

# Implementation of the CLIL Approach in Teaching Special Texts

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## ABSTRACT

This article presented four aspects of CLIL implementation in educational institutions, which began with a discussion of the place of CLIL in bilingual education and its relationship with other approaches. After that, it ended with effective ways and practices of implementing this technology in teaching. The purpose of the study was to review the potential of the integrated CLIL approach from the position of its ability to influence the increase in the level of communicative competence of students.

**KEYWORDS:** *CLIL implementation, bilingual education, effective ways, integrated approach, communicative competence, teaching special texts, interdisciplinary connections.*

Teaching a foreign language at a non-philological university is part of the overall objective of training highly qualified specialists with the necessary knowledge in their chosen profession, brought up in the spirit of patriotism and devoted to their country. The main objectives of mastering the academic discipline of a foreign language at a non-philological university are to improve the initial level of proficiency in a foreign language achieved by students at the previous stage of education and to develop the necessary level of communicative competence for solving social, communicative and professional problems, as well as for further self-development.

Traditionally, communicative competence is formed through the comprehensive development of all four types of speech activity - reading, writing, speaking and listening. Preference is given to certain types of activity depending on the stage of training and the tasks set. Both the material selected for study and the methods used, as well as various teaching technologies facilitate the implementation of the set goal: problem-based and differentiated learning technologies, test and game technologies, elements of problem-based integrated learning technology. In addition, a major role in the creative acquisition of educational material is played by the interest of students in the subject being studied, which, according to psychologists, is characterized by two main features: curiosity, i.e. the desire to acquire knowledge, and a positive emotional attitude to the subject. In addition, interest should always be supported by the practical effect of the corresponding activity. Therefore, cognitive interest in the area of knowledge associated with the specialty chosen by students of a foreign language is a very significant factor in memorizing the necessary material. The teacher should take into account the interests of students and build the learning process in such a way that the educational material intended for acquisition is, as closely as possible, connected with their specialty. This is precisely what the integrated approach to learning is aimed at, which in the most general sense a synergy of branches of knowledge is leading to a

rethinking of the phenomena being studied, and allows achieving a holistic "perception of reality as a necessary prerequisite for a natural-scientific worldview" [7].

Leading educational researchers both in our country and around the world have repeatedly emphasized the importance of interdisciplinary connections in teaching. Students do not always see the relationship between individual disciplines, and without it it is impossible to understand the essence of many natural and social phenomena. Using an integrated approach allows us to consider multi-aspect objects that are the subject of study of various disciplines. Integration makes it possible to form an interactive way of thinking of a modern student, to develop the skills of analysis and synthesis of acquired knowledge, as well as their transfer from one area to another. As a result, a holistic perception of the picture of the world is achieved as a prerequisite for a natural-scientific worldview. It is in classes using an integrated approach that a responsible, creative and independent personality is formed largely. Currently, in the field of teaching foreign languages, an integrated approach is widely used, considering a foreign language as a means of teaching, CLIL (Content and Language Integrated Learning), which provides students with the opportunity to form language skills and immediately apply them when discussing foreign language elements closely related to their future specialty. In this case, the FL acts as a link between the subjects studied. In this regard, the relevance of the application of the integrated CLIL approach to teaching is due to the need to find new teaching methods and technologies that can improve the communicative competence of students by transforming FL teaching into a more functional format.

Hoare and Lorenzo argue that teachers have a limited understanding of the theories and rationales of CLIL and due to the lack of sufficient and effective training of foreign language teachers [6]. In addition, Costa and Angelo illustrate that one of the reasons for the failure of English-medium education is the incorrect methods of teacher training. Graeff et al. suggest that CLIL teachers should facilitate learning by using tasks focused on both meaning and form, and take into account the use of different strategies and expected results. Likewise, the lack of proper training has put teachers in a rather uncomfortable position [5]. Teachers even feel "tired, stressed and scared" when trying to implement a foreign language-mediated approach to teaching. Assessment, curriculum and materials development Students enrolled in CLIL in schools learn their subjects in English. It is clear that each subject/specialty will require its own unique materials, including textbooks, teaching aids and assessments developed for each of them

The main problem with implementing CLIL in educational settings is the lack or shortage of resources. Teachers sometimes have to develop their own materials, which is time-consuming. Dalton-Puffer argues that it is clear that

CLIL classes are not designed for language purposes, but there are still language expectations in such classes. The danger with CLIL materials is that they must cover both linguistic and content aspects [4]. This means that the existing curriculum must be revised and new textbooks must be developed that meet the needs and objectives of each specialty. According to Lasagabaster and Sierra, "the materials used in immersion programs are designed for native speakers, while CLIL teachers often use abbreviated materials" [8]. This suggests another difference between CLIL and other approaches used in bilingual education. Assessment in CLIL can also be problematic. The assessment system in CLIL varies depending on whether language or content is assessed and what type of assessment is used. Teachers are asked to create new assessment methods that are suitable for the implementation of this approach. The current assessment criteria for CLIL depend on regular tests. However, according to Colombo and Furbush, the disadvantage of regular tests is that they do not allow for the assessment of different levels of English proficiency. Regular tests mainly focus on content areas and pay little attention to language features. As a result, Colombo and Furbush listed three principles of assessment. First: assessing the level of understanding of both the subject matter and the language carried out by the teacher. Second: using different assessment methods. Third: correlating assessments with students' performances [2].

