

intellektual ta’lim tizimini joriy etishda raqamli vositalarni pedagogik nuqtai nazardan uyg‘unlashtirish muhim ahamiyatga ega.

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INTERNATIONAL AND NATIONAL EXPERIENCES IN DEVELOPING THE PROFESSIONAL COMPETENCE OF NON-PHILOLOGICAL STUDENTS THROUGH THE CLIL APPROACH IN ENGLISH LANGUAGE CLASSES

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Abstract This article explores the role of the Content and Language Integrated Learning (CLIL) approach in fostering the professional competence of non-philological students (e.g., in engineering, medicine, economics, IT, and other technical/specialized fields) during English language instruction in higher education. The

study conducts a comprehensive review of international implementations (primarily in Europe and emerging Asian contexts) and national practices in Uzbekistan. The primary aim is to evaluate how CLIL integrates subject-specific content with language learning to enhance professional communicative competence, including acquisition of domain-specific terminology, discourse skills, critical thinking, and intercultural awareness. Employing theoretical analysis, comparative methodology, literature review, and synthesis of empirical findings, the research reveals that CLIL not only strengthens English proficiency but also deepens professional knowledge, boosts motivation, and prepares students for globalized professional environments. Challenges such as teacher training needs and resource availability are also addressed.

Keywords: CLIL, professional competence, non-philological students, English for Specific Purposes (ESP), integrated learning, professional communicative competence, 4Cs framework, higher education.

Аннотация В данной статье исследуется роль подхода **Content and Language Integrated Learning (CLIL)** — «Интегрированное обучение содержанию и языку» — в формировании профессиональной компетентности студентов нефилологических специальностей (например, в области инженерии, медицины, экономики, информационных технологий и других технических и специализированных направлений) в процессе преподавания английского языка в высшем образовании. Исследование проводит всесторонний обзор международного опыта реализации CLIL (в первую очередь в странах Европы и развивающихся азиатских контекстах) и национальной практики в Узбекистане. Основная цель работы — оценить, каким образом CLIL обеспечивает интеграцию предметного содержания и языкового обучения для развития профессиональной коммуникативной компетентности, включая освоение терминологии конкретной области, навыков профессионального дискурса, критического мышления и межкультурной осведомленности. Применяя теоретический анализ, сравнительный метод, обзор научной литературы и синтез эмпирических данных, исследование показывает, что CLIL не только укрепляет владение английским языком, но и углубляет профессиональные знания, повышает мотивацию к обучению и готовит студентов к условиям глобализированной профессиональной среды. Также рассматриваются вызовы, связанные с необходимостью подготовки преподавателей и наличием соответствующих ресурсов.

Ключевые слова: CLIL, профессиональная компетентность, студенты нефилологических специальностей, английский язык для

специальных целей (ESP), интегрированное обучение, профессиональная коммуникативная компетентность, , высшее образование.

Annotatsiya Ushbu maqolada Content and Language Integrated Learning (CLIL) — «Kontent va tilni integratsiyalashgan o‘qitish» yondashuvining oliy ta’limda ingliz tili darslarida nefilologik mutaxassislik talabalarining (masalan, muhandislik, tibbiyot, iqtisodiyot, axborot texnologiyalari va boshqa texnik va ixtisoslashtirilgan yo‘nalishlarda) kasbiy kompetentsiyasini rivojlantirishdagi roli o‘rganiladi. Tadqiqot CLILning xalqaro tajribasini (asosan Yevropa mamlakatlari va rivojlanayotgan Osiyo kontekstlarida) hamda O‘zbekistondagi milliy amaliyotni har tomonlama ko‘rib chiqadi. Ishning asosiy maqsadi — CLIL qanday qilib fan mazmunini til o‘rganish bilan integratsiyalash orqali kasbiy kommunikativ kompetentsiyani rivojlantirishga yordam berishini baholash, shu jumladan soha xos terminologiyasini o‘zlashtirish, kasbiy diskurs ko‘nikmalari, tanqidiy fikrlash va madaniyatlararo ongni shakllantirishni o‘z ichiga oladi. Nazariy tahlil, qiyosiy metod, ilmiy adabiyotlar sharhi va empirik natijalarni sintez qilish usullaridan foydalanib, tadqiqot shuni ko‘rsatadiki, CLIL nafaqat ingliz tilini mustahkamlashga, balki kasbiy bilimlarni chuqurlashtirishga, o‘quv motivatsiyasini oshirishga va talabalarni globallashtirishga kasbiy muhitga tayyorlashga xizmat qiladi. Shuningdek, o‘qituvchilarni tayyorlash zarurati va resurslar mavjudligi bilan bog‘liq muammolar ham muhokama qilinadi.

