

Intercultural Socialization through New Opportunities, CLIL Technology in Inclusive Education

Sharipov Mirjalol Jamoladdin's son

Student of Chirchik State Pedagogical University

mirjalolsharipov17@gmail.com

Eshqo'ziyeva Gulira`no Bahtiyor's girl

Chirchik State Pedagogical University, Special pedagogy: 1st year student of speech therapy

guliranobahtiyorovna83@gmail.com

Bekturdiyev Mardonbek Safarboy's son

Chirchik State Pedagogical University, Special pedagogy: 1st year student of speech therapy

bekturdiyev.mardon@icloud.com

Abstract. *The article describes the achievement of intercultural adaptation through the study of foreign languages in the era of globalization, personal and professional development, and teaching foreign languages using modern technologies in inclusive education.*

Key words: *intercultural dialogue, inclusive education, CLIL technology, modern approaches, modern personality, individual approach, cultural dialogue.*

Introduction

The 21st century has left its mark on history by ushering in a new era in human development and globalization has become a stable process. This globalization has now made it necessary to expand all-round contacts, study abroad, exchange worldly ideas, be aware of new modern technologies and apply skills in one's life, adapt to society, intercultural dialogue, and change norms more effectively than ever before. This, in turn, requires intercultural socialization. For intercultural socialization, first of all, strong dialogue must be established. This is called "intercultural dialogue." Intercultural socialization requires the ability to master important aspects of other cultures while preserving one's own culture, understanding and respecting differences between cultures, the ability to work with representatives of different nationalities, and most importantly, knowledge of the rules of intercultural communication. Communication plays a major role in people's lives and in any activity, which has a positive effect on the formation of a person. Thanks to various forms of communication (formal and informal communication), people exchange their actions and results in their activities, accumulated knowledge, ideas, interests, and feelings. As a very important part of communication, "intercultural communication" is of great importance for every person, because it helps in their spiritual formation, growth, improvement, and the search for new cultural forms. It allows a person to see the integrity of the world. The problem of developing intercultural communication is of great importance in a globalized society. The openness of the world allows a person to directly know and communicate with other cultures. And for us to create intercultural communication and socialize, learning foreign languages is a clear and effective way. Socialization (adaptation) can also occur through

communication in this way. The concepts of culture and language are inseparable concepts. Knowing a language does not mean that one can fully communicate with speakers of that language. Therefore, no matter which foreign language we are going to learn, studying the general characteristics of that nation, its culture, values, traditions of the people and their daily lifestyle, and finding out how they relate to everything you are interested in, will help you speak and understand the language you are learning. In this process, the formation of intercultural dialogue is an important factor that should be paid attention to in the study of languages today.

Methodology

If each positive work that needs to be done has a legal basis, is included in regulatory and legal documents or is defined as a separate norm, its role in society will expand, and a favorable environment for its development will be created. We are very pleased that the teaching of foreign languages based on foreign and modern technologies is being carried out continuously in our country, and a number of promising decisions and decrees are being adopted. The President of our country Sh.M. Mirziyoyev emphasizes this: - "We need to prepare new textbooks so perfectly that we will not return to this later. Today's education will speak about us in forty years".¹

When we called the title of our article, that is, new opportunities, we meant that each language we learn is a new opportunity, a new world, new ideas, a new outlook, new goals, a new environment and a new culture, and there are sufficient conditions in our country to achieve these. Learning languages develops cognitive activities such as memory enhancement, problem-solving and critical thinking skills. We need to use this effectively. Nowadays, the demand for personnel who master foreign languages is increasing day by day in the world. This, in our opinion, shows that the proverb "a thousand gold for a man who knows a language" is true. The fact that in our country, applicants who have a certificate of foreign language proficiency (national certificate) and internationally recognized certificates are given preferential treatment in entrance exams confirms our opinion above. The reason is that in the future, this will increase the competitiveness of future young specialists in the labor market, as well as provide an opportunity to master, adapt and promote world experience in their field. Recently, in order to support educated and talented students, an internal university scholarship competition was held at Chirchik State Pedagogical University, and one of the main conditions of this competition was the requirement to know a foreign language. A number of privileges and benefits were also created for the students who won this competition. At the same time, foreign language initiatives were also carried out at the Faculty of Tourism of our university, including the performance of the play "Hamlet". The work of the great playwright William Shakespeare was organized within the framework of the scientific and practical approach "Creative Pedagogue - Through the Eyes of a Student". "The fact that the work was initially performed in English has now been forgotten by many. I am pleased that the students have mastered their acting skills and English culture perfectly. Despite language barriers and geographical boundaries, I was pleased to see and be happy that Shakespeare's work, in general, through the medium of theatrical art, has improved the students' speaking skills. I felt that sincere and open dialogue between peoples is growing at your university. [English expert Lucy Fenton]. The idea and main goal of the performance of the play was to develop students' language competence, creative thinking in other languages, and speaking skills. Modern CLIL technology helps us very effectively to further develop language competences. To date, many countries have been successfully using CLIL technology in practice. CLIL (Content and Language Integrated Learning) is a method of integrated learning of content and language. Learning content and language is an approach to simultaneously learning a new subject through a second language. In modern society, the issues of intercultural and intercultural socialization of modern individuals are of particular importance.

