

## CONTENT AND LANGUAGE INTEGRATED LEARNING (CLIL)

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**Abstract:** Utilizing language to learn and learning language through content development are integrated, according to the main principle of CLIL. The CLIL is an effective approach to provide a new mode for collaborating target contents into foreign language instruction. It facilitates the development of learners' language proficiency and thinking abilities. The precise meaning of it and its application to English language instruction will be discussed in this article.

**Key concepts:** CLIL, content-based, target subject, foreign language, content teacher, language teacher.

Content and Language Integrated Learning is referred to as CLIL. This involves learning a foreign language, like English, while also studying another field, such as science, engineering or economics. The concept is wide since there are numerous ways in which integration can occur.

While the notion "CLIL" is relatively innovative, the method is as longstanding as education itself. Even if they weren't aware of it, people were using CLIL whenever they studied engineering, art, or finance while learning and practicing a foreign language. In the 1990s, the term CLIL, began as the most commonly used name. A novel methodological approach with a significantly broader influence than language instruction, is supported by CLIL. Thus, supporters emphasize how it aims to attain mastery in the language used to teach target language as well as the non-linguistic subject, giving equal weight to each. In addition, accomplishing this dual goal requires creating a unique teaching strategy where the non-linguistic subject is taught with and through a foreign language rather than in a foreign language. This suggests a more integrated approach to learning and teaching, demanding that educators give careful consideration.

The integration of language and content is the primary characteristic of the CLIL approach, which maintains that subject knowledge and foreign language acquisition are complementary and interdependent dimensions with equal standing. The goal of CLIL is to incorporate topic content and language instruction into one learning and teaching environment (Marsh, 2002). Promoting learners' foreign language proficiency in a more effective and fruitful manner is the main objective of CLIL. According to Coyle (2007), integration is an effective teaching strategy that can both support foreign language acquisition as a target and a medium while also achieving the goals of subject-matter education. The development of learners' target language should take place in authentic settings with content situations that offer learners an experience similar to learning the first language. While learners are given more opportunities and authentic materials to advance their skill in the target language, they also gain a deeper understanding of the subject matter through frequent usage of the language from many perspectives.

According to Ruiz de Zarobe and Coyle (2015), the content of this approach is the system creating; it defines the learning subject, the goal, and the task, or the collection of theoretical knowledge and abilities. The goal of the cognitive concept approach is to establish a productive

learning environment where students can advance their critical thinking abilities from comprehension and knowledge to analysis, synthesis, and assessment (Grandinetti, Langellotti, & Ting, 2016).

The subject matter and linguistic content of CLIL can differ in a number of ways, resulting in models that are both language-led and content-led. One must consider the following four Cs while creating a course using the CLIL method: The path to intercultural understanding is defined as follows: "Content: developing and acquiring new knowledge, skills, and subject area skills; Communication: learning to use language to acquire knowledge; Cognition: developing cognitive and mental abilities, solving problem situations; Culture: identifying a part of culture, with the awareness of the existence of an alternative culture" (Coyle, Hood & Marsh, 2010)

Collaboration between content and language teachers is essential to the success of a CLIL program. Since each is an expert in a certain area, they must exchange knowledge and their corresponding philosophies.

A content teacher is a teacher of a particular subject or sphere, such as science, economics, medicine or technology. But teaching a target field in foreign language alone is not enough when applying the CLIL technique. The majority of content teachers are not specialists in pedagogy or language learning. As a result of having some training, content teachers can have a practice, in which they educate their students in both their native and target languages. Additionally, they rely on the language instructor's assistance.

The language teacher's main duty is to teach English (or another language). However, in the context of the CLIL methodology, the language teacher also assists the content teacher by introducing vocabulary and functional language that is relevant to a particular subject and by highlighting critical thinking.

An effective CLIL program requires a cooperative organizational structure at the institutional level, which calls for a mechanism for the language and content teachers to collaborate, such as appointed time and effort for lesson planning, as well as executing CLIL courses. Someone who is hardworking, devoted, and passionate about their students, together with a commitment to the CLIL approach, makes for an excellent CLIL teacher. Collaboration with the subject-area teacher is crucial, thus a CLIL teacher should also have strong communication skills and be adaptable.

Working on cross-cultural ideas and projects is made possible coursework and language acquisition. Using common classroom activities to foster a safe and stimulating learning environment also means helping students become more confident. Furthermore, it represents the accessibility of real resources and the understanding that students are gaining in language proficiency. Being authentic involves students expressing their language demands, allowing for their interests, bridging the gap between their education and personal lives, interacting with CLIL language speakers, and utilizing up-to-date resources. The characteristics of active learning include a preference for peer-cooperative work, negotiation, the role of instructors as facilitators, increased student-teacher communication, and student participation in the formulation of learning objectives. Building on a student's prior knowledge, abilities, attitudes, interests, and experience while repurposing material in an approachable manner, accommodating a variety of learning preferences, and encouraging both critical and creative thinking is known as scaffolding. In order to be cooperative, lesson plans must be coordinated with CLIL and non-CLIL teachers, local authorities, and the community.

While individual classes and programs naturally have various objectives, in general, all CLIL programs strive to improve students' proficiency in the target language and subject area knowledge at the same time. Furthermore, it is beneficial for students to enhance their own capacity so that they could learn and develop an appreciation for a foreign culture. A CLIL method can be advantageous for almost every kind of student. Various age groups and skill levels can use it. Although practically any subject can be taught using a CLIL approach, subjects that incorporate student participation and have a cultural component to work best.

In conclusion, CLIL can be used in all educational system choosing any type of content. Students benefit in both social and cognitive domains as they are fluent in use of the target language through content-based approach. Research has demonstrated that those, who taught by CLIL approach, are generally more flexible, more skillful at solving problems, and more proficient communicators. A deeper comprehension of the target language, subject mastery, enhanced social and critical thinking abilities, and even a stronger brain are further advantages.

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