

## **FOSTERING CONTENT AND LANGUAGE INTEGRATED LEARNING APPROACH IN EDUCATION**

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### **ABSTRACT**

Various interpretations of the content-language integrated approach (CLIL) are presented in this article, along with its varieties, opportunities, and features of implementation in bilingual education through the application of its basic principles and strategies. The CLIL is currently characterised in the world scientific and methodological literature as one of the innovative approaches to the organisation of bilingual education and involves the implementation of two learning goals in two subject areas: language and subject.

**Keywords:** target language, materials, subject, classroom factors, techniques.

Countries are putting greater emphasis on learning foreign languages as globalization progresses. In recent years, a teaching strategy known as Content and Language Integrated Learning (CLIL) has expanded throughout Europe. In Europe, CLIL began to gain popularity in the 1990s, and significant progress has been made in a comparatively short amount of time because of its capacity to teach professional information and a foreign language simultaneously. The goal of CLIL, a dual-focused educational strategy, is to promote both subject and language mastery to predetermined levels by using a second language for both language instruction and learning. However, due to limitations of a target language, learners in CLIL classrooms may require a great deal of guidance, so sometimes fostering the CLIL approach does not guarantee effective teaching and learning. To enhance the integration of language and content in CLIL, a clearer theoretical model is required.

Students can strengthen their sense of citizenship, become more conscious of the need for transferrable knowledge and skills, and enhance their linguistic skills and self-confidence. Additionally, CLIL can help learners think more clearly and give them the chance to study two languages. The use of foreign language learning techniques and geography-related content were made easier and better in CLIL, while reading comprehension, vocabulary, self-

satisfaction, and teamwork were also improved. The expectation of positive CLIL effects on students' foreign language proficiency is supported by several theories in second language acquisition. The input hypothesis and interaction approach suggest that language acquisition occurs when there is an adequate quantity of understandable input and opportunities to interact with the language by producing and receiving feedback on it. CLIL classrooms offer a wealth of these opportunities, namely:

✚ ***Bias in selection within CLIL programs***

Research on the effectiveness of education both theoretically and empirically demonstrates that classroom factors, like instructional quality or classroom composition following students' characteristics, such as prior achievement, general cognitive abilities, motivation, or demographics as the factors that have the greatest impact on learning. Selection processes in CLIL programs may be influenced by classroom and student-level variables.

✚ ***Proficiency in the target language***

Students build cognitive connections between their first language (L1), the target language, and the topic as they study material in the second language. Better metalinguistic abilities, the capacity to consider language and meaning are fostered by this. Stated differently, they learn the mechanics of language. Each language may be studied through an understanding of the other, and children who master the grammar rules of a second language always become better at grammar in their own language.

✚ ***Mastery in a particular field***

Since the students are also studying in their second language, content area progress may appear to be moving more slowly at first, but there is a possibility for deeper learning and more revision. The language classroom provides enough opportunity for revisiting and recycling language and material while also reinforcing key themes. The process of photosynthesis could be explained by a science teacher while also introducing the students to the necessary vocabulary in the second language; afterwards, the teacher could work on presentation skills with the students, having them explain photosynthesis in the target language through a formal presentation, bringing in all the functional language for structuring an oral presentation, handling questions from the audience, and so on.

✚ ***Enhancing analytical and social thinking abilities***

Students in a CLIL classroom gain from the same advantages that bilingual individuals generally enjoy in terms of their communicative capacity, and they have additional

opportunities to practice these abilities when they transition between the language classroom and the subject classroom. After teaching students how to agree, disagree, and seek for explanation, the language teacher can have them use those techniques to discuss a historical event and its effects. Students will again use their language skills as the history instructor may then plan a debate on whether or not particular historical deeds were right or wrong.

✚ ***Mental flexibility and strength***

Through continuous language use and improvement, students enrolled in a CLIL accomplish more than just acquiring a language. The language instructor explains meanings of important chemistry terms, which the students can use in context when conducting, discussing, and writing up experiments in their chemistry classes.

A comprehensive education that equips pupils to navigate a world that is becoming more complex and globalized can be provided by the school through the integration of language and subject matter. In addition to offering insightful information to educators, policymakers, and researchers looking to improve language learning outcomes and subject-specific content understanding, the research findings add to the expanding body of knowledge on CLIL adoption and its effects on science education.

In conclusion, the establishment of specialized teacher training programs is recommended in order to improve the efficacy of CLIL implementation. For the delivery of CLIL to be thorough and efficient, these programs should emphasize both language instruction and disciplinary knowledge. Furthermore, educational establishments ought to allocate resources towards creating and furnishing appropriate teaching materials and resources that conform to the principles of CLIL. To enable coherent integration and participation in CLIL lessons, there should be a sufficient technology infrastructure in place.

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