



Reforms and Initiatives Applied to The Field of Higher Education and CLIL Integrated Learning

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Abstract: Reforms and initiatives applied to the field of higher education during the past decade focus particularly on extending the scope of communicative educational space and scientific fields integration. Consequently, linguistic competence contributing to significant acceleration of the processes of globalization and internationalization of the society as a whole becomes the key component of higher professional education. It is necessary to ascertain that the current system of language education in universities fails to deal with the tasks in hand comprehensively. The search for more efficient didactical tools and ways of organizing teaching processes culminated in choosing the paradigm of integrated education, specifically, integration of subject knowledge and foreign language. This approach is well-renowned in scientific and educational literature as CLIL (Content and Language Integrated Learning).

Keywords: Content and Language Integrated Learning, professional training, synergetic effect, immersion, collaborative teaching, tandems.

Introduction: The integrated approach is focused on improving a real language facilities for learners to develop listening, speaking, reading and writing skills in a meaningful context. This approach is dedicated to learn language as a process in which learners will be provided with widely opportunities to understand and practice concepts that are presented to them. This means a modern teacher should organize or conduct the teaching process through using various approaches, methods, techniques or technologies to enhance student's knowledges [4]. It is necessary to connect the lesson with approaches or deal with language skills. As an example while using Communicative approach we

should try to use not only speaking activities but listening, reading writing activities should be integrated also 2. Materials/methods In this article when we are looking at the effectiveness of our teaching, we often get tied up in the minutiae of classroom practice. However, sometimes it's useful to take a bit of a step back and examine what we are doing more broadly. Here we take a look at some of the different options we have as teachers in the hope it allows you to contextualise your own practice [1]. As an example here one can mention about Krashen's and Terre In The Natural Approach: Language acquisition in the classroom, the joint effort of Krashen and Terrell has made it possible for theory and practice to interact. The authors provide a practical formulation of the theory. They have adapted it to a variety of situations for different types of learners" [11]. Krashen and Terrell state two purposes for their work: to offer an introduction to the Monitor Theory and to provide a handbook for instructors who wish to use a communicative based approach in the classroom. This work offers practical applications of the model for foreign and second language teaching". An integrated approach to intermediate Japanese book communication approaches is widely used through dialogs. Here is mentioned that intermediate level students should relate real life with communication approach by comparing English and Japanese language. We can watch how short stories and passages made learners how use communication approach with the Japanese culture and traditions. In Spain, Content and Language Integrated Learning (CLIL) has been implemented in schools since the beginning of the century to provide students with quality exposure to the language of instruction [5]. Generally, there seems to be positive attitudes among Spanish teachers and learners in relation to satisfaction and motivation with the CLIL experience [6]. The status of these languages makes the implementation of CLIL different in these regions, where the type of education developed is trilingual [6]. For this reason, national and international scholars have attempted to analyze the evolution of bilingual/multilingual education [8]. They have also examined the diverse manifestations existing in the country and the differences in implementation of the programs resulting from the freedom of regions to decide over education. 3. Results As a result of looking through several surveys on this theme we can come across that communication approach is more profitable way in teaching process. From point of view previous pedagogical experience we can notice that mostly using grammatical skill. Before students were not able speak or express their opinions more widely in foreign language because they used to only work on

their grammar. But nowadays teaching style also has increased spontaneously as a result of it all teaching process is conducted including all skills (reading, speaking, writing, listening) [7]. The leading role here should be that of teaching a foreign language as a means of communication, all aspects of which should be subordinated to communicative objectives. There is a definite relationship between communicative skills and integration. Integration is both the basis for the formation of communicative skills 4. Analysis From point of some researches view we can notice that teachers of English should express emphasis on learning language like it happens in everyday situations. This approach ensures the integration of all the four language skills. Listening and reading are called receptive skills and speaking and writing are called productive skills. While analyzing an integration of receptive and productive skills is the easiest way to ensure that communication takes place in the classroom. An integrated approach helps students to build content through real-life experience, making language more relevant and learning more meaningful. "The integrative approach is proposed to give a true language environment to learners to develop listening, speaking, reading and writing (LSRW) skills in a meaningful context" [9]. This shows that integrated approach makes learning more relevant and learning more meaningful as it makes learner by involving prior knowledge 5. Discussion This approach emphasis that English is not only for academic interest and content learning but also that it is a means of social interactions as well. Activities designed by the teacher should reflect situations that are real to everyday living, helping the students to approach life more confidently. Through this approach we can increase not only communicative skills but also it helps learners to motivate them to overcome any issues on studying target language. Moreover, the basic principles or structures of foreign language also can be more fruitful as it helps to choose them or enhance their skills [3]. Communicative learning is the most efficient teaching method, however in their practice it was seldom used, in most cases it was traditional methodology based on reading and grammar skills development. As a result, more than half of the students cannot speak English well enough; in spite of the emphasis on grammar, they admitted many problems in this area. This is, probably, due to the fact that the best way to master grammar is to learn the rule in communication, not in isolation. Secondly, there is an interesting contrariety between the choice of the preferable and the most efficient atmosphere in class [10]. Almost half of the students prefer calm, quiet and predictable atmosphere in class, but only 22% choose it as the most productive. The rest admit that competitive and imitating professional activity classes give better

results. Finally, the majority of students name communication as the most desired outcome of learning English in the university. All these results helped to work out an original integrated approach in teach in. First of all, the students admitted that communicative learning is the most efficient teaching method, however in their practice it was seldom used, in most cases it was traditional methodology based on reading and grammar skills development [2]. To sum up, an integrated approach to teaching foreign language has various advantages: students learn to speak how to relate authentic issues with daily life and enrich vocabulary, friendly atmosphere (many students got rid of the fear to take part in the contests in the foreign language; integrated approach to teaching helped young learners to create modern project work, 3) emphasis on communication (students communicate not only with each other and their teacher, but also with students from other universities); 4) digital technologies (online tools in English classes aroused more interest to the subject); 5 to appreciate foreign countries cultures and traditions. So, we must introduce new complex approaches to teaching and adapt to students' needs.

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ИНТЕГРИРОВАННЫЙ ПРЕДМЕТНО ЯЗЫКОВОЙ ПОДХОД CLIL В ОБУЧЕНИИ ПРОФЕССИОНАЛЬНО ОРИЕНТИРОВАННОМУ ОБЩЕНИЮ СТУДЕНТОВ ВУЗОВ., Мирон Ольга Львовна., ПРОБЛЕМЫ ВЫСШЕГО ОБРАЗОВАНИЯ, Учёные записки СПб филиала РТА № 3 (83) 2022