fanlarni o‘qitish, ikki tilli ta’lim, O‘zbekiston, pedagogik amaliyot.

Аннотация:

Интегрированное обучение предмету и языку (CLIL) — это двунаправленный педагогический подход, при котором учащиеся осваивают учебный предмет (например, естественные науки) одновременно с развитием языковой компетенции. В Узбекистане CLIL получил широкое распространение как эффективный инструмент среднего образования, поскольку английский язык является не только средством международного общения, но и важным



требованием обновлённой школьной программы. В данной статье на основе национальных и зарубежных исследований рассматриваются педагогические преимущества, трудности и перспективы внедрения CLIL в преподавание естественно-научных дисциплин. Результаты показывают, что CLIL повышает мотивацию учащихся, формирует интеллектуальные и речевые навыки, а также готовит школьников к академической и профессиональной среде на международном уровне. Однако успешная реализация во многом зависит от повышения квалификации учителей, обеспечения необходимыми ресурсами и эффективной интеграции в школьную практику.

Ключевые слова: CLIL, обучение английскому языку, изучение наук, двуязычное обучение, Узбекистан, педагогическая практика.

Abstract:

Content and Language Integrated Learning (CLIL) is a dual-focused learning method whereby students acquire a subject, e.g., science, at the same time as language proficiency is enhanced. CLIL gained popularity in Uzbekistan, among others, as an efficient tool for secondary schools since English serves not only as a language of worldwide communication, but additionally, it is a prerequisite of new school curricula. Pedagogical advantages, challenges, and prospects of implementation of CLIL in science disciplines have been researched through national and foreign scholarship, according to this article. It was proved through the research, first of all, that CLIL improves students' motivation, forms intellectual and speech skills, and acquaints students in advance with worldwide academic and professional situations. Still, successful implementation depends on professional development of teachers, allocation of resources, and school application.

Keywords: CLIL, English education, science learning, dual language learning, Uzbekistan, teaching practice.



INTRODUCTION

In this age of globalization, learning English is no longer a choice but a requirement. School reforms in Uzbekistan have emphasized learning English as a means of getting students involved in the worldwide learning community. Although conventions tend to isolate language and subject learning, CLIL does the opposite, and students learn science content while getting exposure to meaningful English usage.

CLIL was commonly applied in European countries and other nations promoting bilingual or multilingual education (Springer, 2019). There was growing demand in Uzbekistan in the last few years for school-based application of CLIL (Rajabova & Anarkulova, 2022; Artikova, 2023) but there arises urgent problems of application of CLIL in practice, first of all, problems of training of teachers and administrative support (Tashmatova, 2021; Tasheva, 2022).

The article aims at investigating the applicability of CLIL in teaching in science subjects at Uzbekistan's schools at the secondary level. It tilts towards the discovery of pedagogical advantages, implementation hindrances, and recommendations towards strengthening education through CLIL.

MATERIALS AND METHODS

This article employs a methodology developed from a review and synthesis of academic and empirical literature on CLIL. The methods that were undertaken included:

Document Analysis: The program reviews conducted by Uzbek researchers (Artikova, 2023; Alimova & Yuldasheva, 2022; Tashmatova, 2021) to analyze the current status of CLIL adoption in Uzbekistan. International perspective (Lo, 2020; Llinares et al., 2012; Springer, 2019) were included for comparison.

Comparative Review: Evaluating the differences between the Uzbekistan context and international experiences in terms of policy and methodology and resources etc. to support adaptation of best practices from the international level.



Pedagogical Framework Evaluation: Theoretical frameworks of CLIL (4Cs Model: Content, Communication, Cognition, Culture) were used to gauge the realistic use of CLIL in science teaching through English in Uzbekistan context. This methodology draws attention to both the possibilities and constraints of the Uzbekistan CLIL context.

RESULTS AND DISCUSSION

Pedagogical Benefits of CLIL in Science

- Language development through meaningful context: Studying biology, chemistry or physics in English develops in students the discipline-specific vocabulary while reinforcing their grammar and communication (Artikova, 2023).
- Motivation and engagement: When learning science via the medium of English, a purposeful means of acquiring English impetus a higher level of motivation for the learner (Alimova & Yuldasheva, 2022).
- Higher-order thinking skills: In science (linguistic and subject-specific), CLIL approach requires students to think critically and analytically and problem-solve (Tilyakhodzhaeva, 2021).
- Global competitiveness: The students acquire not only English communication skills, they gain content knowledge relevant and valuable for higher educational experiences overseas and in their career development.

Challenges of CLIL in Uzbekistan

- Teacher readiness: The majority of science teachers are not adequately prepared in English, English teachers are often not equipped nor adequately prepared in science (Tashmatova, 2021).
- Monolingual-based curriculum: The existing curriculum is predominantly monolingual and is not linguistically-modified for dual-focus (Tasheva, 2022).
- Resources: Issues obtaining enough science texts in English and sufficient instructional science texts developing relevant CLIL (Kuralov, 2023).
- Institutional barriers: Not much in the way of policy advisory and lack of systematic teacher training programs (Rajabova & Anarkulova, 2022).



Pedagogical Opportunities for CLIL

- Professional development: Teachers need to have an appropriate concentration of subject-matter and language based knowledge (Lo, 2020).
- Co-teaching models of collaboration: Co-teaching or teaming between the English and science teachers may check the quality control for both curricula (Llinares et al., 2012).
- Local materials: Bilingual descriptions for science materials developing science for every definitely issuing students with resources for study - supports the implementation of a local curricular (Tasheva, 2022).
- Align with reform efforts: Holding educational reform efforts in Uzbekistan provides opportunities to establish useful foreign practices in the INDUDAL pedagogy practice, which acts as the entry opportunity for schools in Uzbekistan.

CONCLUSION

CLIL provides for innovative and transforming pedagogy for providing English as medium of teaching learning subject science area. CLIL have the potential to enhance the level of students' language development as well as the understanding of subject area knowledge in Uzbekistan. Implementation issues such as, systematic teacher education for more preparatory work, drawing attention to the curricular process, teacher preparation, student access to educational resources to implement the possible resources of language for curriculum are central to strategically addressing the issues of also developing co-teaching strategies.

For CLIL as pedagogy to be prepare for English and science-based curriculum lessons, Uzbekistan need focus on teacher education with regard to language and science so that instructional materials promote implementation of jointly. Uzbekistan too should use policy directed provisions to implement reforms in curriculum, materials and teachers.

CLIL can be both as language teaching and science subject teaching are gradually established to prepare students for globally-aligned studies programs and entering to professional career stages of learning engaging students in English language.



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