INTERNATIONAL JOURNAL OF SCIENTIFIC RESEARCHERS
ISSN: 3030-332X Impact factor: 9,493 Volume 17, issue 1, Aprel 2026
https://wordlyknowledge.uz/index.php/IJSR worldly knowledge
Index: google scholar, research gate, research bib, zenodo, open aire.
https://scholar.google.com/scholar?hl=ru&as_sdt=0%2C5&q=wosjournals.com&btnG
https://www.researchgate.net/profile/Worldly-Knowledge
https://journalseeker.researchbib.com/view/issn/3030-332X

CONTENT AND LANGUAGE INTEGRATED LEARNING (CLIL) IN UZBEKISTAN AND LITHUANIA: CURRENT SITUATION AND PROSPECTS

Qoqonboeva E'tiborkhon Ikromjon kizi

E-mail: eqoqanboeva@gmail.com

Student of the first English Language Faculty, UzSWLU

ANNOTATION: This article examines how Content and Language Integrated Learning (CLIL) is used in secondary education in Uzbekistan and Lithuania, and what its future prospects might be. First, it briefly explains how CLIL started in Europe and how it has been successfully applied in Lithuania. Then, it examines the current situation of English teaching in Uzbekistan. Despite ongoing reforms, traditional grammar-translation methods still dominate in most schools. The paper also explores how CLIL can be connected with the growing focus on STEM education and what Uzbekistan can learn from Lithuania's experience. It highlights the main challenges and suggests practical ways to introduce CLIL step by step. In conclusion, it argues that careful use of CLIL within the Uzbekistan-2030 Strategy can significantly improve both students' English skills and their subject knowledge.

Keywords: CLIL, English language teaching, Uzbekistan, STEM education, educational reform, Lithuania.

АННОТАЦИЯ: В данной статье рассматривается, как интегрированное обучение предмету и языку (CLIL) используется в системе среднего образования Узбекистана и Литвы, а также его перспективы развития. Сначала кратко объясняется, как CLIL появился в Европе и как он успешно применяется в Литве. Затем анализируется современное состояние преподавания английского языка в Узбекистане. Несмотря на проводимые реформы, в большинстве школ по-прежнему преобладает традиционный грамматико-переводной метод.

В статье также рассматривается, как CLIL может быть связан с растущим вниманием к STEM-образованию, а также какие выводы Узбекистан может сделать из опыта Литвы. Выделяются основные проблемы и предлагаются практические способы поэтапного внедрения CLIL. В заключении отмечается, что грамотное использование CLIL в рамках Стратегии «Узбекистан-2030» может значительно улучшить как уровень владения английским языком учащихся, так и их предметные знания.

Ключевые слова: CLIL, преподавание английского языка, Узбекистан, STEM-образование, образовательная реформа, Литва.

In today's developing world, knowing English is one of the most important skills for young people. The issue of learning languages has become increasingly relevant in the case of Uzbekistan. Since 2019, the country's government has introduced numerous reforms to enhance the level of teaching English in schools. An innovative model that can be successfully employed is Content and Language Integrated Learning (CLIL). CLIL involves teaching students a particular topic, such as biology, history, or geography, combined with the English language (Marsh, 2002).

One of the main principles of CLIL consists of using the "4Cs" model, namely: Content, Communication, Cognition, and Culture (Coyle et al., 2010). It is worth noting that this strategy has been widely utilized all across Europe for about two decades now, and there are many benefits to it in comparison to standard foreign language lessons. Namely, CLIL enables

ISSN: 3030-332X Impact factor: 9,493 Volume 17, issue 1, Aprel 2026
https://wordlyknowledge.uz/index.php/IJSR worldly knowledge
Index: google scholar, research gate, research bib, zenodo, open aire.
https://scholar.google.com/scholar?hl=ru&as_sdt=0%2C5&q=wosjournals.com&btnG
https://www.researchgate.net/profile/Worldly-Knowledge
https://journalseeker.researchbib.com/view/issn/3030-332X

learners to acquire English intuitively through the acquisition of subject knowledge, and the motivational background of the participants gets better simultaneously. Furthermore, the studies conducted by Dalton-Puffer (2011) and Mehisto et al. (2008) prove its effectiveness.

CLIL in the Lithuanian educational system.

Lithuania provides a useful and realistic example for Uzbekistan. CLIL, known there as IDUKM, started in 2002 and has been supported by the Ministry of Education and international partners such as the British Council and Goethe-Institut. It is now used in many secondary schools and gymnasiums, especially in STEAM subjects, biology, history, and geography.

