

THEORETICAL FOUNDATIONS OF USING SLIL TECHNOLOGIES IN DEVELOPING STUDENTS' LANGUAGE SKILLS

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Annotation

In the current era of globalization, the use of innovative approaches in the process of teaching foreign languages is gaining relevance. Language is considered not only as a means of communication, but also as one of the important factors of intercultural communication, socio-economic and technological development.

Keywords

competence, skills, adaptability, modularity, individualization, PISA, TIMSS.

CLIL (Content and Language Integrated Learning) technologies are an effective approach to developing students' language skills. This technology makes language learning more meaningful and interesting by combining practical and theoretical knowledge. CLIL technologies allow teaching language and other subjects simultaneously, developing students' communicative competence, as well as their critical thinking, creativity and intercultural communication skills. At the same time, this approach serves to ensure results that meet national and international educational standards.

This paragraph aims to highlight the theoretical foundations of CLIL technologies in developing students' language skills, their advantages and principles of application. One of the ancient methods of education and upbringing that gave primary importance to linguistic activity is the educational system used in Sufism. It should also be noted that the principle was followed that the student should be engaged in teaching others the knowledge he had acquired. In this, the seriousness of the student's desire to learn, as well as his readiness to face and overcome difficulties on the way to receiving education, applying it in practice, and creating useful value for society, were tested through severe, seemingly unexpected and severe tests.

Among the main tasks of school education in the continuous education system, ensuring the quality of education based on modern curricula and technologies in accordance with the State Educational Standard, training

enterprising and entrepreneurial personnel, and ensuring the humanization of national education, is of great importance in the education of young people. In this process, the high level of qualifications, personal and professional development of graduates of educational institutions, the development of their language skills and professional professionalism ensure their competitiveness in the labor market.

The education system of Uzbekistan has been rapidly developing in recent years to respond to changing requirements and global competition. In order to create a modern education system, consolidate students' knowledge and increase their readiness for social life, new pedagogical approaches and methodologies are being introduced. In this regard, the resolutions and decrees adopted by the President of the Republic of Uzbekistan have created an important legal basis for updating the education system.

The structure of the process of developing students' language skills is based on the principles of adaptation (adaptation), modularity, and individualization of the requirements of the international assessment program with the national education system, and has a general didactic, subject, and modular structure.

The presence of concerted rules in modeling the development of students' language skills makes it possible to create a national assessment system based on high economic efficiency at the level of international standards in the organization of international studies such as RISA and TIMSS in the field of assessing the quality of education in the school education system.

The structure of the process of developing students' language skills, the identification of concerted rules for the coordination of the requirements of the international assessment program with the national education system, helps to increase the effectiveness of developing language competence in students, and to model the functional relationship of competence approaches.

The introduction of new and innovative methods in the development of students' language skills is of great importance in making language learning effective and interesting. Today, due to globalization and the development of technologies, the education system is in need of renewal and innovation. It is necessary to provide students with modern and practical methods of language learning, to introduce methods that do not limit them to studying only grammar and vocabulary, but also allow them to use the language in different contexts. In this regard, CLIL (Content and Language Integrated Learning) technology is an important tool in the effective development of students' language skills. CLIL (Content and Language Integrated Learning) methodology provides for the joint study of content and language. This methodology provides students with the

opportunity not only to learn the language, but also to master the content of academic knowledge. The main goal of CLIL methodology is to learn the language in practice, to apply it with the help of other subjects. For example, students study subjects such as mathematics, biology, geography in English. This method helps students develop basic subject knowledge while learning a new language.

The CLIL methodology not only provides students with broad opportunities for language learning, but also increases their general intellectual potential. In the process of learning other subjects through language, students gain a deeper understanding of their subjects and acquire practical knowledge. This increases their general level of knowledge. Along with learning English, students also develop skills in using this language in scientific and technical fields. Such an integrated approach also develops students' independent thinking, problem-solving and creative approach skills.

The integration of CLIL technologies into the Uzbek education system is an effective tool for developing students' language skills. The CLIL methodology ensures not only language learning, but also the acquisition of academic and practical knowledge. Through this methodology, students' general intellectual potential is further increased and they are prepared to work successfully in various fields. The widespread use of CLIL methodology in the Uzbek education system ensures that students receive quality education and serves to educate the future generation in accordance with international educational standards.

CLIL (Content and Language Integrated Learning) methodology involves learning a language not only based on grammatical rules, but also in context. This methodology teaches students to learn a language not only through grammatical structures of the language, but also in a practical context. The main goal of the CLIL approach is not to limit language learning to translation, vocabulary learning and knowledge of grammatical norms. On the contrary, it allows students to learn a language through other subjects (for example, mathematics, biology, history, geography, etc.). This methodology aims to meet the real-life language needs of students, taking into account the social and academic context in language learning. The CLIL methodology also has a significant impact on the personal and social development of students. In the process of learning a language, students acquire not only the linguistic aspects of the language, but also the social and cultural aspects. Students learn about other countries and cultures and try to understand their perspectives, which increases their global and cultural competence.

CLIL methodology develops students' language skills more deeply, teaching them together with scientific and practical knowledge. This methodology serves to

increase students' social and cultural competences, as well as broaden their general worldview.

Thus, students gain a deeper understanding of how to use a language in practice during the process of learning it. For example, when students learn mathematics in English, they not only learn mathematical words and formulas, but also learn how to refer to them in English, how to express a problem. This helps students understand how the language they are learning is used not only as a language, but also in other subjects and areas.

Conclusion. By integrating CLIL technologies, students are not limited to learning only the language, but also master more effective methods of learning subjects. The use of digital technologies and interactive teaching methods helps to deepen students' scientific and practical knowledge, as well as create more interesting and effective ways for them to learn the language. This increases the level of students' knowledge and their interest in learning.

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