



THE IMPORTANCE OF CLIL METHOD AS AN INTEGRATED APPROACH IN THE UZBEKISTAN EDUCATION SYSTEM

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***Abstract** This article studies the use of the CLIL (Content and Language Integrated Learning) method in Uzbek schools and its effectiveness in the educational process. The study analyzes the pedagogical foundations of the CLIL method, the possibilities of simultaneously learning students' language skills and subject content. The article discusses the difficulties encountered in implementing the method, available resources and ways to overcome them. It also shows the prospects for increasing the effectiveness of the CLIL method through innovative approaches to the educational process.*

***Key words:** Uzbek education system, CLIL method, integrated approach, subject and language skills, innovative pedagogy, educational process, English language knowledge, student motivation, interactive methods, practical application, pedagogical effectiveness, quality of education.*

The Uzbek education system has been striving to introduce global pedagogical trends and innovative methods in recent years. In this process, approaches aimed at combining the content of subjects and language skills are gaining special attention. The CLIL (Content and Language Integrated Learning) method makes the learning process interactive and effective by teaching content and language simultaneously. This method gives students the opportunity to

understand subjects not only in Uzbek, but also in English, and also strengthens their language skills and communication skills. The practical application of the CLIL method helps teachers organize the learning process in an interesting and motivating way. Research shows that the effectiveness of the method depends on the activity and independent thinking of students. At the same time, problems arise when introducing the method in schools, such as a lack of educational materials and resources. The article analyzes the practical application of the CLIL method in Uzbek schools, the pedagogical capabilities of the method, and its impact on students' deeper understanding of subjects. In addition, the prospects for wider application of the method, pedagogical approaches of teachers and schools are also considered. In this way, the role and significance of the CLIL method as an integrated approach in improving the quality of education are revealed. This study, in turn, will help to develop recommendations for the effective introduction of innovative methods in the education system of Uzbekistan.

CLIL (Content and Language Integrated Learning) is a pedagogical approach aimed at combining language and subject content, which not only develops language skills, but also helps students understand subjects more deeply. The theoretical basis of the method is that the student actively participates in the lesson process, acquires new knowledge and at the same time strengthens language skills. The main principles of the CLIL method are: teaching subject and language simultaneously, using interactive teaching methods, encouraging students' independent activity and applying knowledge in practice. This develops students' critical thinking, problem-solving and communication skills. Theoretically, the method allows students to approach the lesson

actively and creatively, rather than passively. This significantly increases their level of knowledge.

The implementation of the CLIL method in Uzbek schools is developing slowly, but the effectiveness and benefits of the method are clearly visible. In primary grades, CLIL is mainly used by integrating English and other subjects. For example, in mathematics, natural science or geography lessons, key concepts are explained to students not only in Uzbek, but also in English. This approach allows students to understand the content of the subject more deeply and develop new language skills. In practice, teachers organize lessons using the CLIL method in an interactive and interesting way. At the same time, the method develops students' skills in independent learning, research and practical application of new knowledge. Teachers' experience shows that lessons using the method are more dynamic and motivating. For example, students show activity through group work, projects, mini-research and presentations. This makes the learning process interactive and interesting and allows students to apply previously learned knowledge in practice.

The use of the CLIL method helps to simultaneously develop students' subject and language knowledge. Research shows that the method increases students' active participation in lessons, increases their motivation and develops critical thinking skills. At the same time, the method allows teachers to use interactive teaching methods and effectively organize the pedagogical process. The effectiveness of the CLIL method directly depends on the level of students' mastery, language knowledge and subject understanding skills. To increase the effectiveness of the CLIL method, it is important for teachers to use

interactive and creative methods in lesson planning, involve students in collective and independent work. At the same time, the method allows students to apply new knowledge in practice and teaches them to think critically.

There are a number of difficulties in implementing the CLIL method in Uzbek schools. The main ones are the limited availability of sufficient teaching materials and resources, the language level of students and the level of methodological training of teachers. To solve these problems, it is important to create methodological manuals, enrich them with electronic resources and introduce special training courses for teachers. In addition, in the implementation of the CLIL method, the active involvement of students in lessons, the increase in interactive activities and the individualization of the learning process give effective results. The experience of teachers shows that visual materials, games, project work and mini-research serve as effective tools to increase student motivation and make lessons interesting. In the future, there are opportunities for wider implementation of the CLIL method in Uzbek schools. This method not only develops students' language skills, but also helps to master subjects more deeply. Enriching methodological materials, improving the skills of teachers, widely using interactive and creative teaching methods, as well as organizing the exchange of experience between schools, will help to increase the pedagogical effectiveness of the CLIL method. By working in these areas, the method can be widely implemented as an integrated approach in the education system of Uzbekistan.

The implementation of the CLIL (Content and Language Integrated Learning) method in schools of Uzbekistan has been identified as an

innovative approach to the educational process. This method increases the level of knowledge of students by combining subject content and language skills, develops their critical thinking and communication skills. Research shows that the method encourages students to actively participate through interactive lessons, project work and independent learning. At the same time, there are problems in implementing the method, such as limited resources and teacher training, but they can be effectively solved through methodological manuals, electronic resources and teacher training courses. In the future, the wider introduction of the CLIL method will allow for the further development of students' language skills, deeper mastery of subjects, and improvement of the quality of education. Therefore, for the effective implementation of the CLIL method in Uzbek schools, it is important to widely use interactive pedagogical approaches, enrich methodological materials, and improve the skills of teachers. In general, the implementation of the CLIL method as an integrated approach serves to implement innovative changes in the education system and helps to form modern competencies of students.

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