



FROM THE EXPERIENCE OF USING THE CLIL METHODOLOGY IN UZBEKISTAN

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Abstract: This article highlights the issue of using the CLIL methodology in Uzbekistan. What conditions are necessary for the implementation of this technique. The article attempts to prove the objective need to develop a textbook on mathematics in English for use in schools in Uzbekistan. This study highlights the advantage of a subject teacher over a foreign language teacher for using the CLIL methodology. Difficulties encountered by subject teachers are highlighted and ways to eliminate them are suggested.

Keywords: CLIL methodology, mathematics, knowledge, vocabulary, grammatical structures, competence, pronunciation

A study of online resources shows that many countries and educational institutions around the world are promoting parallel teaching and learning of both content and language using CLIL. For example, the European Union (EU) also accepts it.

According to the EU language policy, by 2025 young EU citizens must learn and speak at least two additional European languages along with their mother tongue by the time they leave school.

The aim of our study was to conduct English classes with the help of CLIL in Uzbekistan. The experience of classes at the Kokand State Pedagogical Institute at the Faculty of Mathematics using the CLIL methodology shows that subject teachers understand the material more easily. than foreign language teachers for this In understanding, formulas and basic knowledge of the subject play an important role.

As you know, for the effective implementation of CLIL, specific organizational and pedagogical conditions are necessary, since it is necessary to manage pedagogically subject content, realizing its potential for learning a foreign language. In order for mathematics teachers to be able to master the required level of foreign language proficiency, there is an objective need to develop this educational and methodological manual in mathematics in English for use in schools in Uzbekistan. We fully agree with the opinion of Salekhova L.L.¹ and others that “each subject has its own special language (content obligatory). It includes: special subject vocabulary and terms, grammatical structures and functional expressions.”

In this regard, before compiling the textbook “Mathematical English”, it was necessary to find out what vocabulary and grammatical structures it is important for a subject teacher to learn in order to teach students to comment on completed assignments and solved problems.

¹ Salekhova L.L., Grigorieva K.S., Lukoyanova M.A. Pedagogical technology of bilingual education CLIL: teaching aid / L.L. Salekhova, K.S. Grigorieva, M.A. Lukoyanov. - Kazan: KFU, 2020. - 59 p.

For example, when introducing the topic: “Formation of numbers in the second ten”, the words were explained:

unit of measurement , the figure, to add, to get, digit, number

One of the grammar rules that students need to remember when explaining this topic is “Plural Nouns.”

stick - sticks

number-numbers

digit - digits

Another grammatical material is the Infinitive Passive:

The expanded form of a 2-digit number can be shown in different ways.

The number 57 can be written in one form as $57 = (5 \times tens) + (7 \times ones)$

What groups can these numbers be divided into?

The fact that we started the lesson with the actualization of already existing knowledge on the topic under study was more effective. The students had a sufficient amount of knowledge on the topic of the lesson in their native language, however, they had difficulties in transmitting this information in English.

It is impossible to deny the need to use the native language in the classroom. For example, during a brainstorming session on solving a problem on a new topic, students lead a discussion in their native language, and then translate them into a foreign one.

Speaking about the difficulties for subject teachers, it should be noted that they should have a sufficiently high level of foreign (English) language proficiency in order to feel comfortable in the classroom, especially if they have not practiced it for a long time. For example, in mathematics, subject teachers should: - clearly and clearly explain the subject content; - check the pronunciation of special vocabulary, which may have common colloquial synonyms; - have a sufficient level of development of foreign language competence, which implies the ability to ask and answer questions, paraphrase statements, clarify and encourage students, etc.

Based on the experience of parallel teaching of mathematics in English, which is a foreign language for our students, we fully agree with the opinion of Salekhova L.L.²

One of the main problems for teachers working with the use of CLIL is the lack of teaching materials for the disciplines they teach. It is quite difficult to enrich the material presented in the native language, and at the same time adhere to the approved educational program. Adapting foreign language material to the needs of specific students is also quite laborious and time consuming. In most cases, educational literature is published for each country in its own language and in the state language. With the accumulation of experience in teaching using CLIL technology, teachers, as a rule, begin to increasingly adapt and use materials from foreign-language online resources and educational publications in the learning process.

To prevent pronunciation difficulties that subject teachers may encounter, a pronunciation rule with examples is given at the beginning of each lesson.

² Salekhova L.L., Grigorieva K.S., Lukoyanova M.A. Pedagogical technology of bilingual education CLIL: teaching aid / L.L. Salekhova, K.S. Grigorieva, M.A. Lukoyanov. - Kazan: KFU, 2020. - 64 p.

So, when explaining the topic “Formation of numbers in the second ten”, it is proposed to work out the rule “*Silent first letters /k/ in kn*”.

Since the following is an explanation of the formation of the numerals of the second ten, where the expression is used: “We knit these ten sticks into one bundle”, in which the subject teacher comes across the word knit, the pronunciation of which will cause him difficulty.

When explaining any material, it is necessary to practice using the appropriate grammatical material. For this purpose, the textbook “Mathematical English” provides grammatical material:

If one more stick is added to one ten - then we get eleven (page 9)

To compare natural numbers (Comparing numbers) in the textbook, it is proposed to repeat the grammatical topic: “The Comparison of Adjectives”. The authors of the manual are sure that each teacher, depending on the knowledge of students, can change the topic of the grammatical material. Therefore, they are only invited to use this or that material. Thus, the teacher has every right, relying on his flexibility, to change the lesson plan.

One of the difficulties is that some math material is presented in a different way in Uzbekistan compared to other countries.

For this, a parallel analysis was made of the mathematics textbook Khaidarov B.K.³, published for students in Uzbekistan and the textbook “Let's Do Mathematics Book 5”, published in 2005 in Guyana⁴, available in online resources.

In summary, it can be concluded that in order to successfully teach mathematics in English, subject teachers themselves must have an integrated and well-prepared education to help them properly prepare their students to become open-minded citizens who speak more than one language.

Since CLIL is about teaching content (content "content")

in a foreign language. It can serve as an approach to ensure meaningful use of language based on specific content.

English is the language in which this particular content is taught.

The textbook "Mathematical English" will help the teacher of mathematics to better master his subject in English and organize effective training for students, future teachers of mathematics, that meets international requirements.

The “Sensus” courses organized for studying mathematics in English in Tashkent will also allow you to get a high level of mathematical and language skills.

³ 3- Haydarov B. Q. Matematika 5 sinf : umumiy o‘rta ta’lim maktablarining 5- sinfi uchun darslik / Qayta ishlangan va to‘ldirilgan ikkinchi nashri. - Toshkent : Yangiyo‘l Poligraf Servis, 2015. - 240 b.

⁴ “Let's Do Mathematics Book 5”, Гайана, 2005

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