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<https://doi.org/10.48081/KNCK7246>***G. O. Rakhimbekova¹, Zh. A. Kussainova², G. M. Tulekova³**^{1,2}S. Seifullin Kazakh Agro Technical University,

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**CONTENT AND LANGUAGE INTEGRATED LEARNING (CLIL)
AS AN EFFECTIVE APPROACH FOR THE DEVELOPMENT OF
FOREIGN LANGUAGE PROFESSIONAL COMMUNICATION
SKILLS AMONG STUDENTS OF NON-LINGUISTIC
SPECIALTIES**

The article discusses the content and language integrated learning approach (CLIL) as one of the advanced and valuable techniques in the system of professional training and the investigation of modern methods of professionally-oriented education developed in methodological science, taking into account their impact on the stimulation of students to study a foreign language. Strengthening training actions has always been one of the central objectives of teaching generally and, especially, in teaching foreign languages to students of non-linguistic majors. This determines the relevance of this work. The aims and objectives are specified, as well as the criteria and principles for the performance of content and language integrated learning are revealed, attention is given to the importance of its integration with special disciplines, ways to solve problems that arise when choosing and maintaining the necessary material, as well as in the learning process.

Keywords: CLIL approach, communication skills, professional communication mean, students' motivation, speech behavior, foreign language proficiency.

Introduction

Currently, specialists who speak more than one foreign language are highly valued, both in terms of everyday communication and in the professional sphere. This need is caused by the rapid process of globalization of society. The function of the topic «Foreign language» in the development of a contemporary personality with professional abilities on the premise of «as a person fully realized in a career, via a profession, generating the values of this profession» has been substantially rethought [1]. Contemporary demands for the training of university graduates – future professionals – include a number of specific competencies: the ability to self-educate, possession of innovative techniques, understanding of prospects and opportunities for their use, decision-making ability, adaptability to modern civil and professional conditions, teamwork, and the ability to deal with stressful situations [2, p. 44], as well as foreign language proficiency.

Materials and methods

The research was carried out on the basis of the application of theoretical research methods within the framework of comparative and logical analysis. To conduct an analysis, the educational programs regarding the non-linguistic university approved by the Ministry of Education and Science of the Republic of Kazakhstan were used. A theoretical analysis of the scientific and pedagogical literature was carried out in order to study the use of the CLIL methodology at higher education institutions.

In many universities, according to the educational programs, foreign language teaching (as usual English) to non-linguistic specialty students stops on the second course, and it should be noticed, as they have no practice in speech in the other years of study, communication skills are not developed neither. So, the necessity to integrate major disciplines with language studies through all the academic period is vital for graduate and undergraduates as well.

Among the educational methods that include simultaneous teaching of both a foreign language and a profile subject, we can highlight the subject – language Integrated Learning Methodology (content and Language Integrated Learning-CLIL), which is able to influence the formation of the necessary competencies in students of technical, humanitarian and other fields at the University.

Results and discussions

In the year of 1994, a multidisciplinary university scientist named David Marsh coined the term Content and Language Integrated Learning (CLIL) while organizing study on the state of languages education in Europe [3]. According to the report, this triggered a pan-European discourse with experts from Finland and the Netherlands. The issues raised included how to incorporate advanced foreign

language teaching experience from particular types of private institutions into the syllabus of regular schools and colleges.

European academic standards at the period, as well as the political environment linked with issues in Content and Language Integrated Learning (CLIL). According to David Marsh, «The political impetus was the premise that mobility across European nations involved a higher degree of linguistic ability in reference to national languages, which was acceptable at the time.» Furthermore, in far more than two decades, the entire viewpoint of CLIL has evolved beyond just learning new languages to incorporating creative techniques within the program. CLIL is becoming more popular as a method in European countries. Most European nations are expected to use CLIL more in the future [4, p. 6].

Also 1994, the following definition of subject-language integrated learning (CLIL) was established and implemented: «Subject-language integrated learning or CLIL is a bi-directional competence-based approach to learning in which a foreign language is used for teaching both the main subject and for learning the language itself» [4, p. 6]. CLIL, as one might expect, blends and incorporates techniques to teach the discipline with learning the target language. Apprentices typically pursue one or even more disciplines in a foreign language when CLIL is applied. Nonetheless, we cannot claim that learners would understand English competently at the same time or before learning a major subject. Learners study the language and the subject in one time.

As emerged in the insights of Sophie Ioannou-Georgiou and Pavlos Pavlou, the three main features of the CLIL methodology can be distinguished [5, pp. 13-15]:

a) Foreign language blended with topic material, such as geography, science, history, and so on. Learners acquire language using subject-specific literature that has been abridged [6, p. 11–12].

b) Because CLIL has its roots in many socio-linguistic and sociopolitical settings, it may be applied across any language, age, and degree of education, ranging from preschool to higher education and vocational training. In this perspective, CLIL corresponds to all European educational programs meant for all people, where multilingualism and diversity are viewed as encouraging unification, empathy, and accessibility among Europeans [6, p. 11–12].

c) Itself as method, CLIL might include the evolution of social, cultural, cognitive, linguistic, academic, and other learning abilities, along with the enhancement of subject and language competence in the area of study [6, pp. 11–12].

English as the «predominant» language is used widely in most of universities in Europe. In this respect, many CLIL find the technique a unique way to study several subjects simultaneously.

Here are three most common integrated content and language approaches:

ESP (English for specific purposes);
CLIL (Content and language integrated learning);
EMI (English as Medium of Instruction) [7].

