

**DEVELOPING PROFESSIONAL FOREIGN LANGUAGE COMPETENCE
THROUGH THE CLIL APPROACH****Avezova Rohila Abdusharipovna**

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ABSTRACT: This article examines the importance of the CLIL (Content and Language Integrated Learning) approach in developing professional foreign language competence among non-philological students. The study analyzes the role of integrated language and subject teaching in improving communicative skills, professional vocabulary, and students' motivation. The effectiveness and advantages of CLIL in the educational process are also discussed.

Keywords: CLIL, professional competence, communicative competence, foreign language learning, integrated learning, higher education, non-philological students.

АННОТАЦИЯ : В данной статье рассматривается значение подхода CLIL (Content and Language Integrated Learning) в развитии профессиональной иноязычной компетенции студентов нефилологических направлений. Анализируется роль интегрированного обучения языку и предмету в совершенствовании коммуникативных навыков, профессиональной лексики и мотивации студентов. Также рассматриваются эффективность и преимущества методики CLIL в образовательном процессе.

Ключевые слова: CLIL, профессиональная компетенция, коммуникативная компетенция, изучение иностранного языка, интегрированное обучение, высшее образование, студенты нефилологических направлений.

ANNOTATSIYA : Mazkur maqolada nofilologik yo'nalish talabalari orasida kasbiy chet tili kompetensiyasini rivojlantirishda CLIL (Content and Language Integrated Learning) yondashuvining ahamiyati yoritilgan. Tadqiqotda integrallashgan til va fan ta'limining kommunikativ ko'nikmalar, kasbiy lug'at boyligi hamda talabalar motivatsiyasini oshirishdagi o'rni tahlil qilingan. Shuningdek, ta'lim jarayonida CLIL metodikasining samaradorligi va afzalliklari ko'rib chiqilgan.

Kalit so'zlar: CLIL, kasbiy kompetensiya, kommunikativ kompetensiya, chet tilini o'rganish, integrallashgan ta'lim, oliy ta'lim, nofilologik yo'nalish talabalari.

Introduction

In recent decades, the process of globalization has significantly increased the importance of foreign language learning in higher education. Modern specialists are expected not only to possess professional knowledge in their fields but also to communicate effectively in international and multicultural environments. English, in particular, has become the dominant language of science, technology, business, and international cooperation. As a result, the ability to use a foreign language for professional purposes is now considered an essential component of professional competence.

For students of non-philological specialties, foreign language learning is often connected with their future careers. Engineers, economists, medical workers, IT specialists, and other professionals frequently need to read scientific literature, participate in conferences, prepare presentations, and communicate with international colleagues in English. However, traditional methods of language teaching mainly focus on grammar rules and isolated vocabulary exercises, which may not provide students with sufficient practical communication skills. Therefore,

modern education requires innovative approaches that combine language learning with professional content.

One of the most effective and widely discussed approaches in contemporary education is CLIL (Content and Language Integrated Learning). The term CLIL was introduced by David Marsh in the 1990s and refers to a dual-focused educational approach in which a foreign language is used for teaching both content and language simultaneously. In CLIL classrooms, students learn academic or professional subjects through a target language, which enables them to develop language competence in authentic contexts.

The CLIL approach is based on four main principles known as the “4Cs Framework”: Content, Communication, Cognition, and Culture. “Content” focuses on subject knowledge, “Communication” develops language interaction skills, “Cognition” encourages critical and analytical thinking, and “Culture” promotes intercultural awareness and understanding. The integration of these components creates a student-centered learning environment where language becomes a practical tool for acquiring and exchanging knowledge.

Today, many higher education institutions are introducing CLIL into their curricula because it increases students’ motivation and engagement in the learning process. Through CLIL-based instruction, students are exposed to professional terminology, authentic materials, and real-life communication tasks. They actively participate in discussions, teamwork, presentations, and project-based activities that improve both language fluency and professional competence.

