

A STUDY OF CLIL-BASED METHODOLOGY AND LANGUAGE SKILL DEVELOPMENT

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This study investigates the integration of Content and Language Integrated Learning (CLIL) within the regional education system of Karakalpakstan, with a particular focus on the development of English language competencies. Situated at the crossroads of multilingual education and ongoing educational reforms, Karakalpakstan presents unique challenges and opportunities for the implementation of the CLIL methodology. The research is based on a comprehensive dataset comprising qualitative interviews, classroom observations, and document analysis conducted across various schools and higher education institutions. The analysis of this data enabled the identification of key methodological practices, institutional constraints, and locally adapted CLIL strategies. The findings highlight the potential of CLIL to enhance students' English proficiency, particularly when supported by targeted teacher training, contextually relevant materials, and cross-institutional collaboration.

Karakalpakstan, an autonomous republic in northwestern Uzbekistan, is a linguistically and culturally distinct region within Central Asia. The region's bilingual education system, which includes both Karakalpak and Uzbek languages, is under increasing pressure to integrate English language instruction. This pressure arises from both global educational trends and national reforms. In this context, the Content and Language Integrated Learning (CLIL) methodology has emerged as a promising approach for facilitating simultaneous content and language acquisition. This study examines the implementation of CLIL in Karakalpakstan and its impact on the development of students' English language skills.

CLIL has gained global traction for its dual focus on subject content and language skills, particularly in Europe and Asia [2]. However, research on CLIL in Central Asia remains limited. Recent studies suggest that CLIL can be effectively adapted to multilingual contexts when supported by suitable pedagogical frameworks and teacher development programs [3]. In Uzbekistan, and particularly in Karakalpakstan, the implementation of CLIL is still in its early stages. Despite this, innovative initiatives at institutions such as the Nukus State Pedagogical Institute are exploring its potential for enhancing English language education. Previous local studies highlight the importance of context-specific materials and teacher preparedness in CLIL environments [4].

The present study employed a qualitative multiple-case study design, involving five secondary schools and one higher education institution in Karakalpakstan that have implemented CLIL-based instruction. The data were collected through a combination of semi-structured interviews with 18 English and subject teachers, classroom observations, and a comprehensive analysis of relevant policy documents. Additionally, reflective journals from students were reviewed to assess perceived improvements in language skills. The collected data were then analyzed thematically using NVivo software, with a focus on instructional strategies, teacher preparedness, and student outcomes.

The implementation of CLIL varied across institutions; however, common strategies included the use of English for instruction, supported by visual aids, bilingual glossaries, and scaffolding techniques. Teachers reported increased student engagement and motivation, particularly in speaking and reading tasks. Despite these positive outcomes, the implementation of CLIL in the Karakalpak context faced several challenges, including a lack of localized CLIL materials, limited training opportunities, and parental resistance due to concerns about reduced exposure to the native language. Nonetheless, students were reported to show increased confidence in their English language proficiency, especially in subject-specific vocabulary and oral presentations.

This article makes a significant contribution to the field by providing insights into the implementation of CLIL in under-researched multilingual regions, such as Karakalpakstan. When

adapted to the local context and supported by a structured methodology and teacher training, CLIL offers a viable classroom-based pathway for enhancing English language proficiency in content-rich environments. Future research should prioritize the following: first, the analysis of quantitative outcomes; second, the implementation of longitudinal tracking mechanisms; and third, the development of digital resources to support broader scalability.

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