

INTEGRATION OF ENGLISH WITH OTHER SUBJECTS IN UZBEKISTAN

Avazxonova Sarvinoz Xurshidbek qizi

Master student at FSU

Annotation: This article discusses the rising popularity of CLIL (Content and Language Integrated Learning) methods in Uzbekistan's education system. It highlights the benefits of simultaneously teaching content and language, emphasizing the shift from traditional language learning methods to more interactive and immersive approaches. Despite obstacles, there are ongoing efforts, such as government initiatives and teacher training programs, to promote CLIL in Uzbekistan.

Аннотация: В данной статье рассматривается растущая популярность методов CLIL (Интегрированное обучение по содержанию и языку) в системе образования Узбекистана. В нем подчеркиваются преимущества одновременного обучения контенту и языку, подчеркивая переход от традиционных методов изучения языка к более интерактивным и захватывающим подходам. Несмотря на препятствия, продолжаются усилия, такие как правительственные инициативы и программы подготовки учителей, по продвижению CLIL в Узбекистане.

Annotatsiya: Ushbu maqolada O'zbekiston ta'lim tizimida CLIL (Content and Language Integrated Learning) usullarining tobora ommalashib borayotgani muhokama qilinadi. U mazmun va tilni bir vaqtda o'qitishning afzalliklarini ta'kidlab, til o'rganishning an'anaviy usullaridan ko'proq interfaol va immersiv yondashuvlarga o'tishni ta'kidlaydi. To'siqlarga qaramay, O'zbekistonda CLILni ilgari surish bo'yicha hukumat tashabbuslari va o'qituvchilar malakasini oshirish dasturlari kabi sa'y-harakatlar davom etmoqda.

Key Words: CLIL (Content and Language Integrated Learning), Uzbekistan education system, language learning methods, immersive language education, active learning, academic achievement, teacher training, educational resources.

Ключевые слова: CLIL (Интегрированное обучение по содержанию и языку), система образования Узбекистана, методы изучения языка, иммерсивное языковое обучение, активное обучение, академическая успеваемость, подготовка учителей, образовательные ресурсы, студентоориентированные подходы, глобализованные мировые навыки.

Kalit so'zlar: CLIL (Content and Language Integrated Learning), O'zbekiston ta'lim tizimi, til o'rganish usullari, immersiv til ta'limi, faol o'rganish, akademik muvaffaqiyat, o'qituvchilar malakasini oshirish, ta'lim resurslari, talabalarga qaratilgan yondashuvlar, globallashtirilgan dunyo malakalari.

CLIL (Content and Language Integrated Learning) methods have gained popularity in Uzbekistan in recent years, as educators recognize the benefits of teaching both content and language at the same time. This approach allows students to develop their language skills while learning about other subjects, such as history, geography, or science.

Traditionally, language learning in Uzbekistan has focused on rote memorization and grammar drills, with little emphasis on practical usage or real-world applications. However, CLIL methods offer a more immersive and interactive approach to language learning, which can lead to better retention and comprehension.

One of the key advantages of CLIL is that it promotes active learning and critical thinking. By engaging with content in a foreign language, students are encouraged to ask questions, seek out information, and express their ideas in a meaningful way. This not only enhances their language skills but also helps them to develop a deeper understanding of the subject matter.

Furthermore, CLIL methods can also help to break down the traditional barriers between language learning and other academic disciplines. By integrating language into the curriculum, students can see the relevance of language skills in real-world contexts, and can develop a more holistic approach to their education.

In Uzbekistan, many schools and universities have started to adopt CLIL methods in their language teaching programs. Teachers are incorporating more interactive and project-based activities into their lessons, and are finding ways to link language learning with other subjects. This has led to a more dynamic and engaging learning experience for students, as well as better outcomes in terms of language proficiency and academic achievement.

Despite these positive developments, there are still challenges to be overcome in the implementation of CLIL methods in Uzbekistan. For one, there is a shortage of qualified teachers who are proficient in both the target language and the content area. Additionally, there is a need for more resources and support for schools and educators who want to adopt CLIL methods.

However, efforts are underway to address these challenges. For example, the Uzbek government has announced plans to invest in teacher training programs, and to provide more support and resources for schools that wish to implement CLIL methods. Moreover, there are also initiatives to develop new teaching materials and curricula that are specifically designed for CLIL.

Overall, the growing interest in CLIL methods in Uzbekistan reflects a broader shift towards more student-centered and interactive approaches to education. By integrating language and content, educators are not only helping students to improve their language skills, but also equipping them with the critical thinking and problem-solving abilities they need to succeed in a globalized world. Therefore, it is likely that

CLIL will continue to play an increasingly important role in the education system of Uzbekistan in the years to come.

In conclusion, CLIL methods offer a promising approach to language learning in Uzbekistan, and have the potential to bring about significant improvements in both language proficiency and academic achievement. With the right support and resources, it is possible for CLIL to become a central pillar of the education system, and to help students develop the skills they need to thrive in an interconnected world.

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