

TEACHING ENGLISH TO YOUNG LEARNERS IN THE CLASSROOM USING THE CLIL METHOD

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Abstract: *The possibilities of teaching English to young students using the Content and Language Integrated Learning (CLIL) method is looked at in this abstract. By leveraging a student's natural curiosity and enthusiasm for the subject matter, CLIL creates a more captivating and effective language learning environment. This technique goes beyond conventional grammar-focused methods by integrating English language instruction with other fields, such as science, art, or social sciences.*

Key words: *CLIL, Second Language Learning, Immersion, Learning English as a Second Language (ESL), subject and language integration, young learners.*

INTRODUCTION

Young people benefit from knowing English well since the world is getting more interconnected. However, traditional English language instruction usually seems dry and disconnected from pupils' everyday lives. Allow me to introduce you to CLIL, or Content and Language Integrated Learning, a dynamic approach that uses young learners' enthusiasm and involvement to unlock their language learning potential. CLIL broadens the scope of English learning beyond textbooks and grammatical drills by seamlessly incorporating English instruction into other subject areas like science, art, or social studies. Imagine young kids exploring the fascinating world of animals in English or using their newly learned language skills to produce a play about their favorite historical figures. This study will highlight the key elements of CLIL in action and demonstrate how it could transform the English language development of young students. We'll review the principles of choosing relevant content, encouraging language growth, designing engaging activities, and accurately assessing student learning within a CLIL framework. Ultimately, this guide will provide educators with a clear implementation path for CLIL in the classroom, allowing them to make the most of this innovative approach for young English language learners.

To improve the efficacy of language acquisition, new approaches are constantly being developed in the field of language teaching. The concept of content and language integrated learning (CLIL) is one such strategy that has attracted a lot of interest recently. CLIL combines language learning and topic knowledge by teaching academic subjects in a foreign language. CLIL offers a wide range of advantages in the context of English as a Foreign Language (EFL) that support holistic language development and improved academic proficiency. This article displays the benefits of using CLIL while instructing English to EFL students, emphasizing how it affects language learning, cross-cultural competency, cognitive benefits and critical thinking.

Language is best acquired when it is incorporated into a meaningful context, which is the foundation of CLIL. Students frequently experience language in typical EFL settings in isolation, isolated from its actual use. This could result in a gulf between language learning and

actual usage. CLIL, on the other hand, combines language training with the study of other academic topics to give learners the opportunity to utilize language for real-world purposes. CLIL enables students to view language as a tool for communication rather than just a subject of study, as suggested by Coyle et al. (2010). For instance, when teaching science or history to kids in English, specific language and sentence patterns are presented to them in a context that is appropriate. Contextualized learning encourages a greater comprehension and retention of language functions and forms. As a result, students simultaneously gain subject-specific knowledge and improve their language skills. By placing students in a purposeful linguistic setting, the meaningful integration of language and content in CLIL improves students' language acquisition process.

Cross-cultural competency has become essential in a society that is becoming more connected. Students are exposed to a variety of linguistic and cultural viewpoints because to CLIL. Students obtain knowledge of the culture and mental processes linked with the language by studying subjects in it. This exposure fosters a stronger understanding of cultural variance and improves learners' capacity for navigating cross-cultural encounters. Additionally, cross-curricular connections are encouraged by CLIL. As English language learners interact with many subjects, they become aware of how knowledge from other disciplines is connected. The transfer of knowledge and abilities from one setting to another is made easier by this holistic approach to education, which encourages a more complete and integrated understanding of the world. In its report on CLIL published in 2006, the European Commission emphasized the importance of this approach in helping students improve their language and cultural competences and become productive global citizens.