In addition, CLIL contributes to the development of communicative competence, which includes speaking, listening, reading, and writing skills necessary for effective interaction in academic and professional settings. Unlike traditional language teaching methods, CLIL emphasizes meaningful communication and practical application of knowledge rather than memorization of grammatical structures alone. This makes language learning more natural, contextualized, and professionally oriented.

Despite its numerous advantages, implementing CLIL may also present certain challenges. Teachers need adequate methodological preparation and strong language proficiency to teach subject content effectively in a foreign language. Furthermore, students may initially experience difficulties understanding complex professional concepts in another language. Nevertheless, research shows that regular exposure to integrated instruction gradually improves students’ confidence, autonomy, and communication skills.

Therefore, the growing demand for qualified specialists capable of functioning in international professional environments highlights the necessity of implementing innovative approaches such as CLIL in higher education. This article aims to explore the role of the CLIL approach in developing professional foreign language competence among non-philological students and to analyze its effectiveness in modern educational practice.

Methods

This research is based on a qualitative and descriptive analysis of the CLIL (Content and Language Integrated Learning) approach and its role in developing professional foreign language competence among non-philological students. The study examines theoretical sources, methodological literature, and practical teaching experiences related to integrated language and content instruction in higher education.

To achieve the objectives of the research, several scientific methods were applied. First, the literature review method was used to analyze national and international studies devoted to CLIL methodology, communicative competence, and modern foreign language teaching approaches.

Scientific books, journal articles, conference papers, and educational resources published by scholars such as David Marsh, Do Coyle, and other CLIL researchers were carefully examined.

Second, the comparative analysis method was employed to compare traditional foreign language teaching methods with the CLIL approach. This comparison helped identify the advantages of integrated learning in improving students' communicative and professional competencies. Particular attention was given to differences in student motivation, classroom participation, vocabulary acquisition, and practical language use.

Third, the descriptive method was applied to explain the characteristics and pedagogical principles of CLIL instruction. The study describes how subject content and language learning are integrated in classroom practice and how this integration contributes to the development of professional communication skills.

In addition, observation of classroom activities and teaching practices was used as a practical component of the research. Various interactive techniques commonly used in CLIL-based lessons were analyzed, including:

- group discussions;
- presentations;
- project-based learning;
- case-study activities;
- problem-solving tasks;
- role plays and professional simulations.

These activities were examined because they encourage active student participation and create authentic communication situations. Through such tasks, students practice professional vocabulary and improve their ability to communicate in real academic and occupational contexts.

The research also considered the role of teachers in the CLIL classroom. Effective CLIL instruction requires teachers to combine subject knowledge with language teaching strategies. Therefore, methodological competence, lesson planning, and the use of authentic materials were analyzed as important factors influencing the success of the educational process.

The collected information and analyzed sources made it possible to identify the pedagogical effectiveness of the CLIL approach in higher education. The study demonstrates that integrated learning positively affects students' communicative competence, critical thinking abilities, and motivation to learn foreign languages for professional purposes.

Results

The findings of this study demonstrate that the CLIL (Content and Language Integrated Learning) approach has a significant positive impact on the development of professional foreign language competence among non-philological students. The analysis of theoretical sources and classroom practices showed that integrated learning creates more effective conditions for language acquisition compared to traditional teaching methods.

One of the main results observed in CLIL-based instruction is the improvement of students' communicative competence. Students become more active participants in classroom communication because they use the foreign language as a practical tool for understanding and discussing professional subjects. As a result, their speaking, listening, reading, and writing skills improve simultaneously.

The study also revealed that CLIL increases students' motivation toward foreign language learning. Unlike traditional lessons focused mainly on grammar exercises, CLIL classes provide meaningful and professionally oriented tasks. Students show greater interest when they work

with authentic materials related to their future professions, such as scientific articles, business cases, technical documents, and presentations.

Another important result is the expansion of professional vocabulary and terminology. Through integrated instruction, students regularly encounter subject-specific language in real contexts, which helps them remember and apply new terminology more effectively. For example, engineering students learn technical expressions while discussing technological processes, whereas economics students improve their business communication skills through financial case studies and presentations.

