

LINGUODIDACTIC INTERPRETATION OF THE CONCEPT OF BILINGUAL COMPETENCE AND ITS INTEGRATION WITH THE CLIL APPROACH

Amirkulov Asliddin Shukhratovich

Independent Researcher at Chirchik State Pedagogical University, Tashkent Region

E-mail: asliddinamirkulov905@gmail.com

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Abstract. This article analyzes the linguodidactic essence of the concept of bilingual competence, its structural components, and the peculiarities of its formation. It also provides a scientific substantiation of the role and significance of the CLIL (Content and Language Integrated Learning) approach in the development of this competence. The possibilities for developing students' communicative and cognitive competences through the integration of language and subject content based on the CLIL approach are highlighted.

Keywords: bilingual competence, linguodidactics, CLIL, communicative competence, integrated education, multilingualism, foreign language teaching.

Аннотация. В данной статье анализируется лингводидактическая сущность понятия двуязычной компетенции, ее структурные компоненты и особенности ее формирования. Также приводится научное обоснование роли и значимости подхода CLIL (интегрированное обучение содержанию и языку) в развитии этой компетенции. Подчеркиваются возможности развития коммуникативных и познавательных компетенций учащихся посредством интеграции языка и предметного содержания на основе подхода CLIL.

Ключевые слова: двуязычная компетенция, лингводидактика, CLIL, коммуникативная компетенция, интегрированное образование, многоязычие, преподавание иностранных языков.

Annotatsiya. Ushbu maqolada ikki tilli kompetensiya tushunchasining lingvodidaktik mohiyati, uning tarkibiy qismlari, shakllanish xususiyatlari tahlil qilinadi. Shuningdek, ushbu kompetensiyani rivojlantirishda CLIL (Content and Language Integrated Learning) yondashuvining o‘rni va ahamiyatini ilmiy asoslab beradi. CLIL yondashuvi asosida til va mavzu mazmunini integratsiyalash orqali talabalarning kommunikativ va kognitiv kompetensiyalarini rivojlantirish imkoniyatlari yoritilgan.

Kalit so‘zlar: ikki tilli kompetensiya, lingvodidaktika, CLIL, kommunikativ kompetensiya, integratsiyalashgan ta'lim, ko‘p tillilik, chet tillarini o‘qitish.

Introduction

In the context of globalization, mastering foreign languages has become increasingly important in an individual's professional and social activities. In the modern education system, the primary goal of foreign language teaching is the formation of communicative competence among students. From this perspective, the concept of bilingual competence holds a special place as one of the key categories of linguodidactics.

Bilingual competence refers to an individual's ability to communicate in two languages, to express thoughts freely, and to function effectively in communicative situations. This competence includes not only language knowledge but also speech activity, communicative experience, and cultural knowledge.

In recent years, innovative pedagogical approaches, particularly the CLIL approach, have been widely applied in developing bilingual competence. This approach is based on the integrated teaching of language and subject content.

Linguodidactic Interpretation of Bilingual Competence

In linguodidactics, bilingual competence is interpreted as an integrative complex of knowledge about two language systems, speech skills, and communicative experience. This competence ensures effective communicative activity in two languages.

Scientific research identifies the following components of bilingual competence:

Linguistic component. This component includes knowledge of the language system, namely phonetics, vocabulary, and grammar.

Speech component. This component encompasses the skills of listening, speaking, reading, and writing.

Communicative component. This component reflects the ability to use language means effectively in communicative situations.

Sociocultural component. This component includes knowledge of the culture, traditions, and social characteristics of the people whose language is being studied.

Strategic component. This component expresses the ability to apply strategies to overcome communicative difficulties.

These components are closely interrelated and ensure the formation of bilingual competence.

From a linguodidactic perspective, the process of forming bilingual competence should be aimed at enabling students to master language as a tool of practical activity. The primary goal of language learning is not merely the acquisition of grammatical knowledge, but the ability to use the language as a means of communication

The CLIL Approach and Its Linguodidactic Essence

The use of modern pedagogical technologies plays a significant role in the formation of bilingual competence. One such approach is CLIL (Content and Language Integrated Learning).

The CLIL approach involves the integrated teaching of subject content and a foreign language. In this approach, the foreign language is not the object of instruction but serves as a means of learning other subjects.

The CLIL methodology is implemented based on the 4C model:

- Content;
- Communication;
- Cognition;
- Culture.

This model contributes not only to the development of students’ language competence but also to the enhancement of their thinking skills and cultural knowledge.

The CLIL approach creates opportunities for students to acquire language in a natural communicative environment. While learning subject content, students use the foreign language as a medium of instruction, which increases the effectiveness of language learning.

The Role of the CLIL Approach in Developing Bilingual Competence

The CLIL approach offers significant methodological opportunities for developing bilingual competence.

First, this approach allows language acquisition through practical activity.

Second, students’ communicative activity increases.

Third, students’ learning motivation is strengthened.

Fourth, language and subject knowledge develop simultaneously.

Fifth, students’ cognitive abilities are enhanced.

As a result, students develop the ability to use language in real communicative situations.

Furthermore, the CLIL approach promotes independent thinking skills and increases students’ interest in learning.

Conclusion

In conclusion, bilingual competence is one of the key categories of linguodidactics and represents an individual’s ability to carry out effective communicative activity in two languages.

The CLIL approach serves as an effective methodological tool in the formation of this competence. Through the integration of language and subject content, it enables the development of students’ linguistic, communicative, and cognitive competences.

Therefore, the use of the CLIL approach in the modern education system is one of the essential factors in developing bilingual competence.

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