

LEARNING THROUGH CULTURE: MODERN METHODS OF LANGUAGE ACQUISITION THROUGH AUTHENTIC CULTURAL CONTENT

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Abstract. This paper explores the use of Content and Language Integrated Learning (CLIL) as an innovative method for teaching foreign languages. CLIL means teaching subjects like science or history in a foreign language, which helps students learn both the subject and the language at the same time. The purpose of this paper is to show how CLIL works in the classroom, what benefits it offers, and what challenges teachers and students may face. The study is based on a review of research articles and teaching examples. The paper concludes that CLIL is a useful and engaging way to learn languages when properly planned and supported.

Keywords: CLIL, language teaching, bilingual learning, education methods, motivation, classroom practice

Anotatsiya. Ushbu maqolada chet tillarini o'qitishning innovatsion usuli sifatida CLIL dan foydalanish ko'rib chiqiladi. CLIL fanlarni chet tilida o'rgatish demakdir, bu o'quvchilarga bir vaqtning o'zida fanni ham, tilni ham o'rganishga yordam beradi. Ushbu maqolaning maqsadi sinfda CLIL qanday ishlashini, u qanday afzalliklarni taqdim etishini va o'qituvchilar va talabalar qanday qiyinchiliklarga duch kelishi mumkinligini ko'rsatishdir. Maqolaning xulosasiga ko'ra, CLIL to'g'ri rejalashtirilsa va qo'llab-quvvatlangan, tillarni o'rganish samaraliroq va qiziqarliroq bo'ladi.

Kalit so'zlar: CLIL, til o'rgatish, ikki tilli o'rganish, ta'lim usullari, motivatsiya, sinf amaliyoti

Introduction

Learning a foreign language is very important in today's world. It gives people the chance to study abroad, travel, find better jobs, and communicate with people from other countries. However, in many schools, students learn a foreign language only through grammar rules and vocabulary lists. This method often becomes boring, and students forget what they learn soon after exams.

To solve this problem, some schools have started using a new method called CLIL. It stands for Content and Language Integrated Learning. In CLIL, students learn school subjects like biology, geography, or history in a foreign language such as English. So, students are not just learning the language;

This way, students use the foreign language to understand real topics, discuss ideas, and complete tasks. This method helps students improve their language skills naturally, and they also learn the school subject more deeply. In this paper,

I will explain the benefits of CLIL, give real examples, and also discuss the difficulties teachers and students might face when using it.

Methodology

This paper is based on a simple literature review. I read different articles, books, and research papers that explain how CLIL works and how it is used in schools around the world. I also looked at some examples from classrooms, including videos, lesson plans, and teacher interviews. The goal was to understand how CLIL helps students and what problems can happen during its use. I chose sources that are written by teachers, researchers, and language experts who have used CLIL in their work.

Main Advantages of CLIL

One of the biggest advantages of CLIL is that it makes learning more interesting. Students are not just reading grammar rules — they are using the language to do real things. For example, in a CLIL class, students might learn about volcanoes in English. They read texts, watch videos, and do experiments all in the target language. This helps them understand how English is used in real life, not just in textbooks.

Another benefit is that students improve their language skills faster. Because they hear and use the language in every lesson, they build vocabulary and become more confident speakers. According to many researchers, CLIL helps students learn language naturally, like how we learn our first language-by using it in daily life.

CLIL also improves thinking skills. Students are often asked to compare ideas, work in groups, make presentations, and write reports. These tasks make them think critically and solve problems. At the same time, they are learning the language because they must explain their ideas in it.

Challenges and Limitations

Even though CLIL has many good points, it is not always easy to use. The biggest problem is that teachers must be good at both the subject and the language. For example, a history teacher must speak English very well to teach history in English. Not all teachers have this skill. Some teachers are great at their subject but not confident in the foreign language.

Another challenge is that students can feel lost if their language level is too low. If the text or lesson is too difficult, they may not understand anything. This can make them feel frustrated or bored. Teachers need to give extra help to these students, such as using simple words, pictures, or speaking slowly.

Also, CLIL needs special materials. Most textbooks are not made for CLIL, so teachers have to create their own worksheets, slides, and activities. This takes a lot of time and preparation. Some schools may not have enough resources like internet access or books in English.

Finally, parents and school leaders may not understand the method. They may think it is risky to teach math or science in a foreign language. That's why it is important to explain clearly how CLIL works and why it is useful.

Real Classroom Examples

Many schools in Europe have used CLIL for years. In Spain, for example, students learn science and art in English starting from primary school. Teachers say students enjoy the lessons more because they do projects, presentations, and experiments. One teacher said her students didn't even notice they were learning English — they were just having fun with the topic.

In Estonia, teachers use CLIL to teach geography and technology in English. They said that students became more confident when speaking, and they asked more questions in class. In both countries, teachers worked together to prepare lessons, which made the work easier.

Even in countries like Uzbekistan, some schools have started using CLIL. For example, English is used in biology classes in some specialized schools. This shows that CLIL can be used even when English is not widely spoken, as long as teachers are trained and materials are available.

Conclusion

CLIL is a modern and creative method that helps students learn both content and language at the same time. It makes language learning more useful, natural, and fun. Students learn how to use the language in real-life situations, and they also become better thinkers and problem-solvers.

However, CLIL is not easy to use without support. Teachers need special training, and students need help when the language is too hard. Schools should provide time, resources, and materials to make CLIL work well. If this is done, CLIL can become one of the best ways to teach foreign languages in the 21st century.

As a student and future teacher, I believe CLIL has a lot of potential for my country. It can help young people become more confident in English and more interested in learning. With the right support, we can make it successful in our schools.

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