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THE IMPORTANCE OF CONTENT AND LANGUAGE INTEGRATED LEARNING (CLIL) IN TEACHING ENGLISH

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Abstract. This article examines the significance of Content and Language Integrated Learning (CLIL) in teaching English to students majoring in Uzbek Language and Literature. Contemporary higher education requires future philologists not only to possess professional knowledge in their native language and literature but also to access international academic resources and participate in global scholarly communication. In this regard, CLIL offers an effective pedagogical framework that integrates language learning with disciplinary content. The study discusses the theoretical foundations of CLIL, its contribution to communicative competence, academic literacy, intercultural awareness, and professional development.

Keywords: CLIL, English language teaching, Uzbek language and literature, communicative competence, academic literacy, professional competence, content-based instruction, higher education.

Introduction. The rapid internationalization of higher education has increased the importance of foreign language proficiency among university students. For students majoring in Uzbek Language and Literature, English is no longer merely a foreign language subject but an essential tool for accessing international research, participating in academic discourse, and engaging in intercultural communication.

Traditionally, English courses for philology students have focused on general language skills and grammatical competence [7]. However, such approaches often fail to establish meaningful connections between language learning and students' professional interests. As a result, learners may struggle to transfer language knowledge into academic and professional contexts.

Content and Language Integrated Learning (CLIL) has emerged as an innovative educational approach that addresses this challenge by integrating language learning with subject-specific content [8]. According to Coyle, Hood, and Marsh, CLIL promotes the simultaneous development of content knowledge and language competence, creating more authentic and motivating learning experiences [2, 4].

This article explores the pedagogical value of CLIL in teaching English to students of Uzbek Language and Literature and discusses its potential contribution to professional and communicative competence development.

Literature Review. The theoretical foundations of CLIL are closely associated with communicative, cognitive, and sociocultural approaches to language learning. Marsh



Date: 13th June-2026

defines CLIL as an educational approach in which a foreign language is used as a medium for learning both content and language simultaneously [4].

Coyle emphasizes that successful CLIL instruction is based on the integration of four key components: Content, Communication, Cognition, and Culture [1]. This framework encourages learners to acquire knowledge, develop language skills, engage in higher-order thinking, and increase intercultural awareness.

Research has demonstrated that CLIL contributes to vocabulary acquisition, academic literacy, learner motivation, and communicative competence [3]. Moreover, it provides opportunities for authentic language use, which is particularly important in higher education contexts where students are expected to engage with specialized disciplinary knowledge.

Despite extensive research on CLIL in science and technology education, relatively few studies have examined its application in philological disciplines, particularly in the context of teaching English to students specializing in national language and literature programs.

Main Part. Students of Uzbek Language and Literature study linguistics, literary criticism, stylistics, folklore, translation studies, discourse analysis, and cultural studies. Contemporary scholarship in these fields increasingly relies on international research published in English. Therefore, future philologists require not only general English proficiency but also the ability to read academic articles, analyze linguistic theories, compare literary traditions, and communicate professionally in international academic settings [9]. Within a CLIL framework, English lessons can incorporate topics directly related to Uzbek philology. Such content creates authentic communicative situations where English functions as a tool for acquiring and discussing professional knowledge rather than merely an object of study.

One of the major advantages of CLIL is its contribution to academic literacy. Philology students are expected to work with scholarly texts, conduct research, and present academic arguments. Through CLIL-based instruction, students engage with authentic academic materials, including journal articles, conference papers, book chapters, and literary analyses [5]. This exposure develops skills in academic reading, critical analysis, note taking, summarizing, academic writing, oral presentation.

Consequently, learners become better prepared for participation in international academic communities.

CLIL creates opportunities for meaningful communication around subject-specific topics. Instead of discussing general everyday situations, students engage in professional discourse related to linguistics, literature, and culture. For example, learners may debate literary interpretations, analyze linguistic phenomena, compare cultural concepts, or present research findings. Such activities contribute to the development of communicative competence in academically relevant contexts.

The study of language and literature is inherently connected to culture. CLIL enables students to compare Uzbek and English-speaking cultures through literary texts, linguistic phenomena, and cultural practices.



Date: 13th June-2026

This comparative perspective promotes intercultural competence, which is increasingly recognized as an essential component of foreign language education in the twenty-first century [6].

Discussion. The implementation of CLIL in English courses for Uzbek Language and Literature students aligns with contemporary competency-based educational paradigms. It supports the development of communicative, cognitive, professional, and intercultural competencies simultaneously. Furthermore, CLIL reflects constructivist learning principles by encouraging active knowledge construction and meaningful engagement with disciplinary content. Rather than memorizing isolated linguistic forms, students use English to explore concepts directly relevant to their academic specialization [5]. However, successful implementation requires appropriate teaching materials, teacher training, and curriculum adaptation. English instructors need sufficient knowledge of philological content, while subject specialists may need support in integrating language objectives into content instruction.

Conclusion. The analysis demonstrates that CLIL offers significant pedagogical benefits for teaching English to students majoring in Uzbek Language and Literature.

Its main advantages include:

1. Integration of language learning with professional content.
2. Development of academic literacy skills.
3. Enhancement of communicative competence.
4. Increased learner motivation and engagement.
5. Promotion of intercultural awareness.
6. Improved access to international academic resources.
7. Strengthening of professional competence among future philologists.

Therefore, CLIL can be considered an effective methodological approach for modernizing English language instruction in Uzbek Language and Literature programs and preparing students for participation in global academic and professional communities.

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