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APPLICATION OF THE CLIL METHOD IN TEACHING ENGLISH IN THE FIELD OF INFORMATION TECHNOLOGY

Annotation. *This article examines the pedagogical possibilities of applying the CLIL (Content and Language Integrated Learning) approach to teaching English to students of Karakalpak groups studying in the field of "Information Technologies". The relationship between information technology and English, the role of English in forming the professional competencies of future specialists, as well as the advantages of the CLIL approach, which ensures the integration of subject content and a foreign language in the educational process, are theoretically analyzed. Furthermore, the pedagogical prerequisites for the effective application of CLIL technology are considered, taking into account the linguistic characteristics and professional needs of students in Karakalpak groups.*

Keywords: *CLIL, English language, information technology, professional competence, integrated education*

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AXBOROT TEXNOLOGIYALARI SOHASIDA INGLIZ TILINI O'QITISHDA CLIL USLUBINI QO'LLASH

Annotatsiya. *Ushbu maqolada "Axborot texnologiyalari" yo'nalishida tahsil olayotgan qoraqalpoq guruhlari talabalariga ingliz tilini o'qitishda CLIL (Content and Language Integrated Learning – fan va tilni integratsiyalashgan o'qitish) yondashuvini qo'llashning pedagogik imkoniyatlari ko'rib chiqiladi. Axborot texnologiyalari va ingliz tilining o'zaro bog'liqligi, bo'lajak mutaxassislarning kasbiy kompetensiyalarini shakllantirishda ingliz tilining o'rni, shuningdek, ta'lim jarayonida fan mazmuni va chet tili integratsiyasini ta'minlovchi CLIL yondashuvining afzalliklari nazariy jihatdan tahlil qilingan. Bundan tashqari, qoraqalpoq guruhlari talabalarining lingvistik xususiyatlari va kasbiy ehtiyojlarini hisobga olgan holda CLIL texnologiyasini samarali qo'llashning pedagogik shart-sharoitlari ko'rib chiqiladi.*

Kalit so'zlar:: *CLIL, ingliz tili, axborot texnologiyalari, kasbiy kompetentlik, integratsiyalashgan ta'lim.*

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ПРИМЕНЕНИЕ МЕТОДА CLIL В ОБУЧЕНИИ АНГЛИЙСКОМУ ЯЗЫКУ В СФЕРЕ ИНФОРМАЦИОННЫХ ТЕХНОЛОГИЙ

Аннотация. *В данной работе изучается педагогический потенциал использования подхода CLIL (Content and Language Integrated Learning – интегрированное обучение предмету и языку) при обучении английскому языку студентов каракалпакских групп, обучающихся по направлению «Информационные технологии». Теоретически анализируется взаимосвязь информационных технологий и английского языка, роль английского языка в формировании профессиональных компетенций будущих специалистов, а также преимущества подхода CLIL, обеспечивающего интеграцию предметного содержания и иностранного языка в образовательном процессе. Кроме того, рассматриваются педагогические условия эффективного применения технологии CLIL с учетом лингвистических особенностей и профессиональных потребностей студентов каракалпакских групп.*

Ключевые слова: *CLIL, английский язык, информационные технологии, профессиональная компетентность, интегрированное обучение.*

Introduction. Traditional methods of foreign language teaching are generally aimed at developing general language skills and do not provide sufficient integration with professional disciplines. In this regard, the use of the CLIL approach, based on the integration of subject content and a foreign language, is a promising direction for improving learning effectiveness.

Despite the numerous advantages of CLIL, its implementation in higher education requires addressing several challenges. One of the main difficulties is the insufficient level of English proficiency among some students. When professional subjects are taught through a foreign language, learners may experience difficulties understanding complex concepts, technical terminology, and academic texts. Therefore, gradual implementation and appropriate language support are necessary.

Another challenge is the preparation of teaching staff. Effective CLIL requires teachers who are capable of combining language instruction with professional content. In many educational institutions,

Karakalpak, Uzbek, and English languages, which has a positive impact on the development of their meta-linguistic competence.

From a pedagogical perspective, the application of CLIL provides the following advantages:

• increasing students' professional motivation;
• developing communicative competence;
• formation of independent learning skills;
• developing critical and analytical thinking;
• improving project and teamwork skills;
• expanding opportunities for using modern digital educational resources.

At the same time, the successful implementation of the CLIL approach requires compliance with a number of pedagogical conditions:

• close interaction between English language teachers and teachers of specialized disciplines;
• development of educational and methodological complexes focused on the field of "Information Technologies";
• use of authentic electronic educational resources;
• application of project-based and problem-based teaching methods;
• effective use of digital educational platforms.

The conducted theoretical analysis allows for the conclusion that the "Information Technology" direction is one of the most promising for implementing the CLIL approach, as professional terminology and a significant portion of educational resources in this field are presented in English.

