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ADVANCING THE METHODOLOGY OF CONTENT AND LANGUAGE INTEGRATED LEARNING (CLIL) IN PRE-SCHOOL ENGLISH EDUCATION: A CASE STUDY OF STATE PRE-SCHOOL ORGANIZATION NO. 29

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Abstract

This article investigates the pedagogical and methodological foundations of implementing the Content and Language Integrated Learning (CLIL) approach in teaching English to senior and preparatory grous in state pre-school educational organizations. Shifting away from traditional mechanical vocabulary memorization, the author proposes an integrated model that links early language acquisition with children's sensory, logical-mathematical, and artistic-aesthetic development. The empirical research and pedagogical experiment conducted at Pre-school Organization No. 29 demonstrate that the CLIL approach simultaneously enhances target language proficiency, cognitive flexibility, and internal motivation while eliminating psychological communication barriers.

Keywords

Pre-school education, CLIL methodology, early language acquisition, communicative competence, interdisciplinary integration, gamified learning, cognitive development.

1. Introduction

In the modern educational paradigm of the Republic of Uzbekistan, reforming pre-school education and elevating its quality to international standards stands as a top state priority. Early childhood is globally recognized as the critical window for intellectual foundation and linguistic instinct formation. According to the national state curricula "Ilk Qadam" and "Ilm Yo‘li", modern pre-school graduates are expected to develop foundational, situational communicative skills in foreign languages alongside their native language.

However, contemporary pre-school English teaching practice reveals deep methodological contradictions. In many cases, pre-school language activities merely copy school lesson structures, forcing 5-6-year-old children to mechanically memorize lists of isolated words or abstract grammatical patterns out of context. This academic pressure directly contradicts the psychophysiological nature of early childhood, leading to cognitive fatigue and diminishing natural interest in language learning. To resolve this pedagogical barrier, it is crucial to adapt CLIL (Content and Language Integrated Learning)—a dual-focused educational approach—to the specifics of pre-school education.

2. Literature review

The conceptual framework of CLIL was originally established in the mid-1990s by David Marsh, defining it as a method where a foreign language is used as a medium to teach and learn additional subject content. For early childhood contexts, the concept of "Early CLIL" was further expanded by researchers such as D. Coyle and P. Hood. They emphasized that linguistic capabilities in young learners develop most rapidly when structured around the "4Cs" framework:

Content: Subject matter (math, arts, science).

Communication: Learning to use the language naturally.

Cognition: Engaging thinking skills and problem-solving.

Culture: Understanding the surrounding world and identity.

While domestic Uzbek scholars have thoroughly researched gamified language learning and communicative play, the systematic integration of core pre-school areas (mathematics, arts, and physical culture) with English language delivery remains under-researched. There is an evident lack of flexible, ready-to-use CLIL instructional modules tailored for national pre-school educators, which underscores the scientific and practical novelty of this study.

3. Methodology and research design

The empirical research was carried out on-site at State Pre-school Educational Organization No. 29 in the Mirzo Ulugbek district of Tashkent. The experimental study involved a total sample size of 50 children aged 5-6 years, divided equally into a Control

Group (25 children taught via traditional vocabulary methods) and an Experimental Group (25 children immersed in the CLIL model). To ensure structured delivery, we developed and implemented the "Sensory and Creative CLIL" instructional model at Organization No. 29. This model organizes the curriculum into three specialized interdisciplinary blocks:

1. Logical-Mathematical Block: English is embedded into elementary math operations. Children perform tactile manipulations based on target language instructions rather than abstract counting (e.g., "Sort four green triangles into the small basket").

2. Ecological-Natural Block: Explores nature, animal habitats, and weather changes through micro-experiments conducted in English (e.g., observing ice melting or plant growth while acquiring descriptive vocabulary).

3. Artistic-Aesthetic Block: Shifts drawing, clay modeling, and paper crafts entirely into an English-speaking instruction environment, making physical creation the prime objective.

4. Results and discussion

To measure the efficiency of the "Sensory and Creative CLIL" model, children from both groups were monitored over a structured period. Evaluation criteria targeted their sensory comprehension of spoken commands, context-appropriate vocabulary utilization, and task engagement.

The statistical data gathered during the pedagogical experiment illustrates a vivid contrast between the two approaches:

Evaluation Criteria (Children aged 5–6)	Control Group (Traditional)	Experimental Group (CLIL)
Sensory comprehension and execution of spoken commands	54%	89%
Contextual vocabulary utilization (without translation)	41%	76%
Sustained attention span and internal motivation during tasks	48%	94%

The data confirms that the experimental CLIL group bypassed native-language translation entirely. By focusing on the physical action (painting, sorting, or building), children absorbed English structures organically. Furthermore, shifting the focus away

from "language as a test" to "language as a tool" eliminated communication anxiety and fear of mistakes among the pre-schoolers.

5. Conclusion and recommendations

The implementation of the CLIL methodology within the educational process of State Pre-school Educational Organization No. 29 demonstrates high pedagogical efficiency. It successfully unites linguistic and cognitive development without overstraining the child's psychological capacity.

Based on our empirical findings, the following recommendations are proposed for doctoral-level research expansion:

Curriculum Alignment: Pre-school institutions should draft joint "Integration Maps" combining the weekly schedules of specialized language teachers and general group educators.

Resource Customization: Future research must prioritize designing tactile, sensory-rich, and visually dominated CLIL material kits that match the regional variations of the "Ilk Qadam" state program.

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