

CLIL (CONTENT AND LANGUAGE INTEGRATED LEARNING) IN UZBEKISTAN

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ABSTRACT This article analyzes the use of CLIL (Content and Language Integrated Learning) in Uzbekistan, its effectiveness, current challenges, and future prospects. It highlights how CLIL helps students acquire both foreign language skills and subject-specific knowledge simultaneously.

KEYWORDS CLIL, integrated teaching, foreign language, cross-curricular approach, education in Uzbekistan

Introduction In the global education system, the CLIL approach is recognized as an important tool for developing students' language competencies and interdisciplinary thinking. In line with Uzbekistan's strategy for deepening foreign language learning, the CLIL method is being piloted in several schools and lyceums. This article analyzes the practical implementation and outcomes of this approach.

In recent decades, education systems around the world have been increasingly emphasizing the importance of multilingualism and interdisciplinary learning. One of the most innovative approaches to achieve these goals is CLIL (Content and Language Integrated Learning) — a method that integrates subject content with foreign language instruction. This dual-focused approach is gaining recognition globally for its effectiveness in improving both language proficiency and subject-specific knowledge.

What is CLIL? In Uzbekistan, CLIL is gradually being introduced as part of the national strategy to enhance foreign language education, especially English. Recognizing the need for a modern, globally competitive education system, several schools, lyceums, and private educational institutions have begun piloting CLIL-based programs. This is in line with key reforms aimed at developing 21st-century skills such as critical thinking, problem-solving, and intercultural communication. CLIL is a teaching method where a foreign language is used as a medium to learn other subjects. For instance, students may study biology or geography in English. This approach



enhances both language skills and subject knowledge at the same time.

Conclusion In conclusion, CLIL (Content and Language Integrated Learning) is viewed as a promising and effective approach for advancing foreign language education (especially English) within Uzbekistan's education system. It not only improves language acquisition but also enhances understanding of other subjects like biology, geography, history, and more.

Research and observations show that students taught through CLIL learn to use the language in real-life contexts and develop critical thinking, communication, and problem-solving skills, all of which are essential for modern competencies.

The benefits of this approach extend beyond linguistic gains. Through CLIL, learners acquire vital skills such as critical thinking, communication, collaboration, and cultural awareness. These competencies are essential for success in both academic and professional environments in the 21st century.

However, to implement this method effectively in Uzbekistan, it is necessary to train qualified personnel, develop methodological guides, adapt textbooks, and establish a CLIL-friendly environment in both schools and higher education institutions. CLIL is not just about teaching a language—it's about teaching through the language, and its wide application can elevate the quality of education to a new level.

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