

DEVELOPING STUDENTS' FOREIGN LANGUAGE COMPETENCE THROUGH THE APPLICATION OF CLIL TECHNOLOGY IN THE EDUCATIONAL PROCESS

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Abstract. The article deals with the theoretical and methodological foundations of Content and Language Integrated Learning (CLIL) as a pivotal technology in modern education. The author explores how the formation of a unified global space has shifted the focus from traditional language learning to a dual-oriented approach that integrates subject matter and foreign language proficiency. The study highlights the "4C" principle (Content, Communication, Cognition, and Culture) and David Coyle's "Language Triptych" as essential frameworks for developing students' cognitive and communicative skills. Particular emphasis is placed on the development of High-Order Thinking Skills (HOTS) and Cognitive Academic Language Proficiency (CALP). The article concludes that CLIL not only enhances linguistic competence but also fosters a deeper understanding of native language semantics and cultural awareness.

Key words: CLIL technology, Content and Language Integrated Learning, 4C principle, Language Triptych, High-Order Thinking Skills (HOTS), CALP, cognitive skills, foreign language competence, dual objective, educational integration.

Аннотация. В статье рассматриваются теоретические и методологические основы интегрированного предметно-языкового обучения (CLIL) как ключевой технологии в современной системе образования. Автор анализирует, как формирование единого глобального пространства сместило акцент с традиционного изучения языка на двуориентированный подход, интегрирующий предметное содержание и владение иностранным языком. В исследовании подчеркивается принцип «4С» (Content, Communication, Cognition, Culture), а также модель «Language Triptych» Дэвида Койла как важные концептуальные основы развития когнитивных и коммуникативных навыков учащихся. Особое внимание уделяется развитию навыков мышления высокого порядка (HOTS) и академической языковой компетенции (CALP). В заключение отмечается, что CLIL не только повышает языковую компетентность, но и способствует более глубокому пониманию семантики родного языка и культурной осведомленности.

Ключевые слова: технология CLIL, интегрированное предметно-языковое обучение, принцип 4С, Language Triptych, навыки мышления высокого порядка (HOTS), CALP, когнитивные навыки, владение иностранным языком, двойная цель, образовательная интеграция.

Annotatsiya. Mazkur maqolada zamonaviy ta'lim tizimida muhim texnologiyalardan biri hisoblangan Content and Language Integrated Learning (CLIL) yondashuvining nazariy va metodologik asoslari tahlil qilinadi. Muallif yagona global makon shakllanishi natijasida an'anaviy til o'rganishdan e'tibor predmet mazmuni va chet tilini birgalikda o'zlashtirishga yo'naltirilgan ikki tomonlama yondashuvga o'tgani masalasini yoritadi. Tadqiqotda "4C" tamoyili (Content, Communication, Cognition, Culture) hamda David Coyle tomonidan taklif etilgan "Language Triptych" modeli o'quvchilarning kognitiv va kommunikativ ko'nikmalarini rivojlantirishning muhim konseptual asoslari sifatida ko'rib chiqiladi. Shuningdek, yuqori darajadagi tafakkur ko'nikmalari (HOTS) va akademik til kompetensiyasi (CALP)ni rivojlantirish masalalariga alohida e'tibor qaratilgan. Xulosa qilib aytganda, CLIL nafaqat til kompetensiyasini rivojlantiradi, balki ona tilining semantik jihatlarini chuqurroq anglash va madaniy ongni shakllantirishga ham xizmat qiladi.

Kalit so'zlar: CLIL texnologiyasi, predmet va til integratsiyalashgan o'qitish, 4C tamoyili, Language Triptych, yuqori darajadagi tafakkur ko'nikmalari (HOTS), CALP, kognitiv ko'nikmalar, chet til kompetensiyasi, ikki tomonlama maqsad, ta'lim integratsiyasi.

Introduction. The emergence of a unified global space has increased the demand for employees with a good command of foreign languages. The ability to communicate with representatives of other countries in their native language is now considered a necessary skill for building fruitful relations between countries and a successful career in companies that cooperate with foreign firms. The global internet also facilitates the rapid dissemination of information. Many professionals, without waiting for the information they need to be translated into their native language, use their knowledge of international languages in their professional activities. To develop students' foreign language proficiency, increasing attention is being paid to the development and improvement of foreign language teaching technologies.

Considering that language is not only a means of communication but also of thinking, it can be concluded that it is necessary to develop new methods for teaching foreign languages not only to teach the vocabulary, grammar, and phonetics of speech for effective communication, but also to develop cognitive skills.

One foreign language teaching technology that uses a communicative approach and is focused on developing students' cognitive skills is Content and Language Integrated Learning (CLIL).

David Marsh first coined the term CLIL in 1994. He defined it as a method of teaching in which a subject (e.g., history, geography, and mathematics) is taught in a foreign language. To achieve the ultimate goals of the educational process, a dual objective is set: the simultaneous study of the subject and the foreign language. When using this technology, the focus shifts from learning a language for communication to learning a subject, assimilating previously learned information in the native language through the use of a foreign language.

In a broad sense, CLIL is understood as a didactic method that fosters students' need to learn, allowing them to rethink and develop their abilities, including in their native language.

Materials and methods. CLIL is not an entirely new form of teaching foreign languages or any academic subject. CLIL is a technology or approach that combines many other methods implemented before CLIL, such as:

- CBI – Content-based instruction;
- CBLI – Content-based language instruction;
- CBLT – Content-based language teaching;
- Dual-focused language education;
- LAC – Language across the curriculum;
- TFL – Teaching through a foreign language;
- TBE – Transitional bilingual education;
- WAC – Writing across curriculum.

