

## THE EFFECTIVENESS OF TEACHING ENGLISH BASED ON THE CLIL METHODOLOGY (CONTENT AND LANGUAGE INTEGRATED LEARNING)

**To‘lqin Irgashov**

*English Teacher at School No. 38  
Nurobod District, Samarkand Region.*

**Abstract:** *This article explores the theoretical foundations and practical effectiveness of the CLIL methodology (Content and Language Integrated Learning) in teaching English. The CLIL approach, widely recognized in modern education, emphasizes the dual focus of learning both subject content and language simultaneously. The paper analyzes the main principles of CLIL, its stages of implementation, and its role in developing students' linguistic and cognitive competences. It highlights how the method fosters critical thinking, intercultural awareness, and communication skills among learners. The research also discusses the challenges faced by teachers in integrating CLIL into the curriculum, including lesson planning, material adaptation, and assessment criteria. Unlike traditional grammar-based instruction, CLIL enables students to acquire English naturally through meaningful contexts, which enhances both language retention and learning motivation. Findings suggest that applying CLIL makes the educational process more interactive, effective, and learner-centered, preparing students to use English confidently in academic and real-life situations.*

**Keywords:** *CLIL methodology, integrated learning, language competence, communication approach, content-based instruction, educational innovation, interactive methods, intercultural communication, modern education, motivation, critical thinking, academic English.*

### INTRODUCTION

Today, in the context of globalization, the rapid development of information technologies, and the expansion of international cooperation, the English language is recognized not only as a means of communication but also as a foundation for modern education, science, and innovative thinking. Therefore, in the English language teaching system, moving away from traditional approaches and introducing advanced methodologies aimed at developing students' real communicative competence and integrating interdisciplinary knowledge has become a pressing issue.

From this perspective, the CLIL methodology (Content and Language Integrated Learning) is currently acknowledged as one of the most effective and innovative approaches

in the global education system. This methodology allows students to acquire not only linguistic knowledge but also meaningful information in various subjects such as biology, history, geography, mathematics, and technology. In other words, the CLIL methodology is based on the principle of “learning a subject through language and learning language through the subject.”

The CLIL approach encourages students not only to memorize grammar rules and vocabulary but also to actively use English, think logically and critically, express their ideas independently, and participate in intercultural communication. This methodology follows a learner-centered approach, integrating the language learning process with real-life situations, interdisciplinary contexts, and practical activities.

Currently, the decrees of the President of the Republic of Uzbekistan on “Improving the System of Foreign Language Education,” state education standards, and the recent reforms provide a strong legal and methodological foundation for gradually implementing the CLIL methodology in the national education system. In particular, these measures include early foreign language instruction, organizing lessons based on the integration of subjects and language, enhancing teacher qualifications, and developing textbooks and methodological guides based on the CLIL approach.

The relevance of the CLIL methodology lies in its ability to allow students to learn a language in a natural environment. Students acquire English not through artificial textbook examples but through real-life content – academic subjects, social events, and cultural values. This increases students’ motivation to use the language actively, encourages communication, and helps them express their ideas freely.

Thus, the implementation of the CLIL methodology in English language teaching plays a crucial role in developing students’ communicative competence, expanding interdisciplinary thinking, promoting collaborative work, and integrating into global culture. This article provides a detailed analysis of the theoretical foundations of the CLIL methodology, its advantages, practical application in teaching, and its effectiveness.

#### **LITERATURE REVIEW**

The emergence and development of the CLIL (Content and Language Integrated Learning) methodology in foreign language teaching dates back to the 1990s. This methodology was first implemented in European countries, particularly in the United Kingdom and Finland, and was recognized as an innovative approach that integrates language learning with subject content. The CLIL model, developed by Coyle, Hood, and Marsh (2010), is based on four main components: content, communication, cognition, and culture. According to these authors, when these components are applied in harmony,

students not only acquire language skills but also broaden their worldview, develop logical thinking, and enhance their cultural awareness.

Coyle (1999) emphasizes in his research that the main purpose of the CLIL approach is to teach students a language in connection with meaningful content. He argues that the CLIL methodology transforms students from passive knowledge recipients into active participants. This approach enables students to use English for real communicative purposes, develop critical thinking, substantiate their opinions, and actively engage in intercultural communication.

Marsh (2002) discusses the global significance of the CLIL methodology in education, stating: “Language learning is most natural, sustainable, and effective when it occurs through meaningful content rather than in isolation.” According to Marsh, CLIL enhances students’ level of knowledge acquisition because the material being studied is linked to their life experiences. In this regard, CLIL represents one of the most successful examples of the “integrated teaching” concept in modern education.