Most teachers in secondary state schools know very little about CLIL or have no idea what CLIL is. Therefore, the content of the new curriculum and whether to focus on language or content is an issue that needs to be discussed and decided. For example, if the content is complex, students will tend to use their native language. Therefore, the opportunities to use a foreign language may be limited. In addition, Lorenzo argues that teachers in CLIL classes tend to spend more time on content than on the use of a foreign language. We believe that this depends on whether the teacher is a foreign language teacher or a subject content teacher. Again, this will be reflected in the teachers' choice of whether to focus on language teachers or subject content teachers.

Another issue is the level of the new program and the criteria for moving from one level to another in some educational institutions. This will require consultations and amendments to the rules of some schools and colleges. That is why the educational system of the school can also influence the implementation of CLIL. The implementation of CLIL will, of course, require new resources. Educational institutions must organize and prepare all the materials needed for both students and teachers. Students will mainly need new textbooks and new resources to place in the library. Teachers of each specialty will need certain materials and tools. For example, biology teachers may need some materials to demonstrate in their classes, and this applies to all other specialties. Teachers' offices must be fully equipped with everything necessary. Another reason why professional training may not be available to most teachers is financial circumstances. In general, additional costs will be required to implement this approach, but it can still be achieved if CLIL is introduced gradually, and not by a sudden decision. Pedagogical requirements and qualified CLIL teachers, firstly, it is well known that there are usually no teachers who are qualified to use CLIL in teaching. Moreover, the quality of teachers and the way they teach are very

important for the implementation of this approach in the classroom. This tells us that we need to train and develop our current resources - teachers - to become the first pillar of CLIL implementation. It is obvious that the educational institution should include in the planning process and expected achievements over a certain period and make teachers understand that with the implementation of CLIL, the institution offers new learning opportunities, and not routine work.

The lack of training has put teachers in a rather awkward position. The management of the English language center should take into account group teaching, peer observation and continuous awareness raising at the university together with the management of the educational institution. This also gives the college management the opportunity to retain current teachers, rather than asking for new teachers. Bruton suggests effective training of teachers to develop their pedagogical abilities aimed at teaching content and language together. Training should be aimed at developing teachers' necessary skills to implement appropriate CLIL [1].

Each teacher will be allocated a subject mentor from the start of his or her work in the college/school. This allows the teacher to acquire and gain knowledge of the content of the specialisation. Mehisto, Marsh and Frigols suggest that subject and language teachers collaborate and participate in problem solving in their classes. Student awareness Students are often inclined to compare with other systems used in other colleges and may question why they are learning English in this way rather than in the regular general subjects. Therefore, a conference on the introduction of CLIL should be held to inform students and raise awareness of its usefulness and to clear up any doubts that students may have. The introduction of CLIL to students is important as they will know and have reasons for learning the content and how it can facilitate their learning. This could be an orientation week at the beginning of the semester or academic term or could be explained by teachers [3]. Informing the students will attract their attention and will lead to the quality implementation of this approach. Development of the curriculum The new curriculum should follow the aims and vision of the school or college. Therefore, it is very important to comply with the rules and regulations of the college/school. As a result, the creation of some standards regarding the application of CLIL will facilitate the actual and effective application. The policies of the educational institutions should be revised so that they suit all three parties: the educational institution, teachers and students. The new framework for the implementation of CLIL should be a new education system that meets the practice of teachers and the needs of students. Cooperation with other colleges, universities and institutions will increase the level of good practice. The adoption of views and ideas from other similar contexts will benefit the actual practice of this technology. Materials, assessment system and resources Teachers can prepare their own materials once they have considered the importance of both language and content learning. They can also modify the current materials according to specific purposes and use them in agreement with the subject teacher. Teachers can use all the materials provided, including magazines, articles and teaching aids. Teachers can provide students with possible resources for their learning and encourage students to learn on their own.

Teachers of foreign languages and subjects should meet regularly and discuss what should be included and what should be omitted. Joint work of subject teachers and foreign language teachers will help to identify the needs of students, new trends in this area and develop effective and correct materials.

### Conclusion.

CLIL is a promising area of education and represents unique methods of teaching a language with the content of various subjects. It is also a complex method, and various parties are involved in this process: students with different levels of knowledge and proficiency in the language and teachers with different levels of training and experience. Therefore, future research should take into account all aspects and ways of implementing CLIL. This will affect the conclusion and the success of the correct implementation of CLIL, as well as the development of current practices of this method.

Thus, the use of elements of the integrated CLIL approach in organizing various stages of a foreign language lesson is quite effective, since certain grammatical structures are practiced based on professional vocabulary. Students memorize the use of exactly those meanings of lexical and grammatical models and word-formation elements that they will later use in scientific or professional activities. Moreover, the use of the integrated CLIL approach allows transforming the standard procedure for studying the material and introducing students to a broader layer of knowledge in various areas related to their future profession, which will undoubtedly be useful to them both in the course of studying special disciplines and in future professional communication and professional personal growth. In addition, during classes, students have the opportunity to demonstrate not only their linguistic abilities, but also knowledge in various social spheres.

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