DEVELOPING FUTURE SPECIALISTS' PROFESSIONAL-COMMUNICATIVE COMPETENCE IN ENGLISH THROUGH CLIL

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Abstract. *Graduates of non-linguistic programmes are expected to use English in their professional fields, yet general English courses often leave a gap between language learning and subject knowledge. Content and Language Integrated Learning (CLIL) addresses this gap by teaching subject content and language together. This paper reviews recent studies on CLIL and professional-communicative competence in political science, information technology and chemistry. The review suggests that CLIL, when built on authentic materials, discipline-specific tasks and a clear lesson structure, can effectively develop future specialists' professional communication in English. It also shows that a well-defined methodology and teacher preparation are needed for consistent results.*

Keywords: *CLIL, professional-communicative competence, future specialists, English.*

Professional-communicative competence is the ability to use a foreign language effectively in situations that arise in one's future profession [1]. Traditional English courses often teach language separately from the student's specialty, so learners may know general English but struggle to discuss professional topics. CLIL is a promising response to this problem, and it is increasingly described as an effective technology for teaching professional English [3].

CLIL is an approach in which a subject and a foreign language are learned together, so that English becomes a tool for studying professional content rather than only an object of study. Its lessons are commonly planned around four principles: content, cognition, communication and culture [2]. This is especially relevant for students of non-linguistic specialties, who need English mainly to read specialist texts, take part in discussions, present ideas and cooperate with colleagues in their field.

Professional-communicative competence is usually understood as a combination of several components: language knowledge, communicative skills, knowledge of the subject area and awareness of the cultural norms of professional communication. Because these components develop together, teaching them separately is less effective than teaching them in the context of real professional content. This is the main theoretical argument for using CLIL in the training of future specialists.

Abramova describes the use of CLIL in a professional English course for political science students, where the lesson is organised around four principles: content, cognition, communication and culture. The study stresses the careful selection of authentic materials and offers tasks designed specifically to develop professional-communicative competence, while also noting the difficulties that teachers and students face in CLIL lessons [2]. This shows that CLIL is not simply "teaching a subject in English" but requires deliberate lesson design.

Studies in other fields point in the same direction. In Kazakhstan, the need for IT specialists who can work in a foreign language is a factor limiting the growth of the sector, and the implementation of innovative techniques led to positive dynamics in students' subject-related communicative competence [4]. A similar approach was applied to the discipline "organic chemistry", where an integrated teaching methodology was used to develop future chemists' foreign-language professional-communicative competence [6]. Taken together, the studies show that the CLIL approach can be adapted to very different specialties, from humanities to natural sciences.

Digital tools may further strengthen this process. Research on integrating information technology into the formation of professional-communicative competence suggests that technology can make communication practice more accessible and varied [5]. Combining CLIL with such tools is therefore a direction worth exploring in the design of new methodologies.

From the reviewed studies, a CLIL lesson for professional purposes can be described in several stages. Students first meet an authentic text or a professional situation related to their specialty; then they work on the key terms and language structures needed to understand it; next they complete communicative tasks such as discussions, role plays, problem solving or short presentations; and finally they reflect on both the content and the language they used. This sequence keeps the focus on meaningful professional communication while giving the language support that students need [2], [6].

At the same time, CLIL is not free of difficulties. Both teachers and students face challenges in CLIL lessons [2], and the approach places high demands on the teacher, who needs to combine language teaching skills with sufficient understanding of the subject content. Selecting or adapting authentic materials to students' language level also takes considerable time. For this reason, close cooperation between English teachers and subject specialists, together with special training for teachers, can be regarded as an important condition for successful implementation.

Assessment is another important element of a CLIL-based methodology. Since the aim is professional communication, progress should be evaluated not only through

grammar and vocabulary tests but also through students' ability to perform professional tasks in English, for example explaining a process, discussing a problem, writing a short professional text or giving a presentation. Clear criteria covering language accuracy, content knowledge, fluency and appropriateness of communication help teachers to see how students' competence develops and to adjust the course accordingly [6].

The topic is also relevant for Uzbekistan, where universities are increasingly preparing specialists who must work with international sources, take part in academic exchange and communicate with foreign partners. Preparing such graduates requires English teaching that is closely connected with their future professions, and CLIL provides a framework for this connection.

The reviewed literature comes mainly from Russia and Kazakhstan, so systematic research on CLIL-based methodology in the Uzbek higher-education context remains limited. A methodology suited to this context should therefore include clearly defined components of professional-communicative competence, discipline-specific authentic materials, communicative tasks based on real professional situations, and criteria for assessing students' progress. In practice, such a methodology can be organised in stages: diagnosing students' initial level of English and their professional needs; selecting subject content and authentic materials; designing tasks that combine content and language aims; implementing them in the classroom with appropriate language support; and assessing the development of students' professional-communicative competence at the end of the course.

To conclude, CLIL offers a practical way to develop future specialists' professional-communicative competence in English, but its effectiveness depends on careful methodological design, suitable materials and well-prepared teachers.

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