Beyond just teaching language, CLIL fosters the cognitive abilities needed for long-term learning and academic achievement. Higher-order thinking processes are required when interacting with content in a foreign language, which promotes analytical, problem-solving, and critical thinking abilities. According to Dalton-Puffer (2011), students who use CLIL frequently demonstrate increased cognitive flexibility by being able to adjust to various linguistic and cognitive demands across topics. It is necessary for students to decode, analyze, and synthesize information from numerous sources when they face difficult concepts in a variety of fields through the use of English. They are more deeply understanding the material thanks to this cognitive engagement, which also improves their cognitive skills. Marsh (2002) found that because CLIL training is interdisciplinary, students tend to do better on tasks demanding critical thinking and sophisticated cognitive abilities. English as a Foreign Language (EFL) instruction has benefited greatly from the use of content and language integrated learning (CLIL). The benefits of CLIL, which combines language learning with subject-matter knowledge, go far beyond those of conventional language instruction. Teachers and those making decisions should be aware of CLIL's potential to transform language instruction and equip students for success in the 21st century.

METHODOLOGY

This provides a workable plan for implementing CLIL in young English learner classrooms. In order to establish a dynamic and productive learning environment, it highlights the significance of thorough planning, scaffolding, and active engagement. 1. Content choosing • Curriculum Alignment select lessons that fit the learners' current curriculum,

taking into account their interests and age appropriateness. Use the study of animals, for instance, as a jumping off point for improving their English language skills.

- Real-world connections choose reading material that makes sense to them in their day-to-day activities. Take a look at English routines such as "getting ready for school" or use a story about a kid visiting the park to incorporate new terminology.
- Interest-driven learning to increase motivation, capitalize on their interests and passions. Use this theme—if they are dinosaur enthusiasts—to introduce new words, grammar ideas, and even role-playing exercises.

2. Encouraging language acquisition

- Clearly stated objectives make sure students understand what they will study and how they will use English throughout the class by clearly stating the learning objectives for both language and topic.

- Terminology pre-teaching prior to the session, introduce important terminology using pictures, gestures, real-world items, and repeated exposure.

- Visual aids and simplified language to enhance language comprehension, use images, posters, flashcards, and actual objects. Don't use too complicated terminology and instead use sentence forms that are appropriate for them.

- Repetition and rephrasing to reinforce learning, repeat important words and phrases multiple times in various circumstances.

- Interactive Activities to give students real-world opportunities to practice their English, including interactive activities like role-playing, games, and group discussions.

DISCUSSION AND RESULTS

Teaching English to young learners has been found to be beneficial when CLIL is implemented in the classroom. Nonetheless, in order to guarantee its efficacy, a few factors necessitate serious thought and constant evaluation. It's still important to pick interesting and pertinent material. Instructors have to find a middle ground between following the curriculum and piquing students' interests. It is crucial to continuously evaluate student input and modify the program as necessary. Scaffolding and Differentiation: It's critical to provide learners with diverse abilities with enough scaffolding. In order to differentiate instruction, teachers must challenge advanced students while offering assistance to those who are failing. This could entail the use of visual aids, language simplification, guided practice, and the provision of one-on-one or small-group support. In order to implement CLIL successfully, instructors must feel at ease with the technique and have received the necessary training. Workshops, chances for professional growth, and peer cooperation may all be part of this. Assessment Difficulties: Using a CLIL framework to evaluate language development and content comprehension might be difficult. Educators must create innovative tests that accurately represent what their students have learned.

CONCLUSION Teaching English to young students is an exciting and fulfilling experience. By adopting the cutting-edge methodology of CLIL, instructors may revolutionize the educational process and open up a world of opportunities for their pupils. By seamlessly integrating English into other topic areas, CLIL goes above and beyond standard approaches to improve learning's impact, relevance, and engagement. It promotes the growth of critical 21st-century abilities, a love of language, and a broader awareness of the world. As we've seen, careful preparation, flexibility, and a dedication to ongoing development are necessary for the successful deployment of CLIL. To effectively execute this practice, teachers need to have the

necessary expertise, resources, and support systems in place. In the end, CLIL gives young students the tools they need to navigate an increasingly connected world by enabling them to become confident and fluent communicators. It is an effective tool for teachers that may spark a love of language, education, and discovering the enormous potential that each and every kid possesses. We can provide our youngest students a better future by adopting CLIL and putting them on the path to being competent, self-assured, and global citizens.

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