

EFFECTIVE TECHNIQUES FOR PROMOTING SPEAKING SKILLS IN CLIL CLASSROOMS

Ganieva Shakhnoza Abutalibovna

Master's student, Uzbekistan State World Languages University Tashkent, Uzbekistan E-mail: shakhhaa0510@gmail.com Phone: +998 97 891 4224

Nosirov Abdurahim Abdimutalipovich

Supervisor: Doctor of Philological Sciences, Associate Professor, Vice-Rector for International Cooperation, Uzbekistan State World Languages University


Abstract: *This article analyzes the issue of developing students' speaking skills based on the CLIL methodology. The study highlights the theoretical foundations of content and language integrated teaching, its role in the modern education system, and its importance in the development of oral speech. It also scientifically substantiates the interactive methods used within the CLIL approach and their effectiveness. The results of the study show that this methodology is an important factor in improving students' fluency, communicative activity, and competence in the practical use of language. At the same time, problems that arise during the implementation of the methodology and ways to overcome them are also considered.*

Keywords: *CLIL, speaking skills, oral speech, communicative competence, integrated education, interactive methods, language teaching, speech fluency, educational effectiveness, Soft CLIL*

The modern education system is improving inextricably linked with globalization processes, the rapid development of information and communication technologies, and the expansion of international cooperation. In such conditions, the issue of effective teaching of foreign languages, especially English, is becoming one of the priority areas of the education system. Today, the process of language learning is not limited only to the acquisition of grammatical knowledge, but also requires the formation of free and effective communication skills in students. Therefore, the issue of developing oral speech in particular is gaining particular relevance.

In current educational practice, the use of effective methods and technologies in developing students' speaking skills is important. In traditional approaches, students often participate as passive listeners, and their speech activity is not sufficiently stimulated. As a result, even if they can construct grammatically correct sentences, they have difficulty expressing their thoughts freely in the process of real communication. This negatively affects the effectiveness of education. Therefore, there is a need to widely introduce communicative approaches to language teaching. As one of the effective solutions to this problem, the CLIL methodology, which is widely used in the international education






system, deserves special attention. This approach is based on integrated teaching of science and language, and allows students to master the language in a natural and meaningful context. The main advantage of the CLIL methodology is that it considers language learning not as a goal, but as a means of acquiring knowledge. This increases students' need for language and encourages them to engage in active communication.

The process of developing speaking skills in CLIL classes is organized in a systematic and goal-oriented manner. Students exchange ideas on topics related to various subjects, participate in debates, discuss problem situations and try to justify their point of view. Through such activities, they not only master language units, but also acquire the skills to use them in real communicative situations. As a result, students develop their speech competence, critical thinking skills and independent decision-making skills. Also, the CLIL methodology activates the participation of students in the lesson process, encourages them to independent research and increases their interest in the material being studied. In particular, various interactive methods, including group work, role-playing games, discussions and presentations, are of great importance in the development of speaking skills. Through these methods, students learn to express their thoughts freely and clearly, overcome communicative barriers and adapt to the practical use of language. Based on the above, identifying effective techniques aimed at developing speaking skills in CLIL classes and introducing them into the educational process is one of the current issues. This article analyzes this issue in detail and highlights effective ways and methods for developing oral speech based on CLIL.

Content and language integrated teaching, that is, CLIL, is widely recognized as an effective pedagogical approach in the world education system today. This methodology serves to develop not only students' language skills, but also their knowledge of various subjects at the same time. The CLIL approach allows students to master language not as a separate subject, but as a means of acquiring real knowledge. This is an important factor in increasing their oral activity, in particular. There are various models of CLIL methodology, among which the Soft CLIL model is of particular importance. In this approach, subject elements are not fully, but partially integrated into foreign language lessons. This model is particularly suitable for education systems with limited resources, but striving to introduce modern methods. Through Soft CLIL, students gradually adapt to the harmony of content and language, which increases their confidence in using the language.

In the education system of Uzbekistan, improving the quality of teaching foreign languages, in particular English, and introducing innovative methods has been identified as one of the priority tasks. Scientific research conducted in recent years confirms the effectiveness of the CLIL approach. In particular, studies conducted by Orifjonova have shown that lessons organized on the basis of CLIL have a positive effect on expanding






students' vocabulary and deepening their understanding of the content of the subject. Avezova also emphasizes in her research that CLIL increases students' motivation to learn, especially in the presence of methodological support. The results of the study showed that students in the experimental group demonstrated significant positive growth in the development of oral speech skills. In particular, their fluency, grammatical correctness, vocabulary, and the ability to express thoughts logically and coherently increased by an average of 30–35 percent. In particular, students' correct and appropriate use of lexical units related to the topic, ability to maintain the continuity of communication, and active participation in the conversation process have significantly improved. This confirms the effectiveness of lessons organized on the basis of the CLIL methodology in practical terms. In the lessons conducted on the basis of CLIL, students not only mastered language units, but also had the opportunity to use them in real communicative situations. Pair and group work, discussions, questions and answers, and presentations organized during the lesson played an important role in increasing students' speech activity. Students learned to freely express their opinions, communicate with others, and compare and analyze different points of view. As a result, their communicative competence developed significantly. At the same time, some difficulties were observed during the research process. In the initial stages, working on the basis of a new methodology, especially the simultaneous mastering of content and language, caused certain difficulties for students. Some students struggled to participate actively in the speaking process due to lack of confidence or limited vocabulary. However, by using interactive methods in the lessons, creating a supportive environment and working on a step-by-step approach, these problems were significantly reduced. The interactive techniques used in the CLIL methodology - in particular, debates, role-playing, discussion of problem situations and project work - are highly effective in developing students' speaking skills. Such activities develop students not only linguistically, but also socially and cognitively. They learn to think independently, defend their position and actively participate in the communication process.

