

**FOSTERING GLOBAL COMPETENCE: CLIL AS AN EFFECTIVE
APPROACH TO LANGUAGE INTEGRATION**

**РАЗВИТИЕ ГЛОБАЛЬНОЙ КОМПЕТЕНТНОСТИ: CLIL КАК
ЭФФЕКТИВНЫЙ ПОДХОД К ЯЗЫКОВОЙ ИНТЕГРАЦИИ
GLOBAL KOMPETENSIYATNI RIVOJLANTIRISH: CLIL TIL
INTEGRATSIYASIGA SAMARALI YONDASHUV SIFATIDA**

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Annotation: This article aims to determine if CLIL can develop the necessary skills for global communication. Literature review reveals that CLIL enhances communicative and intercultural competencies, linguistic proficiency, metacognitive skills, and critical thinking. CLIL also stimulates authentic communication, fostering students' participation in a globalized society.

Key words: global competence, education, language integration, Content and Language Integrated Learning (CLIL), effective communication

Аннотация: Целью данной статьи является определить, может ли CLIL развить необходимые навыки для глобального общения. Обзор литературы показывает, что CLIL улучшает коммуникативные и межкультурные компетенции, лингвистические навыки, метакогнитивные навыки и критическое мышление. CLIL также стимулирует подлинное общение, способствуя участию студентов в глобализированном обществе.

Ключевые слова: глобальная компетентность, образование, языковая интеграция, интегрированное обучение по содержанию и языку (CLIL), эффективная коммуникация.

Annotatsiya: Ushbu maqolaning maqsadi CLIL global muloqot uchun zarur ko'nikmalarni rivojlantira oladimi yoki yo'qligini aniqlashdir. Adabiyotlarni ko'rib chiqish shuni ko'rsatadiki, CLIL muloqot va madaniyatlararo kompetentsiyalarni, lingvistik ko'nikmalarni, metakognitiv qobiliyatlarni va tanqidiy fikrlashni yaxshilaydi. CLIL shuningdek, globallashtirilgan jamiyatda talabalar ishtirokini ta'minlaydigan haqiqiy muloqotni rag'batlantiradi.

Kalit so'zlar: global kompetensiya, ta'lim, til integratsiyasi, kontent va tilni integratsiyalashgan o'rganish (CLIL), samarali muloqot.

In today's interconnected and globalized world, fostering global competence has become a pivotal goal in education systems worldwide. As students entering the 21st century, we must equip ourselves with the skills necessary to navigate diverse cultural landscapes and engage effectively in international environments. Language integration plays a vital role in this process, acting as a bridge that enables individuals from different linguistic backgrounds to communicate and collaborate.

The aim of this article is to determine if integrating content and language learning through Content and Language Integrated Learning (CLIL) enables students, like myself, to develop the necessary skills to effectively communicate in a global environment. By investigating this hypothesis, we hope to contribute to the existing body of knowledge on language acquisition and education pedagogy.

Literature review:

Various scholars and researchers have explored the effectiveness of CLIL in promoting global competence by enabling students to adapt cross-culturally and communicate effectively. For instance, Marsh (2002) highlighted the improved communicative and intercultural competencies of students engaged in CLIL programs, stating that such integration enhances their ability to thrive in multicultural environments.

Similarly, Dalton-Puffer (2007) argued that CLIL provides learners with the means to develop not only linguistic proficiency but also metacognitive skills, cognitive abilities, and affective factors necessary for intercultural communication

and collaboration. Combining language acquisition with the comprehension of complex content, CLIL fosters critical thinking, problem-solving, and adaptability - key requirements in a globalized society (Lyster, 2007).

Moreover, Coyle (2005) emphasized that CLIL equips students with the confidence to engage in meaningful exchanges, as they are constantly challenged to apply learned language skills in authentic situations across various academic disciplines. This emphasis on authentic communication stimulates the development of students' communicative competence, facilitating their participation in an ever-evolving global environment.

By examining the hypothesis that integrating content and language learning through CLIL enables students to develop the necessary skills to communicate effectively in a global environment, this article deepens our understanding of the efficacy of this educational approach. Through the exploration of previous research and empirical evidence, this study seeks to shed light on the potential impact that CLIL can have on fostering global competence among students.

Methodology:

To examine the hypothesis "Integrating content and language learning through CLIL enables students to develop the necessary skills to communicate effectively in a global environment" a survey was conducted using an online Google Form questionnaire.

Participant Selection:

The survey was administered to a sample of four 4th-year students from Fergana State University, ensuring representation from both genders. The selection process involved randomly choosing participants from the available pool of students who met the criteria.

Data Analysis:

Once the survey responses were collected, the process of data analysis had become. This involved organizing, interpreting, and drawing conclusions from the

gathered information. Both quantitative and qualitative methods to analyze the data were used.

By combining the quantitative and qualitative data analysis, it was possible to draw conclusions and assess the validity of the hypothesis stated. The findings from this survey contribute to the existing research on the impact of CLIL on language and content learning, enhancing students' communication skills in a global environment.

