

**PEDAGOGIKA YO'NALISHI TALABALARIGA INGLIZ TILINI CLIL  
TEKNOLOGIYASI ASOSIDA O'QITISH METODIKASINI  
TAKOMILLASHTIRISH (KREATIV PEDAGOGIKA FANI MISOLIDA)**

**IMPROVING THE METHODOLOGY OF TEACHING ENGLISH TO  
PEDAGOGY STUDENTS THROUGH CLIL TECHNOLOGY: THE CASE OF  
CREATIVE PEDAGOGY COURSE**

**СОВЕРШЕНСТВОВАНИЕ МЕТОДИКИ ПРЕПОДАВАНИЯ  
АНГЛИЙСКОГО ЯЗЫКА СТУДЕНТАМ ПЕДАГОГИЧЕСКОГО  
НАПРАВЛЕНИЯ НА ОСНОВЕ ТЕХНОЛОГИИ CLIL (НА ПРИМЕРЕ  
ДИСЦИПЛИНЫ «КРЕАТИВНАЯ ПЕДАГОГИКА»)**

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*Annotatsiya: Mazkur maqolada CLIL (Content and Language Integrated Learning) texnologiyasining pedagogika yo'nalishi talabalariga ingliz tilini o'qitish jarayonida qo'llanishi o'rganiladi. Tadqiqotning maqsadi — ingliz tili va fan mazmunini uyg'un holda o'qitish orqali talabalar ijodiy va tanqidiy fikrlash qobiliyatini rivojlantirishdir. CLIL texnologiyasi asosida o'qitish o'quvchilarni motivatsiyasini oshiradi, ularning tildagi faol muloqot ko'nikmalarini rivojlantiradi hamda kasbiy kompetensiyalarni shakllantiradi.*

*Abstract: This article explores the use of CLIL (Content and Language Integrated Learning) technology in teaching English to pedagogy students. The aim is to enhance creative and critical thinking skills through the integration of language and subject content. The study highlights how CLIL promotes students' motivation, communication skills, and professional competence by making language learning meaningful and context-based.*

*Аннотация: В статье рассматривается применение технологии CLIL (интегрированного обучения предмету и языку) в процессе преподавания английского языка студентам педагогического направления. Цель исследования — развитие творческого и критического мышления путем интеграции языка и содержания дисциплины. Применение CLIL способствует повышению мотивации студентов, развитию их коммуникативных навыков и формированию профессиональной компетентности.*

*Kalit so'zlar: CLIL texnologiyasi, ingliz tili, kreativ pedagogika, integratsiyalashgan ta'lim, ijodiy fikrlash, metodika, pedagogika yo'nalishi*

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**Keywords:** *CLIL technology, English language, creative pedagogy, integrated learning, creative thinking, methodology, pedagogy students*

**Ключевые слова:** *технология CLIL, английский язык, креативная педагогика, интегрированное обучение, творческое мышление, методика, педагогическое направление*

## **Introduction**

Modern education emphasizes the integration of professional knowledge and foreign language competence. CLIL (Content and Language Integrated Learning) technology plays a key role in this process, allowing students to learn subject content through a foreign language. In Uzbekistan's pedagogical higher education, the introduction of CLIL in the Creative Pedagogy course helps future teachers acquire essential linguistic, methodological, and creative competencies simultaneously.

The main idea behind CLIL is to create a dual-focused learning environment where both content and language are developed in parallel. This approach aligns perfectly with the goals of pedagogy programs — forming teachers who are not only proficient in English but also capable of using it as a tool for teaching, creativity, and innovation.

## **Literature Review**

Coyle, Hood, and Marsh (2010) define CLIL as an educational approach where content and language are taught together, promoting cognitive and linguistic growth. Marsh (2002) notes that CLIL enhances motivation by providing authentic learning contexts.

In Uzbekistan, Mehdiyeva (2021) highlights that integrating language and content increases students' engagement and deepens comprehension. Egamberdiyeva (2020) emphasizes that modern pedagogical education should prioritize creative and critical thinking skills.

Other international scholars (Dale & Tanner, 2012; Meyer, 2010) have proven that CLIL students retain more subject knowledge and exhibit higher communicative competence.

## **Research Methodology**

The research used a qualitative-descriptive method. The experimental lessons were conducted with second-year pedagogy students at Ferghana State University. The Creative Pedagogy course was redesigned using CLIL principles:

1. Content–Language Integration: Teaching creativity-related theories and concepts in English.
2. Scaffolding: Gradual support through visuals, pre-teaching of vocabulary, and concept mapping.
3. Active Learning: Brainstorming, debates, mini-projects, and reflective tasks.

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4. Assessment: Evaluation based on both subject understanding and language proficiency.

**Analysis and Results.** The analysis showed significant improvement in students' academic and linguistic performance. Key findings include:

- Increased motivation: Students were more active and interested in lessons.
- Improved communication: Students began using English confidently in pedagogical discussions.
- Enhanced creativity: The integration of CLIL activities stimulated imagination and problem-solving.
- Professional growth: Students could express teaching-related concepts in English more fluently.

CLIL made the learning process more dynamic, meaningful, and student-centered. The Creative Pedagogy course became a platform for both linguistic and professional development.

**Conclusion and Recommendations.** The use of CLIL in teaching English to pedagogy students, especially within the Creative Pedagogy course, proved to be an effective innovation. It fosters motivation, creativity, and pedagogical awareness.

**Recommendations:**

1. Include CLIL methodology in teacher-training curricula.
2. Develop localized CLIL teaching materials in Uzbek and English.
3. Provide workshops for educators to enhance bilingual teaching competence.
4. Conduct further empirical studies to measure long-term effects of CLIL on pedagogical performance.

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