Overall, there are approximately 40 different definitions of CLIL technology worldwide, but we believe it is appropriate to adhere to the definition put forward by D. Marsh.

CLIL technology integrates the teaching of curriculum content with the teaching of a foreign language. CLIL develops students' skills in communicating ideas about science, art, and technology to people around the world.

This provides a learning experience different from most foreign language teaching methods, as the ultimate goals of the educational process are achieved through a dual objective: the simultaneous acquisition of both the subject matter and the foreign language. Using this technology, the focus shifts from learning a language for communication to learning the subject matter, assimilating previously learned information in the native language through the use of the foreign language. In other words, learning a foreign language is viewed not as an end in itself, but as a means to mastering a subject (mathematics, history, geography, ecology). CLIL fosters a desire to learn in students, which, in turn, allows them to rethink and develop their abilities, including in their native language. It's worth noting that the practical skills developed in a foreign language lesson can then be successfully applied in the native language. L.S. Vygotsky believed that mastering foreign languages fosters a deeper understanding of the semantics of one's native language. Knowledge of another language helps students develop skills in their first or native language.

Result and discussion. CLIL can incorporate a variety of methods for both subject-based and language-based learning. This technology sets the following objectives for teachers and students:

- introduce students to new concepts through the study of the curriculum in a foreign language;
- improve student performance in both subjects and the target language, increasing students' confidence in the target language;
- provide materials that develop thinking skills from the very beginning, fostering stronger connections with social values, civic responsibility, etc.

The above objectives can be achieved by adhering to the "4C" methodological principle, which includes the following components: content, communication, cognition, and culture. These components need to be considered before planning a CLIL lesson or series of lessons.

Let's look at these components in more detail. "Content" refers to the subject matter. Subjects taught in CLIL include art, social sciences, design, ecology, geography, history, biology, and so on. Some CLIL programs establish cross-curricular connections between different subjects. For example, students can study history, geography, and art using a foreign language as a medium of communication. When planning a lesson using this technology, it is important to use authentic materials, especially authentic texts, as the

primary focus is on working with text. In all CLIL contexts, it is necessary to analyze the content for its linguistic requirements and present the text in an understandable form.

The second component of CLIL technology is "communication." Students must be proficient in both oral and written language. Therefore, it is essential to encourage students to engage in meaningful interaction in the classroom. CLIL aims to increase student talking time (STT) and reduce teacher talking time (TTT). When students reproduce subject-specific vocabulary during a lesson, this demonstrates that subject knowledge and language skills are integrated.

When language is used as a means of learning content, communication becomes especially important. Language is thus presented as a means of communication, not an end in itself.

When planning CLIL lessons, teachers must clearly understand how subject-specific and linguistic objectives are linked within the lesson. To clarify how language is used in CLIL, D. Coyle developed the "Language Triptych," which divides language into three types: language of learning, language for learning, and language through learning. Language of learning is the language students need to master to successfully master subject content and to cope with the specific terms and language of the subject being studied. Language for learning is the language needed for classroom work, project work, group work, communication, expressing disagreement, and presenting arguments. Language through learning is the language acquired through the learning process. CLIL is based more on a lexical approach to teaching foreign languages than on a grammatical one. However, it is important to provide students with worksheets and thematic texts that are rich in tasks that not only review previously learned vocabulary but also grammatical structures.

The next component of CLIL technology is "cognition," or thinking. It is essential to develop students' cognitive skills so they can study the curriculum subjects. These skills include reasoning, creative thinking, and evaluation. Furthermore, it is necessary to analyze thinking processes in light of their linguistic requirements and teach students the language they need to express their thoughts and ideas. A central role in Content and Language Integrated Learning is played by the development of high-order thinking skills (HOTS). Higher-order mental operations include creativity and critical thinking, the ability to analyze received information, reason, and formulate hypotheses. The development of the aforementioned HOTS is one of the primary goals of CLIL technology.

The final component is "culture." CLIL provides us with the opportunity to present a wide range of cultural contexts. It is necessary to foster a positive attitude in students toward both other peoples of the world and their own, and to shape and develop a desire to preserve and advance their native culture.

Adherence to the "4Cs" principle implies following specific strategies. Some of these have already been mentioned above (the "Language Triptych," content-obligatory language/content-compatible language).

L.S. Vygotsky viewed the process of language acquisition as a prolonged and qualitative change in verbal thinking, transitioning from the unorganized assignment of symbols to objects to mature conceptual thinking. The information conveyed must contain carefully thought-out concepts. The formation of these concepts as a cognitive tool for creating meanings based on prior experience represents the final stage in language development.

Conclusion. In conclusion, the implementation of CLIL technology represents a significant evolution in foreign language pedagogy, moving beyond mere vocabulary and grammar acquisition toward a holistic cognitive development model. By integrating curriculum content with language instruction, CLIL addresses the demands of the modern globalized workforce, where language serves as a tool for professional inquiry rather than an isolated subject.

The effectiveness of this approach lies in its multidimensional nature—balancing subject content with meaningful communication, fostering critical thinking through high-order thinking skills, and promoting cultural literacy. Furthermore, the focus on Cognitive Academic Language Proficiency (CALP) ensures that students are not only socially fluent but also academically capable of navigating complex scientific and professional discourses. Ultimately, as highlighted by Vygotsky's theories, the mastery of a foreign language through CLIL deepens the student's conceptual thinking, enriching their overall cognitive architecture and their understanding of their own native language and culture.

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