



USING CLIL TECHNOLOGY IN ENGLISH LESSONS

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Abstract. Subject-language integrated learning is currently being introduced into the teaching of foreign languages. The article shows various types of activities using CLIL technology techniques aimed at developing students' English language skills.

Key words: innovative technologies, training, English language, CLIL technology, scaffolding, educational process.

Annotatsiya. Hozirgi kunda fan-til integratsiyalashgan o'qitish chet tillarini o'qitishga joriy etilmoqda. Maqolada CLIL texnologiyasi metodikalaridan foydalanib, faoliyatning o'quvchilarda ingliz tilidan bilimlarni rivojlantirishga qaratilgan har xil turlari ko'rsatilgan.

Kalit so'zlar: innovatsion texnologiyalar, o'qitish, ingliz tili, CLIL texnologiyasi, scaffolding, ta'lim jarayoni.

Аннотация. Предметно-языковое интегрированное обучение в настоящее время внедряется в преподавание иностранных языков. В статье показаны различные виды деятельности с использованием методик технологии CLIL, направленные на развитие знаний английского языка у обучающихся.

Ключевые слова: инновационные технологии, обучение, английский язык, технология CLIL, скаффолдинг, образовательный процесс.

Introduction. Currently, the innovative CLIL (Content and Language Integrated Learning) methodology is successfully used in the system of not only school, but also higher education, although in the latter case it is still in the

development stage. CLIL principles are found in various bilingual education systems - BE (Bilingual Education). Used: CBI (Content-based Instruction), CBLT (Content-based Language Teaching), EMI (English as a Medium of Instruction), LAC (Language Across the Curriculum), etc. In general, CLIL means parallel teaching of a foreign language and content academic discipline.

The term, coined by David Marsh and Anna Maliers in 1994, is becoming increasingly popular these days. CLIL is an approach that considers a foreign language as a means of learning. This approach gives students the opportunity to put their language skills into practice right away. A foreign language here plays a connecting role between subjects; it is “a tool for studying the content of the language” [4; 8].

The main goals of using CLIL technology in educational process – developing students’ motivation to study foreign languages languages, the ability to communicate on professional topics in a foreign language, deepening knowledge about other cultures, developing linguistic and communicative competencies during communication using a foreign language, modeling communication situations on various topics in the professional field.

Literature analysis. Components of classes using CLIL technology are considered by various authors C. Dalton-Puffer, J. Cenoz, F. Genesee, D. Gorter [1, 2, 3, 4, 5] etc. M.A. Tsukanova, M.V. Nazarova reviewed the main components, models, methodological principles of the CLIL technique [10; 11]. N.V. Dakuko described the 4 main components of the “4C” when using the methodology in teaching students of agricultural engineering [9].

Results. To build a lesson using CLIL technology, integrative planning should be provided using various principles. The lesson must be structured with the goal of developing knowledge, skills and abilities and must have a certain content. In class, English should be used for both learning and communication. The development of abilities can occur both from the particular to the general, and from the general to

the particular, but in this case cognition necessarily occurs. An important principle is culture. The student must position himself as a global citizen, which means that he must become aware of other cultures and develop intercultural connections. When we talk about developing global citizenship in students, we mean getting to know other cultures during the learning process. It should occur through the development of the lexical and grammatical apparatus. After a certain time, students are able to speak fluently in English and answer questions posed in the same way as if it were in their native language.

Students are taught various subjects in English through the use of writing, listening, reading and speaking. Teachers, together with students, discuss the material being studied, analyze it, and carry out correction work. When using CLIL in classes, students develop critical thinking, which should contribute to better assimilation of the material being studied.

Main stages of CLIL technology:

1) new knowledge must be built on previous knowledge and the teacher, understanding this, organizes the learning process through the provision of new materials or the introduction of new information (rich Input), which are based on the knowledge of the teacher. In the classroom, active forms of learning should be used to a large extent: working with Internet resources, interactive online programs and other motivating and activating illustrative materials in the target language.

