



Subject-Language Approach in Clil Integrated Learning of Russian As A Foreign Language

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Abstract: Over the past decades, the modern world has undergone significant changes, among which the following should be highlighted: the creation of the World Wide Web and the globalization of all social, political, economic and environmental processes in the world. These and other changes have had a strong impact on the global education system as a whole. Thus, in European countries there is an increased interest in the study and application of various methods of teaching foreign languages, the specificity of which is not the use of a foreign language as a learning goal, but its use as a means of teaching.

Keywords: Content and language; integrated learning approach; English for specific purpose.

Introduction: In 1990, the European Commission launched the Lingua project, which gave rise to research in the field of teaching foreign languages. In 1995, the European Commission adopted a document on education entitled "Teaching and Learning. Towards a Learning Society." This document regulates the need for society to speak two foreign languages through the use of an integrated subject-language approach (Content and Language Integrated Learning - CLIL) in teaching.

Content and Language Integrated Learning (hereinafter CLIL) is a broad concept that covers various situations of teaching a non-linguistic subject through a second or foreign language. CLIL assumes a balance between subject content and language learning. Thus, language is used as a means of learning content, and content, in turn, is used as a resource for learning language.

CLIL can be seen as an educational approach that serves to support linguistic diversity, as well as a powerful tool that can have a strong impact on learning foreign

languages. In addition, CLIL is an innovative approach to learning that involves creating a holistic, dynamic and motivating environment. It makes it possible to overcome the limitations of the traditional school curriculum, i.e. not to teach different subjects individually, but to integrate them with others.

Language learning is surrounded by myths, many of which give false ideas about what is best for achieving success in learning a language. There are many scientific studies on how we learn languages that help us better understand and compare the concepts of language acquisition and language learning. Language learning is a conscious process, while language acquisition is unintentional. Language learning occurs in classrooms, while acquisition occurs through everyday communication in a foreign language.

Within the framework of CLIL, language development occurs naturally, based on another form of language teaching. Thanks to this, students and pupils are motivated to learn a foreign language. It is this "naturalness" that is the main reason for the success of CLIL both in schools and in higher education institutions. CLIL provides students with the opportunity to use a second language in a natural environment, so that in the process of learning the subject content, they forget about the language as such and focus only on the topic of the content. Thus, CLIL is an approach aimed at achieving a dual goal, in which the second language is used as a means of teaching the subject and is simultaneously an object of study.

For example, in parallel with learning mathematics, students acquire language skills and abilities, both in oral and written speech.

Language is a means of communication. Along with this, language mediates the transmission and reception of information, knowledge, messages, processes information received by an individual from the outside, thereby creating opportunities for organizing and systematizing a multitude of knowledge in memory. The development of human speech entails the development of cognitive skills, so that human consciousness can be represented in the form of verbal symbols that can be organized, processed, developed and linked. Each language reflects a certain way of perceiving and organizing the world, or its linguistic picture [1]. The set of ideas about the world, contained in the meaning of various words and expressions of the language, is formed into a certain unified system of views and attitudes, which is shared to one degree or another by all speakers of a given language. Thus, the native language has a strong influence on the perception of reality by students.

To study the influence of the integrated subject-language approach (CLIL) on the development of cognitive skills of students, we chose a combination of such disciplines as mathematics and English. The advantage of this choice is that mathematics is an exact science, which excludes the possibility of different interpretations or misinterpretations of facts. On the other hand, its strict nature does not allow for a holistic approach to learning English, which cannot fully reveal the richness and ambiguity of the vocabulary of this language.

The purpose of this article is to consider the interaction and mutual influence of three languages (Russian as a native language (L1), English as a foreign language (L2) and the language of mathematics (ML) and their impact on the development of students' cognitive skills.

The structure of English and Russian is fundamentally different, since Russian is an inflectional language, that is, one in which word inflection with the help of inflections - formants dominates, while English is mainly analytical [1]. That is why it uses other means to express syntactic relations. For example, in English, there is a strictly established and strictly observed word order in a sentence. This means that each member of the sentence must stand in its own, specific place, otherwise they can simply be confused, while in Russian, words in a sentence can be arranged in a free order. Mathematics classes involve non-verbal communication, and visual and graphic materials are used to a large extent. Mathematical language has a clear grammatical structure and its own terminology, with the help of which scientific theories, laws, principles, and provisions are formed [3].

Despite the fact that language factors influencing mathematical education have been studied for over forty years, the first significant discovery in this area was made by Brune (1980). In particular, he notes that "words are links in the chain of communication" and "mathematical terms are mental constructs, not material values." Recently, the term "language factors in mathematics learning" has become very popular, and it is used in many areas of science from psycholinguistics and sociolinguistics to the field of bilingual teaching of mathematics [1].

Hejný (1990, p. 26) defines mathematical language as an arbitrary system of signs, through which thinking and communication are realized. For teaching mathematics, it is important to explore the connection between "image and thought → their linguistic representation".

"Mathematical language" is a broad concept and can be interpreted in different ways (Pimm & Keynes, 1994). Firstly, ML is the language of communication used by the teacher and students in mathematics classes and

lessons, secondly, ML can be perceived as a system of mathematical notations, thirdly, ML includes the language of mathematical texts in both graphic and symbolic representation [4].

When children begin to attend school, they must learn to use a new type of language for themselves – mathematical, which is very different from the usual one in its formalization (Glaserfeld, 1995). This characteristic feature is especially emphasized when teaching mathematics in a foreign language. When using the ML in the classroom, the teacher must ensure that it corresponds to the age and level of development of the student, otherwise the topic will remain unclear to him. Moreover, teaching the ML includes not only mastering oral skills, such as listening and speaking, but also mastering written skills, i.e. reading and writing.

Using the integrated subject-language approach (CLIL) in teaching mathematics involves the use of interactive strategies developed by prof. of the Catholic University of Eichstätt-Ingolstadt in Germany O. Meyer.

The main strategy is "scaffolding learning" - comprehensive support for the student, helping to reduce the cognitive and linguistic load when studying a discipline in a foreign language. This strategy is implemented through the use of language cliches, a terminological dictionary, visualization of material, mnemonics, providing students with a large number of examples in a foreign language, which make it possible to complete tasks independently [6].

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