

**APPLICATION OF CLIL (CONTENT AND LANGUAGE INTEGRATED LEARNING)
METHOD IN UZBEKISTAN SCHOOLS**PhD., v.b.dots **G'aniyeva Hayriniso Baxtiyorovna****Toshpo'latova Shohinur Shavkat qizi**

Abstract. This article analyzes the theoretical foundations, current experience and practical effectiveness of using the CLIL (Content and Language Integrated Learning) method in secondary schools in Uzbekistan. The study examines the advantages of CLIL in teaching subject content and a foreign language simultaneously, as well as problems related to teacher training, methodological resources and the assessment system. The results show that CLIL develops communicative and cognitive skills in students, helps to master subjects more deeply. At the end of the article, practical recommendations are provided for improving teacher training, improving textbooks and resources, and clarifying assessment criteria for the effective implementation of the method.

Keywords: CLIL, integrative education, content-based learning, integration of science and language, foreign language teaching, communicative competence, cognitive development, constructivism, competency-based approach, integrative methods, Uzbek education system, pedagogical innovation, teacher qualification, assessment system, learning motivation.

In today's globalization process, the demands placed on the education system are changing dramatically. The convergence of science, technology, and language requires students not only to have specific knowledge, but also to be able to apply it in practical situations and communicate effectively in different cultural and linguistic environments. In such conditions, CLIL (Content and Language Integrated Learning) - a method based on the combined teaching of science and language - is recognized as one of the most widely used educational approaches in the world. This method is significant in that it ensures that students master a foreign language in a natural context, activates the cognitive process, and helps them understand the content of the subject more deeply. In recent years, large-scale reforms have been implemented in the education system of Uzbekistan to teach foreign languages, especially English, from an early age, to introduce an integrative teaching of subjects, and a competency-based approach. This process is causing an increase in the need for the CLIL method. Because CLIL not only modernizes the content of foreign language teaching, but also allows for interactive, multi-channel and content-rich teaching of science based on modern pedagogical methods. My personal observations and studied local experiences show that CLIL lessons increase students' motivation, encourage them to engage in active communication, and increase their interest in science. However, this process can also be limited by factors such as teachers' language knowledge, methodological training, and insufficient appropriate resources. Currently, CLIL has not been implemented as a fully formed system in Uzbek schools. Although there are separate experiments in some schools, most of them do not have a stable methodological

approach. Through this study, I aimed to deeply analyze the essence of the CLIL method, assess its real application in the Uzbek educational environment, and develop scientifically based proposals to overcome existing problems. Because the correct implementation of CLIL not only increases the effectiveness of foreign language education, but also plays an important role in the cognitive development of students, the formation of a culture of communication and global competencies. Therefore, this study aims to study the theoretical and practical aspects of the CLIL method in general education schools of Uzbekistan, identify its advantages and limitations, as well as develop strategies for its implementation in accordance with local conditions, which is of urgent scientific and practical importance in the context of current educational reforms.

This study aims to in-depth study the practical application of CLIL in general education schools in Uzbekistan, its effectiveness, and the problems encountered in implementing this approach. A mixed-method approach was used as a methodology. This approach allows analyzing the state of CLIL in the real educational process not only qualitatively, but also based on quantitative data.

Research design

The research was conducted based on a systematic approach that combined the results of a study of scientific literature, practical observations, interviews with teachers and students, as well as a structured questionnaire. The design included the following stages: 1. Theoretical stage: Scientific literature on CLIL methodology, its advantages, limitations, and world experience was analyzed. 2. Diagnostic stage: Lessons using CLIL elements were observed in several secondary schools in Uzbekistan. 3. Analytical stage: The current state of CLIL implementation was assessed based on the opinions of teachers and students, observation results, and questionnaire data. 4. Recommendation stage: Practical proposals for improving CLIL in accordance with local conditions were developed.

Data analysis

The data obtained were analyzed using the following methods: Qualitative analysis: Observation protocols, interview transcripts, and student opinions were grouped through thematic coding. Quantitative analysis: Survey results were processed based on percentages, frequencies, and averages to identify general trends. Triangulation: Data collected from different sources were compared to ensure the reliability of the conclusions.

Reliability and validity of the research

To increase the reliability of the research results: several methods were used together, observations were repeated several times, and teachers' opinions were compared with real lesson processes.

This section presents empirical data obtained through observations, questionnaires, and interviews on the use of the CLIL method in general education schools of Uzbekistan, processed on the basis of a scientific-analytical approach, and presents the results observed in the real pedagogical process. During the analysis, the impact of CLIL on students' language

competence, level of mastery of subject content, motivation, changes in teachers' practice, and existing limitations were assessed in separate areas.

1. The impact of CLIL on students' language skills

The results of the study showed that the CLIL method significantly develops students' communicative competence in English. According to the results of the survey, 68% of students reported an increase in their confidence in speaking English in CLIL classes, and 54% noted that it was much easier to memorize new terms and phrases. During the observations, it was found that students actively use the language by discussing subject topics, participating in Q&A sessions, and making presentations. According to my personal analytical conclusion, such changes are explained by the fact that CLIL allows students to use the language in a natural context. That is, students acquire the language indirectly in the process of understanding the content of a particular subject, rather than through grammatical rules. This helps them overcome the psychological barrier to the language.