Kalit so‘zlar: CLIL, kasbiy kompetentsiya, nefilologik talabalar, maxsus maqsadlar uchun ingliz tili (ESP), integratsiyalashgan o‘qitish, kasbiy kommunikativ kompetentsiya, oliy ta’lim.

Introduction. Globalization has positioned English as the dominant lingua franca in scientific research, technological innovation, international business, and cross-border professional collaboration. For non-philological students—those pursuing degrees in fields unrelated to languages (e.g., engineering, medicine, economics, natural sciences)—mastery of English is no longer optional but essential for accessing cutting-edge literature, participating in international projects, publishing research, and competing in global job markets. Traditional language teaching, often focused on general grammar and vocabulary, frequently fails to meet these demands, resulting in limited transferability to professional contexts [1], [9].

Content and Language Integrated Learning (CLIL), defined as a "dual-focused educational approach in which an additional language is used for the learning and teaching of both content and language" [1], addresses this gap by merging subject-matter instruction with language

development. Students acquire professional knowledge while simultaneously improving their linguistic abilities through authentic, discipline-specific tasks. Pioneered in Europe in the 1990s [1], CLIL has gained traction worldwide as an effective strategy for English for Specific Purposes (ESP) in higher education.

Central to the Content and Language Integrated Learning (CLIL) approach is the 4Cs framework, developed by Coyle, Hood, and Marsh [1]. This framework consists of four interconnected dimensions that together ensure a holistic and balanced educational experience:

Content refers to the progressive development of knowledge, skills, and deeper understanding within the specific subject discipline; Communication emphasizes the simultaneous advancement of language proficiency, encompassing professional discourse, domain-specific terminology, and effective interaction in the target language; Cognition focuses on the stimulation of higher-order thinking skills, such as analysis, problem-solving, critical evaluation, and creative reasoning; and Culture promotes intercultural awareness, respect for diverse perspectives, and the cultivation of global citizenship. These four elements are deliberately interconnected and mutually reinforcing, creating a synergistic learning environment that goes beyond traditional language instruction. As a result, the 4Cs framework makes CLIL especially well-suited for non-philological students (e.g., those in engineering, medicine, economics, IT, and other technical or specialized fields), who must learn to express and discuss complex, discipline-specific concepts fluently and accurately in English within authentic professional and academic contexts [2], [10].

The present study adopted a mixed qualitative methodology to investigate the implementation and outcomes of CLIL in higher education. It combined several complementary methods: theoretical analysis of foundational CLIL literature and core conceptual frameworks (particularly the 4Cs model); comparative analysis contrasting CLIL practices across different educational and cultural settings, including established European contexts (such as Finland, Spain, and Germany), emerging Asian implementations (Vietnam, Kazakhstan, Cambodia), and the evolving national experience in Uzbekistan; content and document analysis involving a systematic review of peer-reviewed journal articles, monographs, empirical research reports, and relevant national policy documents on CLIL and English for Specific Purposes (ESP); and synthesis of pedagogical observations derived from documented classroom practices and reported learning outcomes in university settings. The research drew on a wide range of sources, including major international academic databases (Scopus, Web of Science) as well as Uzbek scholarly repositories and local publications,

with primary focus on studies published between 2010 and 2025. This multi-method approach enabled a comprehensive and context-sensitive evaluation of CLIL’s effectiveness in fostering professional communicative competence among non-philological students.

Results CLIL proves highly effective for non-philological students by bridging language and content gaps:

1. Integration of language and content — Students engage with authentic professional texts (e.g., technical reports, research articles, case studies), acquiring specialized vocabulary and discourse patterns organically. This leads to improved retention of subject knowledge and professional terminology [3], [11].

2. Enhancement of communicative competence — Interactive formats (problem-solving tasks, group projects, simulations, debates) provide real-world practice in professional English, developing all components: linguistic accuracy, sociolinguistic appropriateness, discourse coherence, and strategic skills [4], [12].

3. Increased motivation and engagement — When English serves as a tool for professional goals rather than an isolated subject, intrinsic motivation rises. Students view language learning as directly relevant to career success [13].

4. Cognitive and cultural benefits — The 4Cs promote critical thinking (e.g., analyzing data in English) and intercultural competence (e.g., discussing global case studies), preparing students for multinational teams [2], [14].

Empirical evidence shows measurable gains in language proficiency (especially receptive/listening skills), content mastery, and self-confidence [11].

Discussion International experiences CLIL originated and matured in Europe, where it supports multilingual policies. In Finland (pioneer since the 1990s), Spain (bilingual programs in regions like Catalonia and Basque Country), Germany, and the Netherlands, universities integrate CLIL in non-philological programs (e.g., Business English, Engineering English, Environmental Science in English). Outcomes include enhanced professional communicative competence, better academic performance, and preparation for international mobility [5], [15]. For instance, collaborative projects at technical universities (e.g., in Slovakia) emphasize teacher training and authentic materials [15].

