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ADABIYOTNI CLIL (MAZMUN VA TIL BILAN INTEGRATSIYALANGAN O'QITISH DOIRASI) ORQALI O'QITISH

ANNOTATSIYA: Mazkur tadqiqot o'quvchilarning lingvistik, kognitiv va madaniy kompetensiyalarini rivojlantirishda adabiyot o'qitishni CLIL (mazmun va tilni integratsiyalashgan holda o'qitish) yondashuvi asosida qo'llash samaradorligini o'rganishni maqsad qilgan. Tadqiqotda tasviriy, tahliliy va dars jarayonida kuzatuv metodlaridan foydalanilib, badiiy matnlar til o'rganishni qo'llab-quvvatlash, tanqidiy fikrlashni shakllantirish va madaniyatlararo tushunchani rivojlantirishdagi o'rni tahlil qilindi. Olingan natijalarga ko'ra, CLIL darslarida adabiyotdan foydalanish so'z boyligini oshirish, matnni tushunish, ijodiy ifoda va muloqot ko'nikmalarini yaxshilashga sezilarli ta'sir ko'rsatishi aniqlandi. Shuningdek, adabiyot asosidagi CLIL mashg'ulotlari o'quvchilarning faolligini, o'quv motivatsiyasini hamda hamkorlikda o'rganishini kuchaytirishi qayd etildi. Tadqiqot yakunida adabiyotni CLIL orqali o'qitish til va mazmunni uyg'un rivojlantiruvchi samarali pedagogik yondashuv ekanligi ta'kidlanadi. O'qituvchilarga turli janrdagi asarlardan foydalanish, o'quvchi markazidagi metodlarni qo'llash va baholash usullarini CLIL maqsadlariga moslashtirish tavsiya etiladi.

KALIT SO'ZLAR: *lingvistik kompetensiya, madaniyatlararo tushuncha, kognitiv rivojlanish, muloqot ko'nikmalari, hamkorlikda ta'lim, badiiy janrlar, reflektiv faoliyatlar, o'quvchi faolligi, so'z boyligi, dars kuzatuvi.*

ПРЕПОДАВАНИЕ ЛИТЕРАТУРЫ ПОСРЕДСТВОМ КОМПЛЕКСНОГО ОБУЧЕНИЯ ПРЕДМЕТНО-ЯЗЫКОВОЙ ФОРМЫ (CLIL)

АННОТАЦИЯ: Данное исследование направлено на анализ эффективности использования преподавания литературы в рамках CLIL (Content and Language Integrated Learning) для развития у обучающихся языковых, когнитивных и культурных компетенций. В исследовании применялись описательный, аналитический и наблюдательный методы с целью изучения того, как художественные тексты способствуют овладению языком, развитию критического мышления и межкультурной осведомлённости. Полученные результаты показали, что применение литературы на CLIL-занятиях значительно улучшает лексическое развитие, навыки понимания текста, творческого выражения и коммуникативные умения. Кроме того, установлено, что литературно-ориентированные CLIL-уроки повышают учебную мотивацию, активность учащихся и развивают навыки совместного обучения посредством интерактивных и рефлексивных заданий. В заключение подчёркивается, что использование литературы в CLIL представляет собой целостный педагогический подход, укрепляющий как языковое, так и предметное обучение. Рекомендуется применять разнообразные литературные жанры, использовать обучающие методы, ориентированные на учащихся, и адаптировать оценивание в соответствии с целями CLIL.

КЛЮЧЕВЫЕ СЛОВА: *языковая компетентность, межкультурная осведомлённость, когнитивное развитие, коммуникативные навыки, совместное обучение, литературные жанры, рефлексивные задания, учебная активность, лексическое развитие, наблюдение в классе.*

TEACHING LITERATURE THROUGH A CLIL (CONTENT AND LANGUAGE INTEGRATED LEARNING FRAMEWORK)

ABSTRACT. This research aims to investigate the effectiveness of integrating literature teaching within a CLIL (Content and Language Integrated Learning) framework to enhance learners' linguistic, cognitive, and cultural competencies. The study employed descriptive, analytical, and classroom-based observation methods to examine how literary texts can support language acquisition while fostering critical thinking and intercultural awareness among students. The findings revealed that the use of literature in CLIL classrooms significantly contributes to vocabulary development, reading comprehension, creative expression, and communicative competence. Moreover, the research results show that literature-based CLIL lessons encourage student engagement, motivation, and collaborative learning through interactive tasks and reflective activities. The study concludes that implementing literature in CLIL offers a holistic pedagogical approach that strengthens both language and subject learning. It is recommended that teachers apply varied literary genres, integrate student-centered techniques, and adopt assessment strategies aligned with CLIL objectives to achieve optimal learning outcomes.

