**KEY PRINCIPLES OF CLIL**

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*Abstract*

*The article is about the key principles of CLIL as a part humaniztic approach where the main role is given to teacher student attitude and interaction.*

*Key words: content and language integrated learning, interaction, humanistic approach.*

The theoretical concept of personality development and humanistic relations between personalities, humanistic understanding of behavior and essence of a person, proposed by popular Western researchers C. Rogers, K. Goldstein and A. Maslow, became the basis for creation of a very popular trend in pedagogy and psychology - humanistic psychology and personality-centered pedagogy. Similarly, to researchers of social constructivism that were the basis for modern CLIL, humanists believed that development of pedagogy and psychology must be based on the principle of personality orientation, centering on the learner. The growing popularity of humanization of the educational process came in the mid-1980s, shortly before the appearance of CLIL.

They believed that the fundamental principle in education should be respect for the individual learner, his rights and freedom. It is worth noting that almost half a century later these principles are still relevant, and that is why they are reflected not only in the newly emerging educational approaches and learning technologies (such as CLIL), but also consolidated at the highest state level.

Content and language integrated learning is one of the brightest manifestations of the humanistic approach to foreign language learning, as it is a particular case of the communicative and lexical approach, which are based on the principles of social constructivism. A foreign researcher D. Marsh, who understood foreign language learning originally as a means for learning subject disciplines, introduced a term Content and language integrated learning (CLIL). Then the interpretation of CLIL's purpose changed and was interpreted by D.Coyle as dual, aimed at mastering both the subject discipline in the foreign language and the language itself at the same time (Coyle, 2010). CLIL aims at mastering a foreign language in all of its four aspects, including speech production, as the other approaches do, using authentic written or audio material in the subject discipline, as well as mastering subject content. CLIL has been proposed as an umbrella term for a large number of content-based programs and approaches to language learning, such as TBL, also known as task-based language learning (TBI), CBI - Content-based instruction, LAC - Language across curriculum - learning a foreign language in the context of other subjects/disciplines, etc. However, many researchers name social constructivism as the theoretical and methodological basis of CLIL. The main feature of constructivism in learning is its student-centeredness, and here its humanistic character is fully presented. The learner becomes the center of the entire educational process, and the teacher is perceived more as a consultant designed to facilitate and stimulate the learning process. The reason for this is the ever-changing nature of knowledge itself, hence the dynamic nature of the learning process. The main driving force of social constructivism, as a kind of constructivism in learning, is not just the individual student, also the interaction between students.

Social constructivism, initiated by Piaget and other foreign researchers, received a great development in many countries. L.S. Vygotsky stated that all cognitive functions come from social interaction, and that learning consists not simply in the accumulation of new knowledge by learners, but in their social interaction in a group. [Vygotsky, 1978]. The main characteristics of social constructivism that were borrowed and applied in CLIL were: "mutual learning" - the process of changing the roles of teacher and learners; "collective learning" - the joint construction of new knowledge by more and less gifted students in one working group; "situational learning" - creating a specific authentic subject matter knowledge in a group. As can be seen, these features meet the requirements of the humanistic approach to learning, humanistic methodology focused on the personality of the learner. The theoretical concept of personality development and humanistic relations between personalities, humanistic understanding of behavior and essence of a person, proposed by popular Western researchers C. Rogers, K. Goldstein and A. Maslow, became the basis for creation of a very popular trend in pedagogy and psychology - humanistic psychology and personality-centered pedagogy. Similarly, to researchers of social constructivism that were the basis for modern CLIL, humanists believed that development of pedagogy and psychology must be based on the principle of personality orientation, centering on the learner. The growing popularity of humanization of the educational process came in the mid-1980s, shortly before the appearance of CLIL.

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Researchers are convinced that the full mastery of a foreign language occurs only if learners are actively involved in the construction of their own knowledge. On the contrary, the student does not master it, if all learning is based on passive receptive skills, because he does not construct anything himself. In the process of integrating subject content and language there is just active use of foreign language as a tool for communication and acquisition, construction of new knowledge, which in turn contributes to the mastery of a foreign language. The learning process here becomes effective because students trying to understand the meaning of a text or a sound fragment form a new semantic unit, getting and simultaneously creating a special cognitive educational environment. The basic pedagogical principles stimulating the application of this format of teaching coincide with the principles of humanistic approach, because it is impossible without orientation to the needs of a concrete student, complex development of his/her professional and personal characteristics. Within the framework of humanistic approach to foreign language learning, as well as in CLIL, there is a great respect for different types and styles of learners such as inclusion and multiculturalism. All this gives us the right to assert that CLIL is one of the approaches that implement and popularize the principles of humanization of the educational process, which together meet the educational challenges of today, such as globalization, universal integration and internationalization.

 **References**

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