Results and discussion

The basis of the CLIL approach is as follows:

- increasing students' subject competence through the practical use of a foreign language;

¹ <https://www.president.uz/en/lists/view/4327>

- acquiring intercultural competence, for example, changing perspectives and a comparative approach;
- prepare students for careers and life in our multilingual and globalized world of work.

To engage in CLIL technology, language must be transparent and provide a didactic basis. Only terminological aspects should not come to the fore.

[<https://t.me/tvchdpi2017/13858>] Based on this approach, students are also creating intercultural dialogue and adapting to this process, through which, of course, by studying their culture and character. Nowadays, any person who knows foreign languages has a special place in society. They are forming a larger circle in our society every day. This means that we must jointly solve the problems that create “intercultural dialogue”. Along with the young generation growing up in our society, young people with disabilities are equally responsible for the above-mentioned common goal. If we involve them in inclusive education early, and direct them to professional activities through their individual abilities, they will also work towards common goals. By teaching languages in an inclusive setting, we educators can expose students to different cultures, traditions, and lifestyles, which can foster cultural awareness, appreciation, and respect among students of different nationalities. Knowing a language gives people the opportunity to express their opinions, advocate for their needs, and participate fully in society.

Inclusive education is about ensuring equal access to education for all students, taking into account their special educational needs and individual capabilities. Students involved in inclusive education may have varying degrees of mental or physical disabilities. The fact that inclusive education is now included in our Constitution as a separate article has greatly encouraged me as a future specialist in this field. We need to work more with and develop their cognitive sphere, and to convince them that they can learn a language, and to create conditions for them to imagine. Because “Whatever the mind can conceive and believe, it can achieve,” says Napoleon Hill. We need to pay special attention to everything when teaching foreign languages to students in an inclusive education setting. It is important that the content of the lesson is understandable to everyone and that all students are involved in the lesson. A number of things should be done when teaching foreign languages in an inclusive setting. They are as follows:

- **Differentiated learning.** Providing a variety of instructional strategies, materials, and activities to meet the diverse learning needs and styles of students;
- **Collaborative learning.** Working with special education teachers, language specialists, and tutors to develop individual language learning plans for students with diverse needs. Adapting learning.
- **Professional development.** Providing teachers with ongoing training and professional development opportunities to enhance their knowledge and skills in supporting students with diverse needs in learning a foreign language;
- Integrating cultural diversity into language teaching to make it inclusive and relevant for students from different backgrounds;
- **Individualized support;**
- **Regular collaboration.** Continuous collaboration between parents, educators, special educators, and medical staff about the child’s progress and status.

Conclusion

Based on the above approaches, we believe that teaching foreign languages in inclusive education will help children with special educational needs to achieve early socialization, professional development, and intercultural communication not only in society, but also in society. Their adaptation to society plays a very important role. Because, “A person can understand the meaning of life only in unity with society,” said Albert Einstein. Through the knowledge of foreign languages, students can broaden their worldview, increase their potential, and increase their competitiveness in the labor market. Why did we bring “intercultural communication” and inclusive education together

in one column? The reason is that there is a formula here: “language-communication-socialization TMI”, and language learning serves as a continuation of socialization for individuals with special educational needs. Because, “A person can only acquire what he needs with the help of society,” said the great thinker Abu Ali Ibn Sina.

List of used literature:

1. F.U.Kodirova, M.A.Umaraliyeva, Z.Sh.Matupayeva M.D.Omonova. Clil technology in inclusive and correctional education. Textbook. T.: “Sarbon LLS”, 2024.
2. M.J.Sharipov. “Forming a healthy environment in the family based on the pedagogical views of Ibn Sina”
3. N.B.Goipova Inclusive education. Hospital pedagogy: textbook - Namangan, 2024.
4. Sh.M. Amirsaidova Special Psychology Tashkent-2019 “Science and Technology”, 192 pages.
5. <https://t.me/tvchdipi2017> <https://t.me/tvchdipi2017/13858>
6. Decree of the President of the Republic of Uzbekistan, No. PF-60 dated 28.01.2022 <https://lex.uz/uz/docs/-5841063>
7. Resolution of the Cabinet of Ministers of the Republic of Uzbekistan, No. 34 dated 19.01.2022 <https://lex.uz/docs/-5831978>
8. Chicherina Ya.E., Isayeva D.I., Bondareva E.V. EARLY DIAGNOSIS FIRST INTERVENTION: Tashkent; RBIMM, 2009. - 86 p.