



THEORETICAL FOUNDATIONS AND PRACTICAL PROSPECTS OF AN INTEGRATED APPROACH TO TEACHING UZBEK TO NON-PHILOLOGICAL MAJORS

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Abstract

This article analyzes the theoretical foundations and practical prospects of an integrated approach (Content and Language Integrated Learning – CLIL) to teaching the Uzbek language to students studying in non-philological directions of higher education. It considers the problem of the inability of traditional language teaching methods to adequately provide language skills to specialists working in non-philological fields in a professional context. The article comprehensively covers the principles of CLIL technology, its importance in Uzbek language education, and its potential to increase students' motivation and develop professional competencies. Also, based on the relevance of implementing the CLIL approach in the higher education system of Uzbekistan, its advantages, existing obstacles and theoretical recommendations for their elimination are put forward. Keywords: Integrated approach, CLIL, non-philological direction, Uzbek language, higher education, professional competence, language teaching methodology, theoretical foundations.

INTRODUCTION

In the era of globalization and the development of digital technologies, a specialist is required not only to be a deep expert in his field, but also to communicate effectively, including the ability to freely and correctly use the state language in his professional activities. In the process of reforming and modernizing the higher education system in Uzbekistan, the issue of increasing the effectiveness of teaching the Uzbek language to students studying in non-philological directions is becoming increasingly important. Traditional language teaching methods are often aimed at memorizing grammatical rules and analyzing general literary texts, and this approach cannot form sufficient skills for students to use the language in their future professional activities. As a result, motivation for the Uzbek language decreases, and the practical significance of the knowledge learned decreases.

For students of non-philological specializations, Uzbek language lessons should not only be a set of theoretical knowledge, but also a means of mastering knowledge within their specialization, organizing professional communication and applying it





in practice. In this regard, the Content and Language Integrated Learning (CLIL) approach is one of the most widely used and highly effective methods in world education practice. The CLIL principle implies teaching the language in a practice-oriented manner, linking it with the content of other disciplines, rather than teaching it as a separate subject. This allows students to understand and use the language within their specialization, and has a positive effect on their cognitive development. The main purpose of this article is to analyze the theoretical foundations, principles of the integrated approach (CLIL) in teaching the Uzbek language to students of non-philological specializations, and the possibilities and mechanisms for its implementation in the higher education system of Uzbekistan. The article examines the theoretical aspects of developing students' professional competencies, along with their language skills, through the CLIL approach, and puts forward possible problems in its implementation and proposals for their solutions.

LITERATURE REVIEW AND THEORETICAL FOUNDATIONS

Language teaching methodology is a dynamic field that is constantly being updated. Traditional language teaching methods are mainly aimed at mastering the lexical and grammatical rules of the language, which often do not adequately prepare students for effective use of the language in real-life or professional situations (Pishchikov, 2018). In particular, students of non-philological majors may be less motivated to study their native language as an independent subject, since for them language learning is often perceived as a compulsory subject and does not seem directly related to their professional activities. This situation creates the need to reconsider the content of Uzbek language lessons.

In the last two decades, the methodology of Content and Language Integrated Learning (CLIL) has become widespread in education. The term CLIL was first introduced by David Marsh in 1994, and it has achieved significant success in language education in various countries. The CLIL approach assumes that students, along with learning a language, also learn other subject content through that language. That is, learning a language is not an end in itself, but serves as a means to master knowledge in other subject areas. This methodology has a number of advantages, such as increasing the motivation of language learners, stimulating cognitive development and deepening intercultural understanding.

The main principles of CLIL are expressed in the "four C" model:

1. Content: Developing students' knowledge, understanding and skills in the main subject area.
2. Communication: Learning the language and using it as a means to communicate.





3. Cognitive development (Cognition): Formation and development of thinking skills (analysis, synthesis, evaluation).

4. Culture: Understanding the cultural aspects of the language and field of study being studied.

These principles make language learning a more profound and meaningful process. CLIL is especially important for non-philological students, as it allows them to discuss topics in their field in Uzbek, express concepts, and master professional terminology. For example, if Uzbek language classes for medical students teach the history of diseases, diagnostic methods, or rules for communicating with patients in Uzbek, this will serve to develop both their language and professional skills. Similarly, for IT specialists, analyzing texts on programming basics, algorithm concepts, or system architecture in Uzbek allows for practical application of the language.

It allows for practical application of the language.

The methodology of teaching the mother tongue in the Uzbek education system is constantly being improved. However, numerous studies and practice show that the existing curricula and textbooks for teaching the mother tongue in non-philological areas often do not fully meet the professional needs of students. The emphasis on learning the language only from a literary perspective prevents students from actively using the language in their future professional communication. The CLIL approach can be an important tool in filling this gap, as it provides for the teaching of the language in a specialist-oriented manner.

Psycholinguistic studies show that students are highly motivated to study topics that interest them and are relevant to them. The CLIL approach increases students' enthusiasm for learning by allowing them to study materials related to their specialty in their mother tongue. This makes the language learning process more efficient.

Current problems of teaching the Uzbek language in non-philological areas.