Properly used resources allow students to be given more complex tasks to develop creative thinking. They are able to draw conclusions in English during the learning process. Thus, the teacher achieves the desired result. The next step will be the use of special or subject-specific sites in English, allowing for independent, differentiated and advanced learning. The teacher needs to explain the material on the subject in English, while teaching students to analyze and interpret the results of the study, the video material they watched, their own answers and the answers of other students. During classes, you should use material with visual support

(diagrams, diagrams, etc.), which will allow you to better understand the content of the topic. Taking into account the individual developmental characteristics of students, it is necessary to switch from one format of work to another during the lesson. For example, using text information, you should build a graph or diagram and vice versa;

2) the teacher should understand that students are properly mastering new material, coping with assigned tasks and achieving learning goals. Sometimes it is quite difficult for a student to complete assignments and achieve learning goals that are beyond his capabilities.

For this purpose, it is necessary to organize support for students from outside, that is, scaffolding. Scaffolding allows you to reduce the cognitive and linguistic load, thereby helping to accelerate the understanding of the content of the presented material in English. Appropriate structured support can be used to solve the assigned tasks. To develop language goals, terminology, phrases, and word combinations necessary to complete the tasks assigned to students in English should be provided. Using support, students will be able to draw conclusions and analyze the material, thereby conducting reflection more often and improving the quality of their performance. Tasks should be structured in such a way that students can express their thoughts, gain satisfaction from the type of activity carried out and observe their progress in learning, show natural curiosity and a desire to continue learning [7];

3) M. Long [6] suggests that language acquisition occurs through interaction. Feedback received during a conversation contributes to interlingual development, because during such interaction students use their internal reserve, selective attention and existing abilities when producing a result or answer to a given task.

Students should strive to communicate with peers from other countries, while studying their culture, religion, and so on. As a result of such communication, young people understand that cultures can differ in various aspects, including verbal and

non-verbal communication styles. Therefore, the educational process should work to prepare students to become global citizens. It is necessary to think through tasks that students will perform in pairs or groups, using linguistic and non-linguistic means. It is worth exploring different topics from different cultural perspectives, recognizing that other cultures tend to see things differently and have different values and beliefs;

4) teaching a subject using CLIL should lead to free communication on the topic being studied both in the native language and in English. The teacher must plan and organize the educational process based on the needs of students. The use of spiral learning helps students move to a new, higher level of development at each stage of learning. A digital platform should be implemented that everyone can access for learning (eg: Google drive, Google doc, Moodle, etc.). The teacher must ensure that when performing group work, each member contributes to the solution of the task.

Using a bilingual approach in the learning process will allow you to develop English using your native language. For example, you can ask students to make a conclusion in English given a series of words in Russian; play a “taboo” game where there are words, and the student must construct his answer using synonyms of these words. Thus, the student shows his effectiveness in mastering the material.

Thus, CLIL has a dual educational focus, aimed at developing language skills and the scope of subject knowledge [11]. In addition to these goals, CLIL also fulfills a wide range of additional goals: “respect for the culture and traditions of other peoples, cognitive preferences, in-depth learning of the subject, internalization, self-reliance, motivation, multiliteracy, learner autonomy, etc.” [5, p. 547].

Conclusion. CLIL technology methods successfully integrate subject content, subject vocabulary and English, thereby increasing motivation to learn a foreign language. Lessons developed using CLIL technology require more time for preparation and development of cooperation among colleagues in the school team

and between colleagues from different educational institutions. Our research has shown that the use of CLIL can improve the quality of learning in a particular subject. The results obtained showed the positive impact of using CLIL technology methods in the classroom on the development of both subject knowledge and language skills of students. CLIL bilingual learning technology makes it possible to go beyond limits of the traditional curriculum, allows you to expand cultural outlook of the individual, improve the quality of learning, how subject content and foreign language, accelerate the development professional skills of students, and also opens up new ones for them opportunities for continued education and work.

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