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STUDENT MOTIVATION AND ENGAGEMENT IN CLIL CLASSROOMS

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Abstract. This paper explores the relationship between students' motivation and classroom involvement and Content and Language Integrated Learning (CLIL). According to the paper, learning a foreign language in a meaningful way fosters curiosity, participation, and a decreased fear of making mistakes. It also emphasizes how crucial engaging assignments, supportive teachers, and a supportive learning atmosphere are to maintaining students' interest. According to the study, when language is employed as a tool for comprehending material rather than as a stand-alone subject, pupils become more engaged.

Keywords: CLIL, student motivation, engagement, active learning, language through content, classroom interaction.

Аннотация. В данной статье рассматривается взаимосвязь между мотивацией учащихся, их участием на уроке и интегрированным обучением предмету и языку (CLIL). Согласно работе, осмысленное изучение иностранного языка развивает любознательность, активность и снижает страх ошибок. Также подчёркивается важность интересных заданий, поддержки со стороны учителя и благоприятной учебной атмосферы для поддержания интереса учащихся. Исследование показывает, что когда язык используется как инструмент понимания содержания, а не как отдельный предмет, ученики становятся более вовлечёнными.

Ключевые слова: CLIL, мотивация учащихся, вовлечённость, активное обучение, язык через содержание, взаимодействие на уроке.

Annotatsiya. Ushbu maqolada CLIL (Content and Language Integrated Learning) darslarida o‘quvchilar motivatsiyasi va faolligi tahlil qilinadi. Mazmunni xorijiy til orqali o‘rganish o‘quvchilarning darsga qiziqishini oshirishi, xatodan qo‘rqishni kamaytirishi va faol ishtirokni kuchaytirishi yoritiladi. Shuningdek, o‘qituvchi yordami, interfaol topshiriqlar va ijobiy muhitning ahamiyati ko‘rsatib beriladi. Tadqiqot natijasiga ko‘ra, til alohida predmet emas, balki bilim olish vositasi sifatida qo‘llanganda o‘quvchilar faolroq bo‘ladi.

Kalit so‘zlar: CLIL, o‘quvchi motivatsiyasi, faollik, interfaol ta’lim, mazmun orqali til o‘rganish, sinf muloqoti.

INTRODUCTION.

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Nowadays, learning a foreign language involves more than just memorizing lists of words or practicing specific grammar rules. It is expected of today's students to use language as a useful tool for academic growth, critical thinking, and communication. Teaching strategies have therefore changed from traditional language-focused instruction to more relevant and integrated models. Content and Language Integrated Learning (CLIL), in which students study subject matter through a foreign language, is one of the most extensively debated methods in this field. Both teachers and students face new obstacles as a result of this dual-focused approach, but it also opens up new potential. Although CLIL gives students real-world exposure to language, its efficiency is strongly correlated with their motivation and degree of participation in class. Success is not just determined by language proficiency. If they feel engaged, encouraged, and emotionally safe, even students with mediocre language skills can produce impressive outcomes. Conversely, exceptionally talented children could score poorly if they struggle with worry, lack confidence, or don't participate in class activities. Improving the quality of instruction requires analyzing the connection between student motivation, engagement, and CLIL approach. Teachers may establish classrooms where students are active participants who use language with confidence to explore new information rather than passive listeners by having a better understanding of these components.

LITERATURE REVIEW. Do Coyle's basic framework, which introduced the 4Cs model (Content, Communication, Cognition, Culture), has had a significant impact on CLIL research. Effective CLIL instruction needs to hit a balance between topic knowledge, language development, and cognitive challenge, according to Coyle et al. (2010) [1]. Learner motivation can be automatically increased by the meaningful learning environments created by this integrated framework. Zoltán Dörnyei's study, which highlights the significance of the L2 Motivational Self System, is strongly related to motivation theory in language instruction. According to Dörnyei (2005), pupils are more driven when they can see themselves as proficient language users in the future. Because students employ language for real academic goals rather than just isolated drills, this vision becomes easier to implement in CLIL environments [2].As a complex concept including behavioral, emotional, and cognitive components, Jennifer Fredricks and colleagues have extensively examined the idea of involvement (Fredricks et al., 2004). Students engage in discussions (behavioral), feel engaged or confident (emotional), and engage in deep cognitive processing of the material (cognitive) in CLIL courses [3]. Self-Determination Theory, which was created by Edward Deci and Richard Ryan, serves as a major foundation for theories of intrinsic and extrinsic

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motivation. For long-term motivation, Deci and Ryan (2000) contend that relatedness, competence, and autonomy are critical. By promoting teamwork, deep communication, and intellectual challenge, CLIL environments frequently meet these needs [4].

However, some academics point out that if scaffolding is inadequate, CLIL may potentially result in mental fatigue or linguistic anxiety. In order to sustain motivation and engagement, research continuously emphasizes the significance of instructor leadership, regular assignments, and encouraging classroom environments.