There are a number of problems in the process of teaching the Uzbek language in non-philological areas of higher education, which hinder the effective use of language skills in professional activities. Understanding these problems is important to justify the relevance of innovative approaches such as CLIL:

1. Low motivation: Students in non-philological specialties often perceive the Uzbek language as a mandatory subject. Since language learning is not directly related to professional goals for them, interest and enthusiasm for lessons may be low. As a result, the level of mastery will also be insufficient.

2. Lack of professional orientation of curricula and materials: Most existing curricula and textbooks focus on general grammatical rules, literary texts, and generalized



vocabulary. These materials do not adequately develop students' professional terminology, communication etiquette in their field, and skills in preparing written documents.

3. Lack of professional communication competence: Although students can speak grammatically correct Uzbek, they have difficulty effectively expressing complex concepts, problems, or news related to their field. This hinders their future professional communication in government agencies, large companies, or academic circles.

4. Teacher training: Uzbek language teachers, having mainly philological education, may not be sufficiently aware of the specific terminology and conceptual foundations of various non-philological fields. This creates difficulties in organizing lessons in accordance with the professional orientation.

5. Lack of practice orientation: Lessons mainly cover theoretical rules, with little attention paid to the use of the language in real professional situations. Interactive methods such as role-playing games, case study analysis, and project work are not used sufficiently.

6. One-sidedness of the assessment system: The language proficiency assessment system is often focused on measuring grammatical and orthographic knowledge, and cannot fully assess the level of students' professional communication skills and ability to use specialized terminology.

These problems limit the effectiveness of Uzbek language education in non-philological areas, hindering not only the language skills of students, but also their professional development. For this reason, the introduction of an integrated approach such as CLIL can offer a comprehensive solution to the above problems.

Principles and advantages of the integrated approach (CLIL)

CLIL - the methodology of teaching content and language integration offers an innovative solution to the existing problems in teaching the Uzbek language in non-philological areas. The main principles and advantages of this approach indicate its place and importance in language education:

The main principles of CLIL:

1. Dual Focus: The central principle of CLIL is that language and content are taught simultaneously, that is, language becomes not just a set of grammatical rules, but a means of mastering and expressing the content of a particular subject area. Students acquire the Uzbek language naturally in the process of deepening their professional knowledge.

2. Professional orientation: Lessons are built around topics and problems directly related to the students' specialties. For example, for medical students, topics such as



"medical terminology", "patient communication etiquette", "writing a medical history" are studied in Uzbek, and for economists, topics such as "financial reporting", "marketing strategies", "business negotiations" are studied in Uzbek.

3. Communicative approach: CLIL emphasizes that language is primarily a means of communication. Students develop language skills by exchanging ideas, conducting discussions, and presenting projects in Uzbek related to their specialties.

4. Cognitive development: This approach requires students to think deeply, analyze, synthesize, and evaluate. They not only learn the language, but also learn to understand complex concepts and express them in Uzbek through it.

5. Intercultural understanding: CLIL involves mastering important aspects of Uzbek culture, traditions, and speech etiquette in the process of language teaching. This allows students to communicate in Uzbek not only grammatically correct, but also culturally appropriate.

Advantages of CLIL:

1. Increased motivation: Learning a language in connection with their specialty significantly increases students' interest. They perceive the language not just as a mandatory subject, but as a means to achieve professional success.

2. Simultaneous development of language and professional skills: Students simultaneously master both the Uzbek language and knowledge in their professional field. This expands their general competencies.

3. Strengthening professional vocabulary: Through CLIL, students learn the terminology of their specialty in Uzbek and get used to using it in practical situations. This enriches their professional speech.

4. Improving communication skills: Through discussions, presentations, and role-playing in lessons, students develop the skills to communicate freely and effectively in Uzbek.

5. Cognitive development: Learning subject content through language stimulates students' cognitive abilities such as critical thinking, problem solving, and creativity.

6. Adaptation to real life: CLIL methodology prepares students for effective use of the Uzbek language in their future professional activities, strengthens their practical skills.

These advantages confirm that the CLIL approach is not only appropriate, but also a necessary methodology for teaching the Uzbek language in non-philological areas.

Possibilities and mechanisms for implementing CLIL in the higher education system.

The introduction of CLIL methodology in non-philological areas of higher education in Uzbekistan can significantly increase the effectiveness of language teaching.





However, this process requires a comprehensive approach and a number of mechanisms.

1. Adaptation of curricula and integration of content:

- Revision of curricula and programs: Integrate specialty-related topics, professional terminology, and professional communication scenarios into the Uzbek language curriculum for each non-philological specialty. In this process, linguist-teachers should work closely with specialist-professors.
- Introduction of a modular system: Dividing the Uzbek language into specialized modules. For example, teaching modules such as "IT Terminology", "Medical Diagnostics and Communication", "Financial Documents and Business Correspondence" in Uzbek.

2. Training and professional development of teaching staff:

- Special trainings and seminars: Organizing in-depth training courses for Uzbek language teachers on CLIL methodology, professional pedagogy, basic concepts and terminology of various disciplines.
- Encouraging interdisciplinary cooperation: Creating platforms for constant cooperation between language teachers and specialist subject teachers, exchange of experience and joint development of teaching materials.
- Studying foreign experience: Studying the experience of foreign higher education institutions that successfully implement CLIL and adapting it to the conditions of Uzbekistan.