Lithuanian teachers often apply “soft CLIL”, using English or German for only 10–30% of the lesson through videos, simple experiments, projects, and group work. After some years, students show better motivation, richer vocabulary, and stronger communication skills. Although Lithuania faced similar problems — teacher training, materials, and resistance — gradual introduction and international cooperation helped overcome them. Importantly, CLIL in Lithuania is mainly used at the school level and has not been widely introduced in universities.

CLIL in the Uzbek educational system.

In Uzbekistan, English is taught from the first grade. However, most lessons still rely on grammar exercises and translation. Students usually do well on grammar tests but struggle with real-life communication (Hasanova, 2016). Although CEFR standards and communicative approaches have been introduced since 2019, progress is slow outside major cities due to limited teacher training and materials. Only presidential schools and some specialized schools teach certain subjects partly in English.

CLIL fits well with Uzbekistan’s rapidly growing STEM education. Under the Uzbekistan-2030 Strategy, both CLIL and STEM are at an early stage. The Asian Development Bank’s project in 2025 for STEM development creates a good opportunity to integrate CLIL elements, especially in biology, physics, and ICT (Information and Communication Technology).

CLIL can bring real benefits to Uzbekistan because many school subjects (history, geography, biology, physics) contain international content that can be taught using English materials. Presidential and specialized schools already have some experience teaching subjects in English, and many young people are motivated to study abroad or work internationally.

As for Lithuania, its experience shows that starting with “soft CLIL” works well. Teachers can begin by using English videos, texts, and simple projects in regular lessons. This approach increases student interest and helps them use English in meaningful ways without overwhelming them. For example, tutoring “Ecosystems” in biology with videos and short texts is particularly captivating for students. Traditional textbook-based history instruction may reduce student engagement, but watching original videos would be more engaging. Moreover, conducting simple physics experiments by following instructions allows students to engage with authentic English-language scientific content. These methods are considered simple examples of soft CLIL lessons in Lithuania.

Main Challenges of Implementing CLIL and Its Solutions

Despite its advantages, several challenges exist:

1. Teacher qualifications - Many subject teachers lack sufficient English skills, while English teachers often lack deep subject knowledge. Lithuania faced the same issue and solved it through joint training programs. So, Uzbekistan suggested sending its professionals (subject teachers and English teachers) to training programs and sessions in European countries to learn the ways and methods of this approach.
2. Lack of enough materials - There are some CLIL resources adapted for Uzbek schools, but it is not sufficient for teaching students properly. Lithuania partly solved this by working with the British Council and the Goethe-Institut to create materials.
3. Large classes and heavy curriculum - Classes of 35-40 students and a crowded timetable make new methods difficult. Class sizes could be reduced to improve individual learning outcomes.
4. Students' starting level - In many regions, students demonstrate relatively strong English proficiency, but full CLIL is not immediately possible, and students may struggle to understand scientific terminology. For this issue, Lithuania's experience suggests starting with a "soft CLIL" approach.

CLIL is a modern and effective method that can significantly improve both English proficiency and subject knowledge among Uzbek students. While challenges remain, especially in teacher preparation and materials, a gradual and well-planned approach - working with successful models like Lithuania for learning its practical steps in CLIL can bring strong results. Lithuania's twenty-year experience proves that consistent teacher training and step-by-step implementation are the most important factors for success. If implemented wisely according to local needs within the Uzbekistan-2030 Strategy, CLIL can open new opportunities for the next generation.

References

1. Coyle, D., Hood, P., & Marsh, D. (2010). CLIL: Content and Language Integrated Learning. Cambridge University Press.
2. Dalton-Puffer, C. (2011). Content-and-language integrated learning: From practice to principles. Annual Review of Applied Linguistics, 31, 182–204.
3. Hasanova, D. (2016). English education reforms in Uzbekistan: Policies and practices. Current Issues in Language Planning, 17(3–4), 355–372.
4. Mehisto, P., Marsh, D., & Frigols, M. J. (2008). Uncovering CLIL. Macmillan.
5. Rakhimova, N. (2022). Challenges of teaching English in Uzbek secondary schools. Tashkent State Pedagogical University Journal, 4(2), 112–119.
6. Verikaitė-Gaigalienė, D., & Andziulienė, L. (2019). To Be or Not to Be: An Overview of CLIL Implementation in Lithuania. Sustainable Multilingualism, 14, 123–140.
7. Asian Development Bank. (2025). Science, Technology, Engineering and Mathematics in Secondary Education Project.