

CLIL technology in multilingual education and training of competitive personnel

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Abstract: Currently, almost all areas of a person's professional activity require knowledge of a foreign language, and its level of knowledge should be as high as possible. This article discusses Content and Language Integrated Learning (CLIL) educational technologies as the most effective way to improve the level of knowledge of foreign languages in non-linguistic universities. This method is becoming increasingly popular due to the increasing need to improve the quality of language teaching to university students, because The article also studies the features of science and language integrated education in non-linguistic universities, information technologies that serve for the successful implementation of this method.

Keywords: Science and language integrated education, professionally oriented subjects, non-linguistic universities, CLIL technology, high qualification, foreign language teaching.

Introduction: In the modern world, due to the rapid development of technology, globalization of the economy and increased competition in the labor market, the requirements for graduates of higher education are increasing. Nowadays, in the conditions of social dynamics, there is a growing need for highly qualified specialists who possess not only professional skills, but also a broad outlook, adaptability and intercultural communication. One of the main factors increasing the importance and demand for specialists in the labor market is knowledge of one or more foreign languages. This becomes especially relevant in the context of international cooperation and integration. High-level knowledge of a foreign language creates great opportunities for students for professional growth and development. It opens up access to global information, allows them to participate in international projects, work with foreign partners, and even move abroad to work or continue their studies. However, to achieve a truly high-quality level of language proficiency, effective teaching methods are needed that take into account the specifics of the modern educational process. The introduction of innovative pedagogical methods and technologies contributes in many ways to success in high-quality learning of foreign languages. One of such promising technologies is Content and Language Integrated Learning (CLIL). This

technology combines the study of specialized subjects with the acquisition of a foreign language, which brings the learning process closer to practical and real-life situations. CLIL allows students not only to develop language skills, but also to deepen their knowledge in the professional field, using language as a means of receiving and transmitting information. With this approach to teaching, both the subject of study and the foreign language are studied at the same time. At the same time, the foreign language is perceived as a tool for studying other subjects.

METHODOLOGY

When using the CLIL method, two goals are set: a specialized subject is studied using a foreign language, and a foreign language, in turn, is studied through the subject being taught. Integrated teaching of the subject is not an easy process and has several different models through which this method is implemented in the educational process. Thus, experts highlight 3 models of teaching, which differ from each other in the degree of intensity of the use of a foreign language in the process of learning a subject.

1) Multilingual education. In this model, several languages are used in different courses and in different subjects. It should be noted that a student who knows several languages has an advantage in professional

knowledge. This model is considered a rather prestigious form of education.

2) Integrated teaching of science and language. Language teaching is carried out in parallel with the teaching of subjects, with the main emphasis on developing knowledge and skills in using language to support higher-level thinking processes.

3) Language-supporting subjects. Specialized curricula are designed from the perspective of developing language skills. Even students who are not fluent in the language of instruction are supported throughout the learning process, which allows them to master both the subject and the foreign language being studied. [1]

Modern researchers divide CLIL into "hard" and "soft". "Hard" CLIL means that any subject can be taught in a foreign language. During such classes, students can study chemistry, geometry, history, economics, and other subjects in a foreign language. "Soft" CLIL is more likely to be used in foreign language classes at the university. Materials from other subjects are also used to improve students' knowledge and skills in a foreign language. The main feature of integrated subject-language education is that it allows students to get acquainted with the experience of foreign specialists in a particular field of science. [2]

DISCUSSION AND RESULTS

The advantages of using CLIL technology are as follows. Students are fully immersed in the natural language environment of the foreign language they are learning, while also having the opportunity to get acquainted with its culture and features. Also, by working on various topics, students can learn various language expressions and constructions. The vocabulary is expanded with terms related to the subject, which makes it much easier for the student to apply the knowledge gained. The teacher is tasked with correctly determining the level of readiness of students to master subjects in a foreign language.

When using CLIL technology, students' interest in learning foreign languages increases, since the language provides wide access to new information, in particular, to original sources of foreign specialists in a particular field of professional activity. At the same time, students can freely master the necessary scientific terminology, which subsequently lays the foundation for their becoming specialists with a high level of professional training.

Despite the advantages of this technique, there are also some disadvantages. Among them, it is worth noting the lack of necessary knowledge in a particular subject among foreign language teachers, since they may not have a special professional vocabulary due to their

education as a foreign language teacher. Also, a subject teacher may not know a foreign language himself.[3]

Experts say that it is best to use the CLIL approach when working with students whose level of knowledge of a foreign language is not lower than the average level, otherwise knowledge of a foreign language will not be enough to master the subject, which will reduce the cognitive activity and motivation of students. Students can use a foreign language for various purposes: communication, online and offline communication, oral and written speech, where the most important skill is reading real texts containing thematic, academic and colloquial vocabulary, phrases and expressions. This helps to improve the speaking skills of students of non-linguistic universities.[4]

Teaching using CLIL technologies will be successful if teachers can maintain a balance between teaching the language and the subject, do not neglect the content and goals of language learning, and do not overload students with the content of the course. For teachers using the CLIL system in non-linguistic universities, it is important not only to have a high level of knowledge of the foreign language, but also to be competent in the subjects that are oriented to the profession in which the language is taught, which requires constant cooperation with subject teachers or independent in-depth mastery of the subject.[5]

It should be noted that CLIL technology makes the learning process as natural as possible; the main motivating force for learning a foreign language is the student's interest in the subject chosen for professional purposes.

Of course, subject-language integrated teaching is promising and has great didactic potential, allowing to improve the language preparation of students in non-linguistic specialties.

CONCLUSION

In conclusion, it can be noted that the relevance of using CLIL technologies in a non-linguistic university is associated with the growth of the role of multilingual space in the professional environment, the active establishment of international relations in various fields. In this regard, it is necessary to constantly work on the use of new approaches that will allow to qualitatively conduct the educational process and bring language teaching to a qualitatively new level. Content-language integrated education is one of such methods, which is of particular importance for students in non-linguistic fields.

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