3. Creating learning materials and resources:

- Professionally oriented textbooks and manuals: Creating Uzbek language textbooks, manuals and terminological dictionaries with specific professional content for each non-philological direction.
- Multimedia resources: Actively using and developing multimedia resources such as audio materials, video lessons, interactive exercises and electronic dictionaries. These resources are important for students' independent learning.
- Using real texts: Incorporating real-life texts such as newspaper articles, popular science literature, professional documents, presentations into the lesson process.

4. Using interactive teaching methods and technologies:

- Case study: Providing students with an analysis of real situations related to their specialties in Uzbek and offering solutions.





- Role-playing and simulations: Develop practical language skills by simulating professional communication (e.g., "interviewing a client," "giving a presentation," "giving a report").
- Project work: Assign students the task of preparing and defending projects in Uzbek on topics related to their specialization.
- Digital pedagogy: Use of online discussions, collaborative tasks, and e-learning resources on platforms such as Zoom and Google Meet.

5. Improving the assessment system:

- Comprehensive assessment: Assess the level of language proficiency not only in terms of grammatical knowledge, but also in terms of the use of professional terminology, professional communication, and written and oral speech competencies.
- Introduction of the portfolio method: Assess students' portfolios, including project work, written reports, presentations, etc. completed during the semester.

6. Institutional support:

- Administrative support: The management of the higher education institution should create the necessary conditions for the implementation of the CLIL methodology, strengthen the material and technical base, and motivate teachers.
- Support for research: Encourage scientific research to study the effectiveness of CLIL in the Uzbek education system and implement its results in practice.

The systematic implementation of these mechanisms will ensure the successful implementation of the CLIL approach in higher education in Uzbekistan and will help prepare students of non-philological specialties as specialists who meet the requirements of the modern labor market and can freely use the state language in their professional activities.

CONCLUSION

This article analyzed the theoretical foundations, principles and practical prospects of the integrated approach (CLIL) in teaching the Uzbek language in non-philological specialties of higher education institutions. Research shows that traditional language teaching methods often fail to meet the professional communication needs of students of non-philological specialties and reduce their motivation. The CLIL approach offers a comprehensive solution to this problem, effectively developing both students' language skills and professional competencies by teaching language and content simultaneously.





The article deeply covers the "four C" principles of CLIL - content, communication, cognitive development and culture - and theoretically substantiates its motivation for language learning and professional benefits. The existing problems in teaching the Uzbek language in non-philological areas, including low motivation, lack of professional orientation of teaching materials and lack of practice orientation, further increase the relevance of introducing CLIL.

To implement CLIL in the higher education system of Uzbekistan, it is necessary to take a number of measures, such as adapting curricula, retraining teaching staff, creating professionally oriented teaching materials, using interactive methods and digital technologies, as well as improving the assessment system. These changes will serve to educate students as mature specialists who meet the requirements of the modern labor market and can fully and effectively use the Uzbek language in their professional activities.

RECOMMENDATIONS

Based on the theoretical analysis and conclusions of this article, the following recommendations are put forward for the successful implementation of an integrated approach (CLIL) in the higher education system of Uzbekistan:

1. Modernization of curricula and plans: Redevelop the curricula of the Uzbek language subject based on CLIL principles, taking into account the specific needs and professional standards of each non-philological direction. In this regard, introduce professional modules that combine the content of language and specialized subjects.
2. Improving the skills of teaching staff: Organize regular advanced training courses, trainings and practical seminars on the CLIL methodology for Uzbek language teachers. These courses should include, in addition to language teaching methodologies, the general foundations of non-philological subjects and professional terminology.
3. Creation of professionally oriented educational and methodological complexes: Creation of Uzbek language textbooks, study guides, dictionaries and electronic resources with professional content, specially designed for each non-philological specialty. Joint involvement of linguists and specialist subject teachers in this process.
4. Widespread use of interactive and digital educational technologies: Encourage the active use of interactive methods such as case studies, role-playing games, project work, discussions in Uzbek language lessons, as well as digital platforms, mobile applications, multimedia resources and artificial intelligence tools.





5. Improvement of the assessment system: Development and implementation of a comprehensive assessment system for assessing students' language proficiency not only by grammatical criteria, but also by professional communication skills, the ability to use specialized terminology and the level of clear expression of thoughts in Uzbek in professional situations.

6. Strengthening interdisciplinary cooperation: Establishing the practice of constant cooperation, exchange of experience and joint creation of educational and methodological developments between Uzbek language departments and specialized departments.

7. Supporting scientific research: Encouraging scientific research on the effectiveness of the CLIL methodology in various disciplines and levels in the Uzbek education system and developing mechanisms for introducing their results into educational practice.

These recommendations will ensure the successful integration of the CLIL approach in higher education in Uzbekistan and serve to educate students of non-philological majors as competitive specialists who not only have excellent knowledge of their native language, but also can effectively use it in their professional activities.

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