



USING CLIL TECHNOLOGY IN TRAINING TO A FOREIGN LANGUAGE

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Annotation. This article discusses the concept of Content and Language Integrated Learning (CLIL) and its role in the modern educational system. The implementation of this modern technology requires a systematic approach to teaching, as well as the willingness and desire of teachers to use this technique. The advantages and difficulties of this technology that a teacher may encounter in the process of teaching a foreign language are analyzed.

Keywords: CLIL method, teacher, foreign language, subject.

Modernization of education is an integral part of the progressive development of society. Currently, there is a wide range of new programs, courses and teaching methods. Education is becoming more interactive and dynamic. To date, the availability of language education is in demand not only from employers, but also from society.

The most important document that regulates the legal basis of education in Uzbekistan is the Law on Education, adopted on December 29, 2012. In this regulatory

According to the paper, "new and experimental initiatives in the sphere of education are implemented to guarantee the modernization and advancement of the educational system, considering the primary paths of Uzbekistan's scientific and technical development and the Russian Federation's socioeconomic development objectives" [2].

CLIL technology combines the teaching of curriculum content with the teaching of a non-native language. CLIL develops students' skills in communicating ideas about science, art, and technology to people around the world.

This gives them a different learning experience than in most cases of teaching foreign languages, because in order to achieve the ultimate goals of the educational process, a two-pronged goal is set: the simultaneous study of an academic subject and a foreign language. When using this technology, the focus shifts from learning a language for communication to learning the acquisition of previously studied information in the native language through the use of a foreign language. That is, learning a foreign language is considered not as a goal, but as a means of mastering an academic discipline (mathematics, history, geography, ecology).

CLIL creates a student's need for learning, and this, in turn, allows him to rethink and develop his abilities, including in his native language. It is worth noting that the practical skills formed in a foreign language lesson can then also be successfully used in their native language L.S. Vygotsky believed that it is the development of foreign languages that contributes to a deeper understanding of the semantics of the native language. Knowing another language helps students develop the skills of their first or mother tongue.

CLIL can include many methods of both subject and language learning. This technology sets the following tasks for teachers and students:

- to introduce students to new concepts through studying the curriculum in a non-native language;



- to improve student academic performance in both academic subjects and by the language of translation, to increase students' confidence in the language of translation;
- to provide materials that develop thinking skills from the very beginning, contribute to strengthening ties with the values of society, citizenship, etc.

The use of innovative programs in teaching a foreign language contributes to improving the quality of education. Teachers use various video lectures, online dictionaries, electronic textbooks, podcasts, and interactive games to make the learning process more interesting. One of the modern innovations in the field of education is the CLIL technology.

The term CLIL was coined by David Marsh in 1994. As noted by D. Marsh, "on integrated subject-language learning (CLIL) can be used in cases where disciplines or certain topics within the disciplines are studied in a foreign language and two goals are pursued: the study of the content of this academic discipline and the simultaneous study of a foreign language" [3].

CLIL technology involves teaching a foreign language by deepening into the environment another specialized subject, the main purpose of which is to improve language skills. When developing a lesson, it is necessary to take into account four important aspects or four "C's": meaningful (content), communicative (communication), cognitive (cognition), cultural (culture).

The content aspect of CLIL technology is the development of knowledge, skills and abilities within a specific discipline. For example, a teacher can give students articles about the impact of plastic on the environment and ask them to read them, highlight key information and share their findings in class. The communicative aspect of CLIL is the active use of language to communicate with students and teachers in the learning process.

The teacher can create interesting situations for communication in English. As an example of a task, a teacher can divide students into groups and give them the role of environmentalists, economists and entrepreneurs. Next, each group presents its arguments on how to better balance the needs of people and environmental protection.

The cognitive aspect of CLIL technology is the development of students' cognitive abilities. For example, a teacher may offer students a math problem and ask them to use English a language for analysis and solution. Students learn to group information, analyze it and formulate conclusions using a foreign language.

The cultural aspect of CLIL technology is to introduce students to the culture of the country whose language they are learning. In the classroom, the teacher can ask students to compare festivals or holidays in different countries. The cultural aspect includes the study of traditions, history, and customs of another country.

The use of CLIL technology in teaching foreign languages can present certain difficulties for teachers. It is important to note that the teacher does not always have sufficient in-depth knowledge in another subject to teach it in a foreign language. In this situation, it is important to consult with teachers of other disciplines when selecting material, drawing up a lesson plan, in order to ensure the harmonious integration of the language into the educational process. It should be noted If the language level of the students is insufficient, they may face difficulties in understanding information and completing tasks. The teacher should be prepared for this and provide measures to support students with a weak level of language. When introducing



new material and completing assignments, it is important to approach students individually and provide them with the necessary assistance.

The use of CLIL technology in the classroom has a significant impact on the development of students' communication skills. Students have the opportunity to practice a foreign language within the framework of specific to improve their skills in reading, writing, speaking and listening. This technology allows students to expand their vocabulary and be able to speak out on any proposed topic. It is important to note that "this technology is universal and suitable for use in any classroom, regardless of profile, configuration, language level" [1, p. 362]. Thus, CLIL technology is an effective teaching method that increases students' motivation and desire to improve communication skills in a foreign language.

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