Uzbek researchers have also highlighted the importance of the CLIL methodology. For instance, Sattorov (2021), in his work “Foreign Language Teaching Methodology Based on Innovative Approaches”, analyzes the possibilities of applying the CLIL methodology within the national education system and substantiates its effectiveness in developing students’ analytical thinking, oral skills, and independent learning abilities. He also emphasizes the dual role of teachers in organizing CLIL lessons, acting both as language instructors and subject specialists.

Mahmudova (2019), in her article “The Implementation of the CLIL Methodology in the Education System of Uzbekistan”, points out that the successful implementation of this methodology depends on pedagogical resources, language competence, and the methodological preparedness of teachers. She argues that the effectiveness of CLIL directly relies on how teachers conduct integrated lessons.

Furthermore, Uzbek researcher Abdurahmonova (2020) notes that CLIL lessons increase students’ engagement, and the use of interactive methods—such as discussions, projects, role plays, and group work—further enhances language learning outcomes.

According to the European CLIL Association (CLIL Consortium Europe, 2018), students exposed to the CLIL methodology show 25–30% higher vocabulary acquisition, oral proficiency, and retention compared to traditional methods. These results confirm the practical significance of the CLIL approach on a global scale.

## RESULTS AND DISCUSSION

The application of the CLIL methodology in English language teaching has been confirmed by numerous empirical and practical studies. The effectiveness of this approach

is primarily evident in developing students' communicative competence, fostering interdisciplinary thinking, and enhancing learning motivation. Results from experimental lessons indicate that students participating in CLIL-based sessions achieved significantly higher outcomes in vocabulary acquisition, oral fluency, and confidence in spoken communication compared to students taught through traditional methods.

One of the main advantages of the CLIL approach is the naturalization of the language use context. Students acquire language not through artificial grammar exercises but through real content in subjects such as biology, history, geography, computer science, or culture. This transforms the learner into an active participant and strengthens their ability to apply acquired vocabulary and expressions in real-life situations. Observations conducted in Uzbek higher education institutions and general education schools show that CLIL lessons increase students' interest in subjects, independent thinking, critical analysis skills, and creative activity.

From a teacher's perspective, the CLIL methodology requires instructors to perform a dual role – both as subject teachers and language teachers. Therefore, the effectiveness of CLIL largely depends on the teacher's preparedness, linguistic competence, and methodological expertise. Successful implementation requires educators to employ modern pedagogical technologies, including interactive methods, project-based learning, mind-mapping, task-based learning, and scaffolding approaches.

Discussions indicate that the CLIL approach enhances students' intrinsic motivation for learning English, as they study both the language and subject content, making the knowledge more meaningful. In CLIL lessons, students actively engage in communication, strive to express their ideas in English, and work collaboratively, aligning perfectly with the "active learner" concept.

Moreover, CLIL plays a significant role in developing intercultural competence. By learning about the culture, historical events, and scientific achievements of other countries in English, students develop global thinking. This expands not only their language proficiency but also their worldview.

Practical results indicate that the gradual implementation of CLIL in Uzbekistan's education system has yielded positive outcomes. CLIL-based English lessons, particularly in specialized schools, lyceums, and higher education institutions, demonstrate improved oral proficiency, independent expression of ideas, acquisition of scientific terminology, and facilitation of interdisciplinary integration.

## CONCLUSION

The analyses and practical observations confirm that the CLIL methodology is highly effective in teaching English. This approach develops not only students' language

competence but also their logical, critical, and creative thinking skills. Through CLIL, students learn English in connection with meaningful content, making their knowledge more stable and profound.

A key aspect of CLIL is that the teaching process integrates subject content with language learning, preparing students for the global world. Expanding the use of this methodology in Uzbekistan’s education system requires highly qualified, creative teachers who continuously improve their skills. Therefore, effective implementation of CLIL necessitates teacher training, development of CLIL-compatible learning materials, and enhancement of pedagogical resources.

In summary, the CLIL methodology represents a modern, innovative, and globally relevant approach to English language teaching in Uzbekistan. It fosters independent thinking, active language use, understanding of interdisciplinary connections, and integration into the international educational environment. Broad adoption of CLIL is thus a key factor in enhancing the effectiveness of foreign language education in the country.

The reviewed literature confirms the close connection between the theoretical foundations and practical outcomes of the CLIL methodology. Research indicates that this approach contributes not only to language competence but also to students’ interdisciplinary thinking, cultural awareness, and social activity. CLIL equips learners with 21st-century skills, enabling them to become independent, globally competent, and competitive individuals.

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