

**TEACHING HISTORY LESSONS IN ENGLISH LANGUAGE**

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**Annotation:** This article analyzes the theoretical foundations of teaching history in English, the essence of the CLIL approach, methodological principles and practical methods of its application. It also reveals the importance of an integrative approach in the development of historical thinking and academic English. The article is written based on pedagogical experience and international research.

**Key words:** CLIL, integrative education, history education, academic vocabulary, critical thinking, bilingual education, methodology.

In the context of globalization, the integration of foreign languages with subjects has become a pressing issue. In particular, teaching history in English allows students to develop not only historical knowledge, but also academic English. This approach is based on the CLIL (Content and Language Integrated Learning) methodology, which is widely used in the European education system.

History itself requires high-level cognitive skills such as analysis, comparison, and determining cause-and-effect relationships. History lessons taught in English further develop students' communicative competence.

The term CLIL was coined in the European educational space in the 1990s. The scientific basis of this approach is associated with the 4C model developed by Do Coyle: Content, Communication, Cognition, Culture.

According to Coyle, CLIL lessons are not just translation or simple bilingual education, but a process of co-development of content and language.<sup>1</sup>

David Marsh also describes CLIL as a “dual-purpose learning model,” meaning that language learning is the means and science is the goal.<sup>2</sup>

Historical terminology requires a specific academic vocabulary: revolution, constitution, sovereignty, empire, treaty. Such terms are consolidated in long-term memory when learned in context.<sup>3</sup>

One of the main tasks of history is to develop historical thinking. In lessons conducted in English, students: analyze evidence, compare opposing views, and build arguments. This process requires a high level of cognitive activity.<sup>4</sup>

At the beginning of the lesson, key terms are explained. New vocabulary is reinforced with the help of visual aids (timeline, map, diagram). Analyzing historical documents in English is one of the effective methods. This method develops students' analytical and linguistic competence.<sup>5</sup>

“Was the Industrial Revolution more beneficial or harmful?”

Questions like these develop argumentative speech in students.

Students prepare a project in English about a historical period or person. The results of their research are defended in the form of a presentation.

Advantages of teaching history in English:

- Two competencies are developed simultaneously
- Adaptation to international standards
- Academic writing skills are formed

Problems of teaching history in English:

- Insufficient language level
- Complexity of terminology
- The need for teacher training in two areas

<sup>1</sup> Coyle, D., Hood, P., Marsh, D. CLIL: Content and Language Integrated Learning. Cambridge University Press, 2010, p. 40–45.

<sup>2</sup> Marsh, D. CLIL/EMILE – The European Dimension. University of Jyväskylä, 2002, p. 20–25.

<sup>3</sup> Nation, I.S.P. Learning Vocabulary in Another Language. Cambridge University Press, 2001, p. 75–82.

<sup>4</sup> Bloom, B. Taxonomy of Educational Objectives. Longman, 1956, p. 110–115.

<sup>5</sup> Bentley, K. The TKT Course: CLIL Module. Cambridge University Press, 2010, p. 60–68.

Peeter Mehisto emphasizes that the effectiveness of CLIL is directly dependent on the methodological preparation of the teacher.<sup>6</sup>

Following there is example for teaching history in English language:

Theme: World War II

- Warm-up discussion
- Key vocabulary introduction
- Short documentary video
- Group analysis (causes and consequences)
- Writing task: “Main causes of WWII”

This model is organized according to the 4C principle.

Research shows that students who receive CLIL education have: a higher academic vocabulary, increased fluency, and a developed historical perspective. Such an integrative education model helps to develop XXI<sup>st</sup> century skills.

In the process of globalization, the teaching of foreign languages, especially English, based on interdisciplinary integration is gaining importance. Today, teaching history in English is seen as a means of developing not only language competence, but also historical thinking.

Taniqli olim M. Ochilovning fikricha: “CLIL metodikasi o‘quvchilarning predmet bilimlari bilan birga lingvistik kompetensiyasini ham rivojlantirishga xizmat qiladi”.<sup>7</sup>

History requires analysis, comparison, and establishing cause-and-effect relationships. Teaching in English prepares students to work with international scholarly sources.

In conclusion, teaching history in English is one of the promising areas of modern education. The CLIL approach, combining content and language, develops a wide range of competencies in students. However, this process requires methodological preparation, gradual implementation, and consideration of the language level of students.

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<sup>6</sup> Mehisto, P., Marsh, D., Frigols, M. Uncovering CLIL. Macmillan, 2008, p. 25–35.

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