Results:

The analysis of the responses to the question regarding personal experience with content and language integrated learning (CLIL) shows that the majority of respondents have not had the opportunity to engage in CLIL classes, with only 2 out of 6 indicating that they have actively participated in such classes. This could be attributed to a variety of factors, including limited availability of CLIL programs, a lack of awareness about CLIL, or educational institutions not prioritizing CLIL as a teaching approach. However, it is worth noting that the small sample size of this survey limits the generalizability of these findings to a larger population. Further research with a larger and more diverse sample would be necessary to draw more definitive conclusions about the prevalence of CLIL experiences among students.

The analysis of the responses to the question regarding the perceived impact of content and language integrated learning (CLIL) on language proficiency and content knowledge development reveals mixed views. While the majority (4 out of 6) believe that CLIL has some impact on their language proficiency and content knowledge, one respondent is of the opinion that there is no significant effect. On the other hand, one respondent believes that CLIL significantly enhances both language proficiency and content knowledge.

These diverse perspectives suggest that the impact of CLIL on language proficiency and content knowledge development may vary depending on individual experiences and perceptions. Factors such as the quality of CLIL implementation, the proficiency level of the learners, and the subject being taught could play a role in determining the perceived impact of CLIL. Further research and analysis, including

qualitative data and a larger sample size, would help provide a more comprehensive understanding of the relationship between CLIL and language proficiency and content knowledge development.

The analysis of the responses to the question regarding the belief in the effectiveness of integrating content and language learning through CLIL shows mixed levels of confidence. The majority of respondents (3 out of 5) strongly believe that CLIL enables students to develop the necessary skills to communicate effectively in a global environment. Their belief is based on the understanding that CLIL fosters language proficiency and facilitates a deeper understanding of different concepts. However, one respondent, who lacks experience with CLIL, admits to not having enough knowledge to judge its impact. Another respondent simply states that it will be helpful to talk about everything without providing further explanation.

These responses indicate a general positive perception of the potential benefits of CLIL in developing the skills needed for effective communication in a global environment. However, the small sample size and limited range of responses make it difficult to draw definitive conclusions. Further research with a larger and more diverse sample, as well as qualitative data, would provide a more comprehensive understanding of the beliefs and experiences regarding the effectiveness of CLIL in developing global communication skills.

The analysis of the responses to the question regarding the perceived impact of integrating content and language learning through CLIL on students' ability to communicate effectively in a global environment suggests a positive view overall. The majority of respondents (3 out of 5) indicate that integrating content and language learning through CLIL has improved students' ability to communicate effectively in a global environment. They believe that CLIL provides students with the opportunity to practice their language skills in real-life situations, leading to enhanced communication abilities. One respondent admits to not having used CLIL, while another lacks experience teaching CLIL.

These responses highlight the potential benefits of CLIL in developing students' communication skills for a global environment. However, the limited sample size and lack of detailed explanations make it difficult to draw firm conclusions. Further research with a larger and more diverse sample, as well as qualitative data, would provide a more comprehensive analysis of the impact of CLIL on students' ability to communicate effectively in a global context.

The analysis of the responses to the question regarding how integrating content and language learning through CLIL helps students develop the necessary skills to communicate effectively in a global environment reveals a range of perspectives. Several respondents (2 out of 5) emphasize that CLIL enhances communication skills by providing students with opportunities to practice language in real-life situations and interact with others. They believe that this hands-on experience allows learners to develop the skills needed to effectively communicate in a global context. One respondent suggests that the effectiveness of CLIL may depend on the students' existing knowledge and language proficiency level.

However, the diversity of opinions and the limited sample size makes it challenging to draw definite conclusions about the specific ways in which CLIL facilitates effective communication skills in a global environment. Further research with a larger and more diverse sample, as well as qualitative data, would provide a more comprehensive understanding of the various mechanisms through which CLIL contributes to the development of communication skills for global communication.

The analysis of the responses to the question regarding the potential challenges or limitations of integrating content and language learning through CLIL highlights several key points. One respondent mentions a lack of teaching methods of the teachers, suggesting that not all teachers may be adequately prepared or trained to effectively implement CLIL. This implies that the success of CLIL may be dependent on the educators' knowledge and skills in utilizing this approach. Another respondent acknowledges the difficulty of integrating content and language learning due to

language barriers, indicating that language proficiency may pose challenges in the CLIL classroom.

The limited number of responses and their focus on the teacher's role and language proficiency suggest that there may be a need for professional development and support for teachers to effectively implement CLIL and adequately address the language challenges that may arise. Further research and analysis, including a larger and more diverse sample, would provide a more comprehensive understanding of the challenges and limitations of integrating content and language learning through CLIL.

Conclusion:

These findings suggest that integrating content and language learning through CLIL holds promise in developing students' abilities to communicate effectively in a global environment. However, it is important to note that the small sample size and limited range of perspectives limit the generalizability of these results. Further research with a larger and more diverse participant pool would be necessary to obtain a more comprehensive understanding of the impact of CLIL on students' global communication skills.

Despite the limitations, the responses to the survey indicate a general positive perception of the potential benefits of CLIL in fostering effective communication in a global context. These findings underscore the importance of incorporating CLIL approaches in language education to equip students with the necessary language skills and intercultural competence to thrive in our increasingly interconnected world.

Overall, the results of this survey provide valuable insights into the beliefs, experiences, and perceptions of students regarding the integration of content and language learning through CLIL. These findings contribute to the ongoing conversation on the effectiveness of CLIL in developing global communication skills and highlight the need for further research and exploration in this area.

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