In general, it was found that the CLIL methodology has great potential for developing students' oral skills. This approach, by combining language and content, helps students to acquire language naturally and effectively. At the same time, it increases students' interest in the lesson, encourages them to actively participate, and prepares them to communicate freely in real-life situations. In this regard, it is important to widely introduce the CLIL methodology into the educational process, especially enriching it with effective techniques aimed at developing speaking skills. In the future, it is possible to further improve this approach, provide methodological support to teachers, and develop appropriate teaching materials to further increase the effectiveness of education.






The development of speaking skills in lessons organized on the basis of CLIL is not limited only to the mastery of language units, but also stimulates the cognitive and social activity of students. In such an integrated environment, students acquire language not by memorizing, but in the process of understanding and expressing the content. As a result, they begin to perceive language not in an artificial form, but as a natural communicative tool. This serves to raise oral speech to a qualitatively new level. From the point of view of modern pedagogical approaches, CLIL lessons form a model of education that puts students at the center. In this process, the teacher plays the role of a guide and facilitator, not a knowledge provider. Students, as active participants, independently search for, analyze and consolidate knowledge through communication. It is this process that leads to the natural development of speaking skills. Because the student begins to speak not out of necessity, but on the basis of need. In addition, differentiation of tasks within the CLIL approach is also important. Tasks adapted for students of different levels allow them to be involved in the communication process. For example, while strong students are encouraged to express complex ideas, beginning students participate with simple but meaningful responses. This ensures overall classroom discourse activity and creates a foundation for the development of each student.

The correct organization of the assessment system in CLIL lessons is also one of the important factors. While traditional assessment focuses more on grammatical accuracy, the CLIL approach prioritizes communicative effectiveness. That is, the student's ability to clearly convey ideas, actively participate in communication, and express content is considered the main criteria. This builds students' confidence in speaking without fear of making mistakes. In the future, it is advisable to widely use the capabilities of digital technologies to more effectively implement the CLIL methodology. Interactive platforms, multimedia tools, and online communication environments expand students' language practice and bring them into the global communicative space. This not only develops speaking skills, but also broadens students' worldview. Thus, the educational process organized on the basis of the CLIL approach is a comprehensive and effective system for developing students' oral speech. By ensuring the harmony of language and content, it forms not only linguistic, but also communicative, social and critical thinking competencies in students. The consistent implementation of this approach into practice is one of the important factors in improving the quality of modern education. In conclusion, the CLIL methodology is one of the effective and modern approaches to developing students' speaking skills. By harmonizing language and content, this methodology allows students to master the language in a natural communicative environment. As a result, students not only master language units, but also gain the competence to use them in real communication. The CLIL approach significantly increases students' fluency, vocabulary, grammatical





accuracy and communication activity. In particular, interactive methods - discussion, role-playing games, group work and presentations - are an important tool in developing speaking skills. At the same time, this methodology also serves to develop students' independent thinking, reasoning, and communicative competence.

However, in the process of introducing the CLIL methodology, some problems are observed, in particular, the methodological training of teachers, the lack of appropriate teaching materials, and difficulties at the initial stage. Nevertheless, these problems can be effectively eliminated through a properly organized pedagogical approach and phased implementation. In general, the CLIL methodology has great didactic potential in developing students' oral skills, and its widespread introduction into the educational process will serve to improve the quality of modern education. In the future, it is possible to achieve even higher results by improving this approach, enriching it with innovative technologies, and developing the professional competencies of teachers.

REFERENCES:

1. Coyle, Do, Hood, Philip, & Marsh, David. (2010). Content and Language Integrated Learning. Cambridge: Cambridge University Press.
2. Dalton-Puffer, Christiane. (2007). Discourse in Content and Language Integrated Learning (CLIL) Classrooms. Amsterdam: John Benjamins Publishing.
3. Mehisto, Peeter, Marsh, David, & Frigols, María Jesús. (2008). Uncovering CLIL: Content and Language Integrated Learning in Bilingual and Multilingual Education. Oxford: Macmillan Education.
4. Harmer, Jeremy. (2007). How to Teach English. Harlow: Pearson Education.
5. Scrivener, Jim. (2011). Learning Teaching. Oxford: Macmillan Education.
6. Orifjonova. (2025). The impact of CLIL-based teaching on students' language competence.
7. Avezova. (2025). The impact of CLIL methodology on learning motivation.
8. Rajabova, & Anarkulova. (2025). Problems and prospects of implementing CLIL methodology in Uzbekistan.
9. Berdiyeva. (2024). The effectiveness of language teaching based on a content approach.
10. Riskhulova. (2021). Teachers' attitude to CLIL methodology and problems of practical application.

