

**ADVANCING MULTILINGUAL EDUCATION IN
KARAKALPAKSTAN THROUGH THE CLIL APPROACH:
INTEGRATING ENGLISH WITH SCIENCE SUBJECTS**

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This paper argues that the Content and Language Integrated Learning (CLIL) approach, when applied in Karakalpakstan's multilingual context through subjects such as geography and biology, not only improves English language acquisition but also enhances subject knowledge, fosters critical thinking, and contributes to the modernization of education in the region.

In the era of globalization, education systems are tasked with preparing learners to engage both locally and internationally. In Karakalpakstan, where Karakalpak, Uzbek, and Russian are spoken alongside an increasing emphasis on English, the adoption of Content and Language Integrated Learning (CLIL) presents a promising pathway to strengthening multilingual education. CLIL integrates language learning with subject instruction, allowing students to acquire English while simultaneously studying academic content.

Geography and biology are particularly well-suited for CLIL application due to their reliance on visual resources, real-world relevance, and universal scientific concepts. When students discuss environmental issues, conduct biology experiments, or interpret climate data in English, they not only expand their subject knowledge but also acquire practical, discipline-specific language skills. This dual focus deepens engagement, fosters analytical thinking, and situates English within meaningful academic contexts rather than as an isolated subject.

Despite its potential, CLIL implementation in Karakalpakstan faces challenges, including limited teacher proficiency in English, a lack of adapted teaching resources, and the need for fair assessment methods that measure both language and content mastery. Addressing these challenges requires targeted teacher training, collaborative planning between language and subject specialists, and the development of bilingual or scaffolded materials to support learners of different proficiency levels.

Ultimately, CLIL should be viewed not as a supplementary experiment but as a strategic educational reform. By embedding English into subjects like geography and biology, Karakalpakstan can advance towards modernized, globally competitive education while preserving its rich multilingual heritage. The integration of language and content ensures that students are not only proficient in English but also capable of applying their knowledge across disciplines—skills essential for navigating the complexities of the 21st century.

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