



Teaching CLIL in Uzbekistan: Possibilities and Challenges in Local Schools

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Abstract

This thesis examines the feasibility of implementing CLIL in local schools in Uzbekistan. It highlights the benefits of integrating language and content learning while addressing challenges such as teacher training, curriculum limitations, and lack of resources. The study concludes that CLIL is possible with proper reforms and institutional support.

Introduction

Content and Language Integrated Learning (CLIL) has emerged as an innovative educational approach combining subject content teaching with foreign language acquisition. This thesis examines the feasibility of implementing CLIL in local schools in Uzbekistan. It analyzes theoretical foundations, current educational reforms, benefits, and challenges associated with CLIL. The study concludes that while CLIL is highly promising in Uzbekistan, its successful implementation depends on teacher training, curriculum development, and institutional support.

In the context of globalization and increasing demand for multilingual competence, education systems worldwide are adopting innovative methodologies. One such approach is CLIL (Content and Language Integrated Learning), which integrates subject teaching with foreign language learning. According to Coyle, Hood, and Marsh (2010), CLIL allows students to develop both linguistic and cognitive skills simultaneously.

Uzbekistan has recently undertaken significant reforms in foreign language education, particularly after the Presidential Decree (2017) emphasizing the importance of improving language teaching. As a result, interest in CLIL methodology has increased in both higher and secondary education institutions. However, the question remains: Is it possible to effectively implement CLIL in local schools in Uzbekistan?

CLIL is a dual-focused educational approach in which a foreign language is used as a medium of instruction for teaching non-language subjects such as science, mathematics, or history. This method enhances language proficiency while deepening subject knowledge. Research shows that CLIL promotes cognitive development, communicative competence, intercultural awareness, motivation and engagement. Unlike traditional language teaching, CLIL provides meaningful context, enabling students to use language actively rather than passively. Uzbekistan is currently in the early stages of CLIL implementation. While the approach is recognized in academic literature and teacher training programs, it is not yet widely applied in general secondary schools.

Several pilot initiatives and research studies indicate growing interest in CLIL such as; universities and pedagogical institutes introduce CLIL concepts in teacher training, some private and specialized schools experiment with bilingual instruction, and government reforms promote foreign language learning from early grades. Studies conducted in Uzbekistan show that CLIL can improve both language skills and subject understanding when applied effectively.

Advantages of CLIL in Local Schools

1. *Improvement of Language Skills*
CLIL enables students to learn a foreign language naturally through subject content. This leads to better communicative competence compared to traditional grammar-based approaches.
2. *Development of Academic Skills*
Students develop higher-order thinking skills such as analysis, problem-solving, and critical thinking.
3. *Increased Motivation*
CLIL lessons are often more engaging because they are content-based and interactive, which increases students' motivation.
4. *Preparation for Globalization*
CLIL prepares students for international education and careers by improving both language proficiency and subject knowledge.

Despite its advantages, several significant challenges hinder the implementation of CLIL in local schools.

1. *Lack of Qualified Teachers*
One of the main obstacles is the shortage of teachers who are proficient in both subject content and foreign language instruction. Effective CLIL requires dual competence, which is still limited in Uzbekistan.
2. *Insufficient Teaching Materials*
There is a lack of appropriate textbooks and resources designed specifically for CLIL contexts. Most materials are either translated or not adapted to local needs.
3. *Curriculum Constraints*
The existing curriculum is not fully designed for integrated learning, making it difficult to incorporate CLIL without structural changes.
4. *Assessment Difficulties*
Evaluating both language and content simultaneously presents methodological challenges for teachers.
5. *Regional Inequality*
Urban schools may have more resources and trained teachers, while rural schools face greater difficulties in implementing CLIL.

Despite these challenges, CLIL is feasible in Uzbekistan under several important conditions:

- *Teacher Training Programs.* Continuous professional development is essential to prepare teachers for CLIL instruction.
- *Gradual Implementation.* CLIL should be introduced step by step, beginning with pilot schools and selected subjects.
- *Adapted Materials.* Locally relevant textbooks and teaching resources should be developed to meet learners' needs.
- *Government Support.* Educational reforms and policy support play a crucial role in expanding CLIL implementation nationwide.
- *Collaboration.* Cooperation among universities, schools, and international organizations can facilitate effective CLIL implementation.

Research indicates that when these conditions are fulfilled, CLIL significantly enhances both language proficiency and academic achievement.

Conclusion

In conclusion, CLIL represents a promising educational approach for Uzbekistan, aligning with national goals of improving foreign language proficiency and modernizing education. While the implementation of CLIL in local schools is challenging due to limitations in teacher training, resources, and curriculum design, it is nevertheless feasible. With systematic reforms, investment in teacher education, and gradual integration into the school system, CLIL can become an effective tool for developing multilingual and globally competent students in Uzbekistan.

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