In Asia, CLIL adapts to EFL contexts. In Vietnam, Taiwan, Cambodia, and Kazakhstan, quasi-experimental studies demonstrate positive effects on language skills, content understanding, and motivation, though challenges include limited vocabulary and teacher readiness [11], [16]. Singapore exemplifies large-scale success with

English-medium content instruction. Emerging implementations in Central Asia highlight gradual policy shifts toward interdisciplinary English teaching [17].

National experience in Uzbekistan Uzbekistan has intensified CLIL adoption in higher education amid reforms emphasizing foreign languages (e.g., Presidential decrees promoting English from early grades and CEFR alignment). Universities increasingly apply CLIL in ESP courses for non-philological directions (e.g., IT, medicine, economics). Studies report improved motivation, better retention of professional content, and stronger communicative skills through project-based tasks and authentic materials [6], [7], [8]. Successful cases involve interdisciplinary modules (e.g., teaching economics concepts via English discussions) [18].

Key success factors include:

- Methodological teacher training (workshops on 4Cs and CLIL principles);
- Authentic resources (subject-specific texts, videos, real-world cases);
- Curriculum redesign for content-language balance;
- Interactive/project-based methods (group projects, simulations).

Challenges persist: insufficient teacher preparation, resource scarcity in regional institutions, and balancing content depth with language support. Recommendations emphasize professional development and policy support for wider rollout [19].

Conclusion The CLIL approach emerges as a powerful, evidence-based strategy for cultivating professional competence among non-philological students in English classes. By integrating content mastery with language development via the 4Cs framework, CLIL enables students to:

- Master professional terminology and discourse;
- Develop advanced communicative skills for academic/professional contexts;
- Deepen subject knowledge through meaningful engagement;
- Build intercultural competence and readiness for global careers.

International practices (Europe's established models, Asia's adaptive implementations) and Uzbekistan's evolving national efforts confirm CLIL's efficacy, despite implementation hurdles. Broader institutional adoption—supported by teacher training, curriculum innovation, and authentic resources—can substantially elevate graduates' competitiveness in international professional arenas. Future

research should focus on longitudinal studies and scalable models tailored to Uzbekistan's context.

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XALQ ERTAKLARI- LINGVOKULTUROLOGIK BIRLIKLAR TADQIQIDA MUHIM MANBA

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Annotatsiya: Ushbu maqolada o‘zbek xalq ertaklarining lingvokulturologik xususiyatlari va ularning xalq hayotidagi o‘rni xususida fikr bildirilgan. Ertak matnlaridagi milliy dunyoqarashni ifodalovchi lisoniy birliklar, xususan, numerologik tushunchalar, mifologik obrazlar va frazeologizmlarning xalq mentaliteti bilan bog‘liqligini tahlil qilingan. Tadqiqot davomida ertak tili shunchaki badiiy vosita emas, balki milliy madaniy kodlarni tashuvchi tizim ekanligi ilmiy asoslab berilgan. Xususan, o‘zbek xalq og‘zaki ijodi namunalarida mujassam bo‘lgan milliy-madaniy konseptlar, ramziy obrazlar, barqaror iboralar, maqol va matallar, mifologik tasavvurlar, hamda qadriyatlar tizimi lingvokulturologik yondashuv asosida o‘rganiladi. Tadqiqotda ertak matnlari til va madaniyatning o‘zaro uzviy bog‘liqligini aks ettiruvchi asosiy manba ekanligi ilmiy jihatdan asoslab beriladi. Maqolada lingvokulturologiya nazariyasining muhim tamoyillari, jumladan, konsept tahlili, semantik maydon, diskursiv va kontekstual tahlil metodlari qo‘llanadi. Ertaklardagi qahramonlar obrazi, milliy mentalitetni ifodalovchi til birliklari, urf-odat va an‘analar bilan bog‘liq leksik qatlamlar lingvomadaniy mazmun nuqtai nazaridan sharhlanadi. Shuningdek, ertak matnlarida xalqning tarixiy xotirasi, axloqiy-estetik qarashlari hamda ijtimoiy tajribasi til vositalari orqali qanday ifodalanishi aniqlanadi. Tadqiqot natijalari xalq ertaklari lingvokulturologik birliklarni aniqlash, tasniflash va izohlashda boy empirik material Manbai ekanligini ko‘rsatadi. Maqola tilshunoslik, folklorshunoslik fanlari kesishmasida olib borilayotgan izlanishlar uchun nazariy va amaliy ahamiyatga ega.