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The Role of CLIL Technology in Teaching Subjects Using English Language

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ABSTRACT

The article discusses the use of Content and Language Integrated Learning (CLIL) technology, namely learning through integration of a foreign language with other subjects for students in non-philological areas. CLIL technology is used to motivate to learn a foreign language language and gives you the opportunity to apply your knowledge and skills in practice, is used to solve specific problems here and now. Also, the use of CLIL technology gives opportunity to develop communication and presentation skills.

Keywords:

integration, technology, experience, cooperation, communication skills, presentation.

Today, practical requirements of teaching foreign languages require using “the communicative focused methods, which are directed to formation of abilities adequately to express thoughts in concrete language” [5, p. 60] Moreover, as K. Karaeva states: “На каждой исторической эпохе педагогическая система переживает существенные изменения. Мировая практика свидетельствует о том, что с ростом экономики система образования страны подвергается реформам в среднем через каждые десять лет.” [3] At the same time, special attention at all stages of the development of society should be paid to the quality training of students, which requires new strategies and pedagogical technologies.

Nowadays, large-scale measures are being taken in the Republic of Uzbekistan to modernize the education system, including higher education.

The idea of using the principle of domain-language integrated training arose as a result of increased requirements for the level of proficiency foreign language with limited time allotted for its study.

This approach allows for training in two subjects at the same time, while the main attention can be paid either to the language or to a non-linguistic subject.

The methodology of integrated learning, like all didactics, is currently going through a difficult period. General education has changed, new curricula and new approaches are being developed in the study of disciplines through integrated educational systems, and updating education requires the use of non-traditional methods and forms of organization of education. That is why there are new educational technologies and one of such technologies is domain-language integrated learning called CLIL.

CLIL technology considers learning a foreign language as tool for studying other subjects. Language learning goes through any subject area, i.e. a lesson in which CLIL technology is used is not a foreign language lesson, but a subject lesson in a foreign language.

The basis of integrated learning is the use interdisciplinary connections both in terms of ultimate goals and in terms of content, methods and methods of work. Psychologists approve that with integrated learning, the similarity of ideas and principles can be traced better than with teaching different disciplines, since this makes it possible to apply the knowledge gained simultaneously in various areas. With integrated learning, it becomes possible to consider two or more disciplines, thereby clearly showing how everything in the world is interconnected.

Let's have a closer look at some of the approaches of conducting lessons and activities that can be used in the lessons of the exact science in our country. One of the main tasks of CLIL in the classroom is the use of the second language (English) for students to communicate to each other and between the teacher and students, as well as understanding the content of the academic discipline and new terms (vocabulary) in the second language. [1, p.682] At the beginning of the lesson, students should be familiar with the new specific scientific terms that define the topic of the lesson and will be used by them throughout this and subsequent lessons. Six new words are enough for the most productive memory of information. These terms should be the key words of the lesson. For example, in a physics lesson on the topic *Density (zichlik)*, students may be offered the following words: *Width (kenglik)*, *Height (balandlik)*, *Length (uzunlik)*, *Volume (hajm)*, *Density (zichlik)*, *Cylinder (silindr)*. You can offer the following activities: from the presented words, write out in three columns the words that are familiar to you. You have heard them, but you do not know the definition and the words that you see for the first time. Then the students should be given time to think first on their own, then discuss

these words in pairs and then with the teacher as a whole class.

All types of speech activity, if possible, should be present at the lesson, although the features of the approach (CLIL) are such that reading takes up most of the study time. However, the teacher can plan the lesson using such materials that can be presented in the form of an audio text and using these teaching methods, it is possible to understand the material through dialogue and conversation. Listening can be combined with writing (filling in tables, building diagrams, restoring gaps). When selecting educational material, it is necessary to select authentic texts of various styles that depend on the age characteristics and level of language proficiency of students. You can also use audio and video materials. The educational material should contribute to the achievement of two goals: subject and language. Texts are perceived better if they are divided into small parts and accompanied by illustrations, diagrams, maps, etc. Texts should contain pre-text (pre reading) and post-text (after reading) tasks. These tasks should form not only language, speech, but also cognitive skills. Lesson planning, which is taught in the second/third language of instruction, requires cooperation between teachers of language and non-linguistic disciplines and should be based on the four principles of content-language integrated learning. The evaluation assessed the materials in relation to the following areas: 1) General Appearance; 2) Layout and Design; 3) Methodology; 4) Activities; 5) Language Skills; 6) Language Content; 7) Topic ; 8) Teach ability and Flexibility; 9) Assessment. [4, p.63]

When planning a lesson, the teacher can rely on the following questions:

Subject content: What are the goals/objectives of the lesson? What are my expected learning outcomes? What phrases and special terms do I need to prepare? Should I test students' grammar knowledge (for example, degrees of comparison of adjectives)? How will I conduct discussions ?

Communication: What phrases and technical terms do I need to prepare? Should I test

students' grammar knowledge (for example, degrees of comparison of adjectives)?

Cognition: What questions should I ask to develop critical thinking skills? What tasks should I prepare to develop critical thinking skills?

Also, the experience gained in this area should be regularly covered through the release of teaching aids with the best materials and developments of integrated lessons, collections of conference articles, etc. All of the above conditions are a temporary solution to the issue in the context of the transition to using the CLIL approach. In the future, the problem of shortage of CLIL teachers can be solved through the training and retraining of teachers. Currently, subject teachers who speak English have the opportunity to study one of the models of the TKT test (The Teaching Knowledge Test) - CLIL. This CLIL module tests the knowledge that is necessary for a teacher to teach one or more subjects using English, as well as, the ability to plan and lead a lesson, use certain techniques and types of learning activities during the lesson, and monitor the mastery of the subject.

In conclusion, I would like to say that despite all the above difficulties in applying CLIL, this methodology is an extraordinary approach to teaching foreign languages to students in universities, which allows solving many problems of the educational process.

Innovative methods are gradually developing into innovative education, aimed at ensuring that innovation is new in the educational environment, which allows raising new competitive teachers of the modern generation. [2]

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