According to the body of research, when pedagogical assistance is in line with students' cognitive and emotional needs, CLIL has a great potential to improve classroom engagement and student motivation.

RESEARCH METHODOLOGY.

Research Design. In order to examine the connection between students' motivation and participation in CLIL classes, this study used a quantitative research methodology. The goal was to ascertain how students' intrinsic motivation and active involvement are affected by relevant content acquisition in English. The systematic measurement and comparison of student responses was made possible via a methodical, numerical technique.

Participants. The study, which focused on second-year English language specialist students, was carried out at Urgench State Pedagogical Institute. 16 students in all took part, which is a reasonable sample size appropriate for quantitative research conducted in a classroom. The participants' various levels of linguistic skill were typical of a group of second-year English students.

Data Collection. A systematic questionnaire aimed at assessing students' enthusiasm and involvement in CLIL classes was used to gather data. Survey items, multiple-choice questions, and comments regarding classroom involvement and learning interest were all included in the survey. To make sure that students had had enough exposure to the method, the survey was sent out following multiple CLIL sessions.

Procedure. Over the course of two weeks, the study was carried out in both normal English and subject-integrated sessions. The goal of the study was explained to the students, and they were guaranteed privacy. Under supervision, they filled out the questionnaire on their own, guaranteeing reliability and reducing outside influences. The goal was to observe spontaneous responses without introducing any interventions.

Data Analysis. Descriptive statistics, such as frequency counts, percentages, and mean scores for each questionnaire item, were used to examine the collected

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data. The researcher was able to spot trends and patterns in student involvement and motivation thanks to the quantitative technique. The results were then analyzed to see how CLIL lessons affect students' engagement and involvement.

Analysis and results. The questionnaire responses were analyzed using descriptive statistical methods to identify patterns related to students' motivation and engagement in CLIL-based classes. The overall results demonstrated that students held positive perceptions toward learning subject content through English.

A large proportion of participants expressed strong interest in CLIL learning. Approximately 75% of the students reported that studying academic content in a foreign language made lessons more meaningful and engaging compared to traditional language instruction. Many respondents noted that integrating subject knowledge with language learning allowed them to concentrate on understanding concepts instead of focusing mainly on grammatical accuracy.

Regarding classroom participation, more than two-thirds of the students indicated an increased willingness to speak and contribute during CLIL lessons. The data suggest that collaborative tasks and meaningful activities helped reduce anxiety related to making mistakes. Students reported that pair and group work created a supportive environment that improved confidence and encouraged communication. "Classroom action research indicated that CLIL lessons significantly increased students' participation, engagement, and willingness to collaborate in pair or group activities." [5].

The analysis also revealed noticeable improvements in motivational aspects. Most participants stated that CLIL lessons stimulated curiosity and encouraged independent learning habits. Learners increasingly perceived language as a practical means for gaining knowledge rather than as a separate academic discipline, which appeared to strengthen intrinsic motivation. "A study conducted in a whole CLIL school showed that students' attitudes toward content learning in a foreign language were generally positive, and this approach enhanced their motivation and vocabulary acquisition." [6].

Despite these positive outcomes, some challenges were identified. Around 25% of students experienced occasional difficulties understanding complex instructions or unfamiliar terminology. These responses underline the importance of scaffolding strategies and continuous teacher support to maintain effective engagement.

Overall, the findings indicate that well-structured CLIL lessons supported by clear guidance and interactive activities can positively influence students' motivation and classroom involvement. The quantitative evidence suggests that

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meaningful integration of content and language contributes to a more active and learner-centered learning environment.

CONCLUSION. This study examined the role of motivation and engagement in CLIL classrooms among second-year English language students at Urgench State Pedagogical Institute. The findings demonstrate that integrating content learning with a foreign language positively influences students' participation, interest, and overall learning experience. The quantitative results indicate that students become more active and confident when language is used as a tool for understanding subject knowledge rather than as an isolated learning objective.

CLIL lessons encouraged collaborative learning, reduced fear of making mistakes, and supported intrinsic motivation. Students showed greater willingness to communicate and engage in classroom activities, suggesting that meaningful learning contexts enhance both emotional and cognitive involvement. Despite some challenges related to vocabulary difficulty and comprehension, the overall impact of CLIL on student motivation was positive.

The study confirms that motivation and engagement are essential factors for successful CLIL implementation. When supported by appropriate teaching strategies and a positive classroom environment, CLIL can create effective and learner-centered educational experiences.

RECOMMENDATIONS

Based on the findings of this study, several recommendations can be proposed:

1. Teachers should provide clear scaffolding strategies, including visual aids, simplified explanations, and examples to support comprehension.
2. Interactive and collaborative activities such as group discussions and problem-solving tasks should be regularly integrated into CLIL lessons.
3. Teachers are encouraged to create a supportive classroom atmosphere where mistakes are viewed as part of the learning process.
4. Learning materials should be adapted to students' language proficiency levels to avoid cognitive overload.
5. Future research may include larger participant groups and mixed research methods to gain deeper insights into motivation and engagement in CLIL contexts.

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