

PREPARING STUDENTS FOR PROFESSIONAL ACTIVITY IN LESSONS WITH THE HELP OF USING CLIL TECHNOLOGY

Tuxtayeva Nilufar Achilovna
PhD, Senior Teacher of UzSWLU
nilufartuxtayeva0609@gmail.com

Abstract: *In recent years, the integration of innovative teaching methods in higher education has become a key factor in improving the quality of professional training. One of the most effective pedagogical approaches is the CLIL (Content and Language Integrated Learning) methodology, which combines the learning of subject-specific content with the development of foreign language competence. This article discusses the importance of applying CLIL technology in preparing students for professional activity, its pedagogical advantages, and its contribution to the formation of globally competitive specialists.*

Keywords: *CLIL, professional education, foreign language competence, interdisciplinary learning, student-centered approach, global communication.*

Annotatsiya: *So'nggi yillarda oliy ta'limda innovatsion o'qitish usullarini integratsiya qilish professional tayyorgarlik sifatini oshirishning asosiy omiliga aylandi. Eng samarali pedagogik yondashuvlardan biri bu CLIL (Content and Language Integrated Learning) metodologiyasidir, u o'ziga xos fan mazmunini o'rganishni xorijiy til kompetensiyasini rivojlantirish bilan birlashtiradi. Ushbu maqola talabalarni professional faoliyatga tayyorlashda CLIL texnologiyasini qo'llashning ahamiyati, uning pedagogik afzalliklari va global raqobatbardosh mutaxassislarni shakllantirishga qo'shadigan hissasi haqida bahs yuritadi.*

Kalit so'zlar: *CLIL, professional ta'lim, xorijiy til kompetensiyasi, fanlararo ta'lim, talabaga yo'naltirilgan yondashuv, global kommunikatsiya.*

Аннотация: *В последние годы интеграция инновационных методов обучения в высшем образовании стала ключевым фактором повышения качества профессиональной подготовки. Одним из наиболее эффективных педагогических подходов является методология CLIL (Content and Language Integrated Learning), которая сочетает изучение предметного содержания со развитием иноязычной компетенции. В данной статье рассматривается важность применения технологии CLIL в подготовке студентов к профессиональной деятельности, ее педагогические преимущества и вклад в формирование глобально конкурентоспособных специалистов.*

Ключевые слова: *CLIL, профессиональное образование, иноязычная компетенция, междисциплинарное обучение, студентоцентрированный подход, глобальная коммуникация*

Introduction.

Modern education is undergoing a transformation toward internationalization and interdisciplinarity. In this context, the demand for professionals who possess both subject knowledge and strong communication skills in a foreign language is steadily increasing. CLIL, as an educational approach, provides a unique opportunity to develop these competencies simultaneously. It allows students to acquire professional knowledge through a foreign language medium, fostering both linguistic proficiency and subject understanding.

Main Body

The application of CLIL technology in professional education promotes the development of cognitive, linguistic, and socio-cultural skills essential for future specialists. When students learn professional subjects such as law, economics, engineering, or medicine in a foreign language, they not only expand their professional vocabulary but also learn to express complex ideas in a clear and precise manner.

From a pedagogical perspective, CLIL enhances motivation and learner autonomy. It transforms the traditional classroom into an interactive environment where students engage in discussions, problem-solving tasks, and project-based learning[4,55]. Such an approach encourages higher-order thinking, analytical reasoning, and collaboration — qualities that are fundamental for professional success. Moreover, CLIL contributes to the internationalization of education. Linguistic and methodological competence is realized as a skill to perfectly perform methodological tasks and activities on language education of primary schoolchildren in a new data atmosphere on the basis of acquired awareness and first endure and with regard to the standards requirements [1,11]. By exposing students to authentic materials and real-world contexts, it helps them develop a broader worldview and adapt to multicultural professional settings. Consequently, CLIL graduates are more prepared to participate in global communication, pursue international careers, and contribute to cross-border cooperation in their fields.

CLIL combines subject learning with foreign language acquisition, which allows students to develop both professional and linguistic competence simultaneously [2,460]. First of all, CLIL encourages students to use a foreign language as a tool for learning real subject content. This approach improves not only language proficiency but also critical thinking, problem-solving, and communication skills — all of which are essential in professional life. When students study professional topics (such as economics, law, medicine, or engineering) in English, they become more confident in using professional terminology and can easily adapt to international standards. Secondly, CLIL helps teachers create a student-centered learning environment. It motivates learners to actively participate, discuss, and analyze information rather than just memorize it. Such interactive learning fosters deeper understanding and long-term

retention of knowledge. Moreover, it builds students' confidence to express professional ideas in a foreign language [5,370]. In the globalized labor market, employers value specialists who can operate in multilingual and multicultural contexts. Through CLIL-based lessons, students are better prepared to communicate effectively in their future workplaces, cooperate with foreign colleagues, and continue their professional development abroad.

Conclusion

In conclusion, the implementation of CLIL technology in the teaching process plays a vital role in preparing students for professional activity. It integrates language learning with content mastery, thus enhancing both academic and communicative competence. The CLIL approach not only improves the quality of professional education but also equips learners with the skills necessary for lifelong learning and global competitiveness. Therefore, incorporating CLIL methodology should be considered a strategic direction for modern educational institutions aiming to train competent and internationally minded professionals.

REFERENCES:

1. Avalos, B. (2011). Teacher professional development in Teaching and Teacher Education over ten years. *Teaching and Teacher Education*, 27, 10-20.
2. Barron, B. When smart groups fail / Barron, B. – Stanford. : *The Journal of Learning Sciences*, 12 (3), 2003. – P. 307–359. 2. Cox, E. Adult learners learning from experience : Using a reflective practice model to support work-based learning / Cox, E. – Auckland. : *Reflective Practice*, 6(4), 2005. – P. 459–472.
3. Opfer, V. D., & Pedder, D. (2011). Conceptualizing Teacher Professional Learning. *Review of Educational Research*, 81(3), 376–407.
4. Ostriкова, T. A. (2014). Brief analysis of educational and professional literature on the methods of teaching language in the context of students' personal development, 16, 55-60.
5. Tuerrero, D., & La Rosa G. (2013) Scientific Domain Analysis of Professional Competences, *Procedia – Social and Behavioral Sciences*, 92, 369-376.