The conducted theoretical analysis allows for the formulation of the following conclusions:

1. The CLIL approach ensures the simultaneous development of professional and linguistic competencies of students in the field of "Information Technologies".

2. The multilingual educational environment of students in Karakalpak groups creates favorable pedagogical conditions for the effective application of CLIL technology.

3. The integration of professional disciplines and the English language contributes to increasing learning motivation and the effectiveness of the educational process.

4. The development of specialized methodological support based on CLIL will significantly improve the quality of English language instruction for students in the "Information Technologies" field.

5. A promising direction for further research is the experimental verification of the effectiveness of the proposed theoretical propositions and the development of a methodological model for teaching English to students in Karakalpak groups based on the CLIL approach.

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DIGITAL TECHNOLOGIES AS A FACTOR FOR DEVELOPING THE PROFESSIONAL ACTIVITIES OF HIGHER EDUCATION TEACHERS

Annotation. *This article analyzes the role and significance of digital technologies in developing the professional activities of higher education teachers. The factors and methods for forming digital competence, utilizing modern educational platforms, and increasing the effectiveness of scientific and pedagogical activities are highlighted.*

Keywords: *digitalization, higher education, pedagogical competence, LMS, professional development, artificial intelligence.*

OLIY TA'LIM MUASSASALARI PEDAGOGLARINING KASBIY FAOLIYATINI RIVOJLANTIRISHDA RAQAMLI TEXNOLOGIYALARNING O'RNI VA AHAMIYATI

Annotatsiya. *Mazkur maqolada oliy ta'lim muassasalari pedagoglarining kasbiy faoliyatini rivojlantirishda raqamli texnologiyalarning o'rni va ahamiyati tahlil qilingan. Raqamli kompetentlikni shakllantirish omillari va usullari, zamonaviy ta'lim platformalaridan foydalanish, shuningdek, ilmiy-pedagogik faoliyat samaradorligini oshirish masalalari yoritilgan.*

Kalit so'zlar: *raqamlashtirish, oliy ta'lim, pedagogik kompetentlik, LMS, kasbiy rivojlanish, sun'iy intellekt.*

РОЛЬ И ЗНАЧЕНИЕ ЦИФРОВЫХ ТЕХНОЛОГИЙ В РАЗВИТИИ ПРОФЕССИОНАЛЬНОЙ ДЕЯТЕЛЬНОСТИ ПЕДАГОГОВ ВУЗОВ

Аннотация. *В данной статье анализируется роль и значение цифровых технологий в развитии профессиональной деятельности педагогов высших учебных заведений. Освещены факторы и методы формирования цифровой компетентности, использования современных образовательных платформ, а также повышения эффективности научно-педагогической деятельности.*

Ключевые слова: *цифровизация, высшее образование, педагогическая компетентность, LMS, профессиональное развитие, искусственный интеллект.*

Introduction. The rapid transformation processes occurring in the global education system today require new approaches and a high level of digital literacy from higher education teachers [1]. Digital technologies have become not just a means of education, but a key driver ensuring the continuous improvement of a teacher's professional skills and their labor productivity. In higher education institutions in the global academic environment, scientific research aimed at expanding the capabilities of educators to effectively organize the educational process based on LMS platforms, virtual and augmented reality (VR, AR), digital content creation technologies, electronic monitoring systems, and data-driven education approaches is considered one of the priority areas.

Research Methodology. This study aims to evaluate the role of digital technologies in the professional activities of higher education institution [2] (HEI) faculty, their level of digital competence, and the impact on educational quality. Supporting the professional development of educators and ensuring the sustained quality of learning outcomes requires reorganizing the assessment system based on modern scientific approaches and improving diagnostic methods. In this regard, developing digital platforms that ensure the transparency, objectivity, continuity, and reliability of assessment results is particularly important. Specifically, implementing multimodal diagnostic approaches that allow for monitoring and analyzing various aspects of a faculty member's activity within a unified information environment is a critical factor in managing educational quality. Therefore, in modern pedagogical research, organizing the assessment process by integrating data from various sources into a single diagnostic system is recognized as a pressing scientific direction.

Literature review. In recent years, the digitalization of higher education and the development of educators' professional activities through modern technologies have been a focus of attention for both local and international researchers [6]. To clarify the theoretical and practical aspects of this issue, it is advisable to analyze the scientific literature by dividing it into three main areas. In the international scientific community, the concept of an educator's digital activity is based on the DigCompEdu (Digital Competence Framework for Educators) model. This framework, developed by the European Commission, defines an educator's digital competence as encompassing not only technical skills but also 6 distinct areas, such as creating digital resources, organizing teaching and learning, assessment, and developing students' digital skills (Redecker, 2017).