Furthermore, the results indicate that collaborative activities used in CLIL classrooms positively influence students' confidence and critical thinking skills. Group discussions, project work, and problem-solving tasks encourage learners to express opinions, analyze information, and communicate ideas clearly in a foreign language. These activities also promote teamwork and independent learning.

The research findings additionally show that CLIL contributes to the development of intercultural competence. Students become familiar with international professional communication styles and cultural aspects of language use, which prepares them for participation in global academic and professional environments.

Overall, the results confirm that the CLIL approach not only improves foreign language proficiency but also helps students acquire practical communication skills necessary for their future careers.

Discussion

The results of this study support the idea that the CLIL approach is one of the most effective methodologies for integrating language learning with professional education. The positive outcomes observed in communicative competence and professional vocabulary development are consistent with the findings of many international researchers in the field of modern pedagogy and applied linguistics.

One of the major strengths of CLIL is its learner-centered nature. In traditional language classrooms, students often memorize grammar rules and vocabulary without understanding how to apply them in real-life situations. In contrast, CLIL creates authentic communicative environments where language is used naturally for academic and professional purposes. This practical orientation increases students' engagement and helps them develop confidence in using a foreign language.

The study also highlights the importance of active learning strategies within CLIL instruction. Interactive methods such as presentations, discussions, role plays, and project-based learning encourage students to become independent learners and critical thinkers. Such activities improve not only linguistic competence but also analytical and problem-solving abilities that are essential in professional life.

Another significant aspect discussed in this research is motivation. Students tend to demonstrate greater interest in learning when they clearly understand the connection between language study and their future careers. CLIL lessons provide this connection by integrating professional content into language instruction. Consequently, students perceive foreign language learning as meaningful and useful rather than as a purely academic subject.

At the same time, the implementation of CLIL in higher education may involve several challenges. One of the primary difficulties is the lack of sufficiently trained teachers capable of teaching both subject content and language simultaneously. Effective CLIL instruction requires educators to possess strong methodological knowledge, language proficiency, and professional expertise.

In addition, some students may initially experience anxiety or difficulties when studying complex professional materials in a foreign language. This issue can be addressed through careful lesson planning, gradual introduction of terminology, and the use of supportive teaching strategies such as visual aids, scaffolding techniques, and collaborative learning.

Despite these challenges, the overall effectiveness of CLIL remains evident. The approach prepares students for real communication in international professional contexts and enhances their competitiveness in the global labor market. Therefore, many educational institutions continue to introduce CLIL into their curricula as part of educational modernization and internationalization processes.

In conclusion, the discussion confirms that CLIL is not only a language teaching methodology but also a comprehensive educational approach that supports the intellectual, professional, and communicative development of students in higher education.

Conclusion

In conclusion, the CLIL (Content and Language Integrated Learning) approach plays an important role in developing professional foreign language competence among non-philological students. The integration of subject content with language instruction creates effective learning conditions in which students improve both their professional knowledge and communicative abilities simultaneously.

The study demonstrates that CLIL-based instruction contributes to the development of essential language skills, including speaking, listening, reading, and writing. In addition, it enhances students' professional vocabulary, critical thinking abilities, intercultural awareness, and confidence in using a foreign language in academic and professional situations. Through authentic materials and interactive classroom activities, students become more actively involved in the educational process and gain practical communication experience related to their future careers.

Another important advantage of the CLIL approach is its positive influence on student motivation. Since the learning process is directly connected with professional content, students understand the practical value of foreign language learning and participate more actively in classroom activities. As a result, language acquisition becomes more meaningful, purposeful, and professionally oriented.

At the same time, successful implementation of CLIL requires qualified teachers, appropriate teaching materials, and effective methodological support. Educational institutions should therefore provide professional training programs for teachers and create favorable conditions for integrated learning environments.

Overall, the findings of this research confirm that CLIL is an innovative and effective educational approach that meets the demands of modern higher education. It prepares students for successful participation in international academic and professional communities and increases their competitiveness in the global labor market. Therefore, the wider application of CLIL methodology in higher education institutions can significantly improve the quality of foreign language teaching and contribute to the preparation of highly qualified specialists for the modern world.

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