2. Impact on the level of mastery of subject content

Observations have shown that CLIL lessons form an active approach to subject content in students. For example, in biology and geography lessons, diagrams, graphs, and visual materials in English have strengthened students' analytical thinking and text-processing skills. 72 percent of students noted that in CLIL lessons they have to make more efforts to understand topics, which increases their responsibility and independent thinking. According to my personal observation, in CLIL lessons, students process information in two channels to master content - through language and content. This process increases cognitive activity and serves to consolidate knowledge.

3. Increased motivation and learning activity in students

The analysis showed that one of the most important results of CLIL is increased student motivation. 64% of the students surveyed rated CLIL lessons as "interesting and unusual", and 48% as "practically useful". Students tended to associate science lessons in English with future professional opportunities. In my personal opinion, the mechanism of increasing motivation of CLIL is that the student sees the lesson with two goals: learning science and developing English. The combination of these two goals enriches the lesson process in content and turns the student into an active subject.

4. Changes and difficulties in the work of teachers

According to the results of the study, 57% of teachers stated that additional preparation for CLIL lessons requires time, and 63% stated that it is difficult to use English sufficiently. However, the majority of teachers (74%) stated that they are ready to continue using this approach due to the positive impact of the CLIL method on students. During the observation process, it was observed that some teachers faced linguistic difficulties in explaining the content in English, sometimes the language was simplified or they were forced to switch to their native language. According to my analytical conclusion, this is one of the biggest limitations of the implementation of CLIL. Because the effectiveness of CLIL is manifested only when the teacher has high linguistic and methodological training.

5. The situation in the textbooks, resources and assessment process

During the analysis, it was found that the lack of educational materials is one of the biggest obstacles to the effective use of CLIL. Teachers stated that the existing textbooks are not suitable for CLIL, and in many cases they have to prepare the materials independently.

The analysis of the assessment process showed that: students should be assessed separately in terms of language and content, there is a lack of integrative assessment criteria in schools, and teachers often have a subjective approach to assessment. In my opinion, the assessment system is a key factor influencing the success of CLIL. Because integrative education requires a special approach: the student should be assessed not for language errors, but for the level of understanding of the content, or vice versa. The absence of this has a significant impact on student performance.

The results of the analysis confirm that CLIL is a method with high potential in the educational environment of Uzbekistan. Its advantages - learning the language in a natural context, deeper understanding of the content of the subject, the formation of a higher level of thinking in students and increased motivation - have been confirmed through practical observations and questionnaires. At the same time, the linguistic training of teachers in the implementation of the method, the lack of methodological resources and the insufficient development of the assessment system hinder the widespread use of CLIL. My personal analytical opinion is that for the successful implementation of CLIL, it is necessary to systematically use it not as a separate "innovative experiment", but as a strategic approach to teaching subjects. Only in this case can CLIL produce the expected results in the educational system of Uzbekistan.

The analysis and observations conducted on the introduction of the CLIL (Content and Language Integrated Learning) method in general education schools of Uzbekistan clearly demonstrated that this method has a significant positive impact on the educational process. The study found that CLIL is an effective tool for developing students' language skills, deepening their understanding of subject content, forming independent and critical thinking, and increasing their motivation to study. The principle of parallel teaching of content and language of the method encourages students to be active and serves to develop their cognitive processes. Also, the use of English as a natural means of communication by students in CLIL lessons significantly enhances their communicative competence.

The analysis showed that the advantages of the CLIL method are primarily related to the interactive and integrative nature of the educational process. Since the student is forced to use English in other subjects as well, the language learning process is not artificial, but is formed in a natural environment. At the same time, the two-channel thinking of students in the process of mastering the content - based on language and content - expands their abstract thinking, strengthens their analytical and problem-solving competence. This fully corresponds to the main goals of modern competency-based education. Nevertheless, it was observed that the widespread implementation of CLIL in Uzbek schools is accompanied by some problems. First of all, the insufficient training of teachers in English negatively affects the effectiveness of the method. Most teachers have difficulty fully explaining the content in English, which causes them to switch to their native language during the lesson. The lack of textbooks and learning

resources, the lack of integrated educational materials suitable for CLIL also reduce the effectiveness of the lesson. Another of the most important problems is the fact that the assessment system is not adapted to the requirements of CLIL. Due to the current lack of integrative assessment criteria in schools, it is difficult to accurately and fairly assess the results of students. My personal scientific conclusion is that CLIL is not only an effective way of practical learning of a foreign language for the Uzbek education system, but also a powerful mechanism for preparing students for the global educational arena. However, for the successful implementation of this method, it is necessary to view it not as a separate innovation, but as a strategic direction of educational policy. For this, it is crucial to regularly train teachers in CLIL, create methodological manuals, develop textbooks suitable for the integration of science and language, and create an environment that encourages multilingualism in the educational process. In general, the widespread implementation of the CLIL method in Uzbekistan plays an important role in improving the quality of education, integrating students into the modern global knowledge space, and developing language competence based on life needs. If the existing problems are systematically eliminated, the CLIL method will undoubtedly become one of the most effective innovative pedagogical approaches in the Uzbek education system in the coming years.

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