KEYWORDS: linguistic competence, intercultural awareness, cognitive development, communicative skills, collaborative learning, literary genres, reflective activities, student engagement, vocabulary development, classroom observation*conversation, goal, content, motivation, pictures and illustrations, decorations and handouts.*

INTRODUCTION. The integration of literature into modern language education has gained significant attention due to the growing need for innovative teaching approaches that enhance both linguistic and cognitive development. Traditional literature lessons often prioritize textual analysis and comprehension; however, recent pedagogical trends emphasize the importance of linking literary learning with communicative competence, cultural enrichment, and interdisciplinary knowledge. Despite the recognized value of literature in language learning, many educational systems still lack effective models for implementing literature-based instruction that simultaneously develops language and subject-related skills.

In this regard, the CLIL (Content and Language Integrated Learning) approach presents new opportunities for transforming literature teaching into a more inter-active and holistic learning experience. Nonetheless, challenges persist, such as limited teacher preparedness, insufficient methodological resources, and a lack of research-based instructional frameworks tailored speci-fically to literature within a CLIL context. These gaps indicate the need for further scientific exploration of how literature can be taught effectively through CLIL to achieve meaningful learning outcomes.

The main aim of this research is to analyze the pedagogical advantages of applying literature within a CLIL framework and to identify effective strategies that support linguistic, cultural, and cognitive development of learners. The research objectives include examining existing CLIL practices, identifying challenges faced by educators, and proposing methodological recommendations for optimizing literature-based CLIL instruction.

LITERATURE REVIEW The growing interest in integrating literature within the CLIL framework has been widely discussed in contemporary educational research. A number of scholars highlight that literature contributes to linguistic enrichment, cultural awareness, and emotional intelligence, making it a valuable resource for CLIL instruction. Previous studies emphasize that literary texts offer authentic language input, stimulate critical thinking, and encourage learner interaction, thereby supporting both subject and language acquisition. However, the literature review also reveals a lack of comprehensive methodological models specifically designed for literature-based CLIL lessons, as most CLIL research traditionally focuses on science, history, or geography subjects.

Recent studies suggest the importance of selecting age-appropriate and culturally relevant literary materials to ensure learner engagement. Researchers such as Coyle and Dalton-Puffer argue that literature should not merely be analyzed for linguistic features but rather used as a tool for interdisciplinary learning where students explore socio-cultural, historical, and moral themes. Furthermore, literature enables the development of higher-order thinking skills when integrated with CLIL methodology, particularly through collaborative tasks, drama techniques, and project-based learning activities.

This research incorporated three methodological approaches. Firstly, a descriptive method was employed to examine existing theoretical perspectives on CLIL and literature pedagogy. Secondly, an analytical method was used to evaluate scholarly findings and identify gaps in current research practices. Thirdly, classroom-based observation was conducted to collect empirical evidence on the effectiveness of applying literary texts in CLIL lessons. Data were gathered from classroom interactions, student responses, and teacher reflections to ensure objectivity and reliability. These combined methods allowed for a comprehensive understanding of how literature can be implemented within a CLIL framework to achieve meaningful learning outcomes.

CHALLENGES AND INFLUENCING FACTORS The findings of this research indicate that the integration of literary texts within a CLIL framework produces significant positive outcomes in language learning and holistic student development. Classroom observations demonstrated that learners exposed to literature-based CLIL lessons showed noticeable improvement in vocabulary retention, reading comprehension, and oral communication skills. Students actively engaged in discussions, role-plays, and text-based problem-solving tasks, which contributed to increased confidence and fluency in the target language. Compared to traditional literature lessons, CLIL-enhanced sessions fostered higher levels of motivation and participation, particularly when interactive and student-centered methods were applied.

