

# The importance of CLIL method in improving professional English teaching technologies in non-philological educational directions

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**Abstract:** The article discusses the CLIL (Content and language integrated learning) method, one of the modern approaches to professionally oriented foreign language teaching. Based on this method, exercises and tasks aimed at professionally mastering a foreign language are developed. This process, of course, is carried out on the basis of integration of foreign languages with specialized subjects.

It is also shown by examples that this method can be effectively used in the field of art.

**Keywords:** Methods, skills, abilities, integration of science and education, culture, education, specialty, educational goals.

**Introduction:** In non-philological areas of education, innovative approaches to teaching a foreign language with a focus on the profession, the use of new pedagogical technologies, and new teaching methods can help to effectively organize the educational process.

Practice shows that due to the lower level of language preparation of students in non-philological education, as well as the presence of students with mixed abilities and different levels of knowledge in the same academic group, students in such a group face more difficulties in acquiring the language. In this case, the foreign language teacher is faced with the tasks of choosing methods suitable for the audience, overcoming communication difficulties that arise during classes, and explaining to students the importance of a foreign language in their future careers. In this case, it would be appropriate to use one of the relatively new methods, CLIL (Content and Language Integrated Learning), to solve the tasks set. In this regard, Zarina O.A., Inyutokhina A.D. express the following opinion: "These goals can be achieved using the innovative CLIL (Content and Language Integrated Learning) technology. This technology allows students to form and develop general educational knowledge and skills, as well as develop communicative competence in a

foreign language in the same educational environment." [1]

**MAIN PART.** The term CLIL was proposed by David Marsh in 1994, and initially this term denoted the process of teaching subjects or some of their parts in a foreign language. In 1996, CLIL began to be introduced in Finland and the Netherlands, and in 2005, the European Commission recommended the use of the CLIL model in foreign language teaching in the European Union. CLIL technology is also successfully used in Europe, some countries in Africa and Asia.

This technology has been studied in the works of E. Gavrilova (2016, 2019), K. V. Trostina (2016), D. Lazagabaster (2015), A. E. Zubkova (2020), A. I. Milovidova (2018, 2019, 2020), R. G. Gusev (2020, 2021), O. O. Zakharova (2021), and others.

**RESULTS AND DISCUSSIONS.** CLIL (Content and language integrated learning) is one of the modern approaches to teaching a foreign language with a professional orientation, the purpose of this method is to form professional communicative competence in a foreign language of students of non-philological education. Based on this method, exercises and tasks aimed at professionally mastering a foreign language are developed. This process, of course, is carried out on

the basis of integration of foreign languages with specialized subjects.

The main principles of the CLIL methodology were developed by D. Coyle and are expressed by the abbreviation "4C". This abbreviation is formed from the initial letters of the words Content, Communication, Cognition and Culture. A brief description of the principles of the CLIL methodology can be given as follows:

content: developing knowledge, skills, and competencies within a subject area;

communication: using a foreign language in the teaching of a subject area;

cognition: developing a general understanding of the world, critical thinking, and problem-solving skills;

culture: understanding oneself as part of a culture and understanding alternative cultures.[2]

This approach turns English into a tool for mastering the subject, rather than an object of study.

DISCUSSION. "In CLIL lessons, the teacher should encourage, motivate, and monitor students' work, assess their progress, and help them overcome obstacles. The teacher should walk around the classroom, monitor the progress of the tasks, and most importantly, provide as much support as possible. One of the techniques used in CLIL is called "scaffolding." Scaffolding is the process of providing helpful advice and demonstrating effective strategies that facilitate learning." [3]

Scaffolding techniques:

Topic:	Musical instruments
<b>4Cs reflection:</b>	<ul style="list-style-type: none"><li>- content: Uzbek and English musical instruments;</li><li>- cognition: distinguish instruments, name the instruments according to their sounds, comparing Uzbek and English musical instruments;</li><li>- communication: Present simple, WH questions, imperative mood;</li><li>- culture: to point out the differences and similarities of Uzbek and English musical instruments;</li></ul>
<b>Preparation:</b>	preparing the worksheets and handouts;

- asking students questions to activate their knowledge of the material covered, creating a topic-specific environment through brainstorming;

- using contexts that encourage students to use the topic being covered in real-life situations outside the classroom;

- teaching the planned material in small parts;

- showing examples of solutions to tasks and assignments to ensure correct work;

- reviewing key words on the topic with students in advance, offering students to compile their own dictionaries (in the form of a notebook) before the start of CLIL lessons;

- using graphs, diagrams, pictures and gestures to provide visualization, which is important in learning a foreign language;

Despite the fact that a number of studies have been conducted on the implementation of the CLIL method in the educational process, there has not yet been enough research on the use of CLIL technology in teaching English to students of the arts. The objective goal of using the CLIL method in this direction is to develop students' communication skills in English within their fields, as well as to familiarize them with the musical culture of English-speaking countries.

Below is an example of using the CLIL method to integrate English and music with students in the "Folk Art: Song and Dance" educational direction:

<b>Attributes:</b>	cards with the musical instruments, memory games (word chains), short dialogues, crosswords, an English song with gaps to fill in;
<b>Procedure:</b>	<u>Warm up activities:</u> play your students a recording of an orchestra and ask them: “Can you guess the topic of the lesson?”, “Can you name any musical instrument?” And start a short talk about musical instruments. Ask questions and point at some instruments: “Do you know the name of this instrument? Can you play it? Can you show us how to play it?”
	<u>Make a competition:</u> let the learners write down as many Uzbek and English musical instruments as possible;
	<u>Assessment:</u> tell the learners to group the instruments in the appropriate categories: percussion, woodwind, string, brass and keyboard;

#### Example for assessment: The Orchestra Rhyme [4]

(Fill in the gaps with the names of musical instruments)

##### String section:

Underneath your chin is how you play the \_\_\_\_\_

You can't drink a cola, while you play the viola.

Here's some friendly 'hellos', played by all the \_\_\_\_\_

It takes a lot of places to play the double bass.

##### Woodwind section:

And a sweet salute, played upon the \_\_\_\_\_

Let's listen to a solo, played upon the oboe.

We certainly can't forget the happy \_\_\_\_\_

Here's a comic tune, played by the bassoon.

##### Brass section:

You can't eat a crumpet, while you play the \_\_\_\_\_

Watch out for your funny bones here come all the trombones.

You can't eat popcorn, while you play \_\_\_\_\_

You can zippadee doodah on the great big tuba.

##### Percussion section:

All those strings, not flat nor sharp, that's the way to tune the harp.

Be careful; don't break your bone, when you play the \_\_\_\_\_

If you want some company, start to play the \_\_\_\_\_

You can have a discussion when you know the percussion.

## **CONCLUSION**

In conclusion, the first task in planning CLIL lessons should be to identify learning objectives. The teacher should clearly understand the content and essence of the knowledge and skills that students will be taught. Lessons should be interconnected, logically sequenced and staged.

Learning outcomes are characterized by the extent to which students have acquired the necessary skills, experiences, and knowledge (the ability to measure, show, differentiate, complete, demonstrate, perform, find, explain, describe, etc.; learn the necessary vocabulary; be aware of basic laws and rules, the importance and sequence of the problem).

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Adapted from Gemini's Song: The Orchestra is Here to Play (see the resources) <http://www.songsforteaching.com/gemini/theorchestraisheretoplay.php>