

Improving the Methodology of Teaching English to Pedagogy Students through CLIL Technology: The Case of Creative Pedagogy

Saydakhmatova Mohtobakhon Mukhtoralizoda

Master of Pedagogical Theory and History,
Fergana State University

Introduction

In recent years, the CLIL (Content and Language Integrated Learning) approach has become one of the most innovative and effective methods in the field of foreign language teaching. It combines content learning with language acquisition, helping students master both simultaneously. The relevance of this research lies in the need to modernize English language teaching methodology in pedagogical education by linking linguistic and professional competencies. Creative Pedagogy serves as an ideal platform for implementing CLIL because it emphasizes imagination, independent thinking, and practical application — key elements for future teachers.

Purpose and Objectives of the Study

The main purpose of the study is to develop and improve the methodology of teaching English based on the CLIL approach within the framework of Creative Pedagogy.

Research objectives include:

- Analyzing the theoretical basis of CLIL in teacher education.
- Designing CLIL-based lesson models in the subject of Creative Pedagogy.
- Determining the effectiveness of integrating content and language learning for pedagogical students.
- Enhancing students' motivation, creativity, and communicative competence.

Research Methodology

The study will employ a combination of qualitative and quantitative methods such as observation, experimental teaching, surveys, and analysis of students' performance. Data collection will be carried out during Creative Pedagogy lessons in English. The methodology is grounded in constructivist theory, emphasizing active learning and meaningful interaction. The CLIL model will integrate linguistic objectives (vocabulary, grammar, fluency) with content-based objectives (creative thinking, pedagogical reflection).

Expected Results

It is expected that implementing CLIL in Creative Pedagogy will:

- Improve students' English proficiency by using the language in meaningful contexts.
- Develop creative and critical thinking skills.
- Strengthen interdisciplinary connections between language and pedagogical knowledge.
- Increase learners' engagement, autonomy, and interest in both English and professional subjects.

Conclusion and Recommendations

The integration of CLIL technology into English language teaching provides an innovative direction for higher pedagogical education. It not only enhances linguistic competence but also prepares future teachers for professional communication in English. The research recommends that universities include CLIL-based modules in teacher education curricula, train instructors in bilingual instruction, and encourage cross-disciplinary collaboration. Future studies will focus on evaluating the outcomes of pilot CLIL-based courses and measuring their long-term impact on teacher training quality.

References

- Coyle, D., Hood, P., & Marsh, D. (2010). CLIL: Content and Language Integrated Learning. Cambridge University Press.
- Mehisto, P., Marsh, D., & Frigols, M. J. (2008). Uncovering CLIL. Macmillan.
- Richards, J. C., & Rodgers, T. S. (2014). Approaches and Methods in Language Teaching. Cambridge University Press.
- Egamberdiyeva, T. A. (2022). Innovative Approaches in Creative Pedagogy. Ferghana State University Press.