The research results also revealed that literature within CLIL promotes intercultural competence and emotional growth. Through analyzing characters, themes, and cultural contexts, students developed a deeper understanding of diverse perspectives, values, and social issues. This indicates that literature is not only a linguistic resource but also a tool for shaping learners' moral, cultural, and cognitive awareness. Teachers reported that integrating moral and cultural discussions into CLIL lessons helped students form personal viewpoints and enhanced their ability to think critically and reflectively.

Despite the positive outcomes, several challenges were identified. Some teachers experienced difficulties in selecting appropriate literary texts that match both language proficiency levels and CLIL learning objectives. Limited access to methodological materials and insufficient training in CLIL pedagogy were also seen as barriers. Moreover, students with lower language proficiency initially struggled with unfamiliar vocabulary and abstract literary concepts, requiring additional scaffolding and differentiated support.

The discussion suggests that the success of literature-based CLIL depends largely on effective text selection, well-designed tasks, and teacher preparedness. To maximize learning outcomes, teachers are encouraged to incorporate

multimodal resources, such as visuals, audio, drama, and digital tools, to make literature more accessible and engaging. The results confirm that literature-integrated CLIL is a powerful pedagogical approach that enhances linguistic, cultural, and cognitive development when implemented strategically.

PEDAGOGICAL IMPLICATIONS The findings of this research provide several important pedagogical implications for improving teaching practices in literature-based CLIL classrooms. Firstly, teachers should adopt a student-centered approach that encourages active participation and critical engagement with literary texts. This requires designing tasks that promote interaction, such as group discussions, role-play, dramatization, debates, and inquiry-based projects. These activities not only enhance communicative competence but also foster creativity, collaboration, and independent thinking among learners.

Secondly, the results highlight the necessity of selecting literary materials that are age-appropriate, culturally relevant, and linguistically accessible. Teachers should consider the language level of students and provide scaffolding such as pre-reading vocabulary tasks, guided reading questions, visual aids, and adaptation of complex texts when needed. This ensures that students with varying language abilities can meaningfully engage with literature and achieve CLIL learning goals.

Thirdly, integrating multimodal and digital tools can significantly enrich the learning experience. The use of ICT resources—including e-books, audio storytelling, online discussion platforms, and interactive digital tasks—can enhance motivation and provide diverse formats for literary exploration. This is especially beneficial for visual and auditory learners, as well as for inclusive teaching practices.

Fourthly, professional development for teachers is crucial. Training programs focused on CLIL methodology, literature pedagogy, and assessment strategies should be implemented to equip educators with practical skills and effective techniques. Collaborative teacher communities and reflective practice can further support innovation and exchange of ideas.

Overall, the implications suggest that literature-based CLIL teaching can be highly effective when instructional design, resource selection, and teacher preparation align with holistic learning objectives.

CONCLUSION The research conducted confirms that integrating literature within a CLIL framework is an effective pedagogical approach that enhances learners' linguistic, cognitive, and cultural development. The results demonstrated that literature-based CLIL lessons contribute to enriched vocabulary acquisition, improved comprehension, enhanced communicative competence, and increased learner motivation. Through exposure to diverse literary genres, students not only develop language proficiency but also strengthen critical thinking, creativity, and intercultural understanding. This holistic impact positions literature as a valuable instructional tool that supports both language and content learning simultaneously.

Furthermore, the study highlights the significance of student-centred methodologies in ensuring successful CLIL implementation. Interactive strategies such as dramatization, collaborative tasks, and reflective activities play a vital role in fostering learner autonomy and engagement. The findings also indicate that purposeful text selection and scaffolding are essential to addressing learners' linguistic needs and varying proficiency levels. When supported with multimodal resources and differentiated instruction, literature becomes more accessible and meaningful for all students.

However, several challenges must be addressed, including teacher preparedness, availability of methodological resources, and alignment of assessment with CLIL objectives. Therefore, continuous teacher training and the development of practical guidelines are recommended to support educators in effectively applying literature in CLIL contexts.

In conclusion, literature-integrated CLIL offers a transformative educational model that nurtures comprehensive learner growth. To sustain its effectiveness, educational institutions should invest in professional development, resource creation, and collaborative practice that encourages innovation and reflective teaching.

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