English for Special Purposes (ESP) is a «functional variety of language that contributes to the successful and adequate communicative act of specialists in various subject areas» [5]. The main objective of the ESP program is the formation of students' language competence. Much attention is paid to improving communication skills in a foreign language, enriching vocabulary and improving the level of proficiency in professional terminology, grammar and discourse skills on professional topics.

In a broad sense, the purpose of subject-language integrated learning (CLIL) is to acquire knowledge and improve skills in a specific subject, while language knowledge and skills are improved in the process of mastering this subject. More specifically, the goals of CLIL were presented by D. Coyle through four components (the so-called 'four Cs'):

- 1) «content» (content);
- 2) «communication» (communication);
- 3) «recognition» (cognition);
- 4) «culture» (culture).

There are indicators for components in the design by D. Coyle. «Content» answers the questions: «What are the goals of learning?», «What to teach?», «What do students learn new?», «What is the result of this training?». «Communication» is to distinguish the instruction language, special dictionary development, language correction in the process, the choice of communication types, showing the necessity to use polylogical discussion forms of interaction in the educational process. «Cognition» is to indicate the reflecting skills that show the focus on the subject and the language studied, the of questions leading to correct answers, the tasks necessary for reasoning. «Culture» involves selection of the social and cultural meaning of the theme and integrating lesson material, as well as taking into account the individual qualities of students. A remarkable thing is that, according to the author, the central part of the whole pyramid is the «communication» element, which means the implementation of the other three components through communication [8].

1 The content («content») of the educational material is aimed at improving skills and abilities in the profile subject – defining content (Content):

- What will I be teaching?
- What will students learn?
- What are the learning objectives?
- What are the expected results?

2 Communication («communication») defines the communicative purpose of discussing the topic of a profile subject through a foreign language - connecting content with language (Communication):

What language knowledge will be needed for this topic?

What are the specialized words or phrases?

What grammatical structure should they use to convey your idea or talk on the topic?

What activities will be used to develop the language?

3 Cognition focuses on the combination of acquired knowledge with the expression of one's own thoughts in a foreign language - think about what thinking skills are possible develop in the lesson (Cognition):

What questions will I ask to encourage students to thinking?

What tasks need to be developed in order to develop thinking high-order thinking?

What thinking skills should be focused on in this topic?

4 Culture («culture») involves the selection of material aimed at cognition and definition of oneself, surrounding people and the world as a whole - the cultural aspect will run like a thin thread throughout the topic, helping students to look at a topic from the point of view of another culture, the most developing intercultural thinking (Culture):

What are the cultural implications of this topic? [9]

Interconnected subject and language instruction when at higher education institution is a promising trend of academic and experimental learning, and there is no one accepted framework according to how interdisciplinary training must therefore be performed at an universities. Each education sector may have its own distinct qualities, that influence how and what students study in an additional/non-native language [7, p. 5].

Like any technology of teaching a foreign language, this method has its own advantages and disadvantages. The advantages of using this model of the methodology:

1 Students acquire a good amount of language bulk, meaning diving into the environment of the language studied;

2 Specific terms are learnt while exercising on various topics, typical linguistic constructions, which contributes to the appending of the learner's vocabulary with subject terminology and prepares for future studies and application of knowledge and skills acquired.

3 The language integration method allows you to move away from the standard presentation of the material and get a wide range of knowledge that will be useful for future professional and everyday communication. Students learn not only their

language skills, but also various spheres of life: medicine, art, business, etc. they will be able to demonstrate their knowledge.

The drawbacks in using this model of methodology can be attributed to: two of its main reasons - insufficient knowledge of the teacher of a foreign language in the subject and insufficient knowledge of the language of the subject teacher. The conclusion can be attributed to the imperfection of some textbooks in English, as well as the insufficient number of lessons in accordance with the curriculum. The use of this method complicates the different levels of proficiency among students, which can lead to an increase in workload and, accordingly, a number of psychological and psychosomatic problems. The teacher includes, in turn, the relevant search queries, for example: the use of different forms and the feasibility of obtaining material and organizing educational activities using the capabilities of students and identifying creative activities.

The greatest difficulty in teaching oral foreign language professional communication in the absence of a natural professional language environment is teaching speech behavior adequate to typical situations of future professional communication. In this regard, the educational process should take into account typical situations characteristic of professional communication, which would create a motivated need for foreign language communication and would bring the educational process as close as possible to natural professional communication.

Therefore, one of the main ways to solve this problem and at the same time one of the conditions for effective content and language integrated learning is the use of educational speech situations and role-playing games in the classroom, contributing to the creation of an imitation of a professional foreign language environment, increasing students' motivation for foreign language communication and forming their awareness of the need to use appropriate speech patterns and tactics of speech behavior.

During their studies at the university, students acquire a certain level of professional competence, which is based on knowledge, skills and abilities corresponding to certain qualification characteristics of specialists of a certain profile. The foreign-language communication skills and abilities acquired by them during their studies at the university should ensure the readiness of graduates for foreign-language professional communication (and further self-development). Therefore, it is expedient and methodically justified to simultaneously consider both professional and communicative training in a foreign language, involving the formation of students' ability to communicate in a foreign language indirectly (through reading and writing) and directly (orally) in specific professional, business and scientific fields and situations. The introduction of various forms of communication using innovative technologies, the expansion of the creative and scientific potential of

students ensure the formation of a linguistic personality capable of realizing itself in modern society.

For the successful implementation of subject-language integrated learning in the educational programs of universities, teachers need not only to know the content of the discipline taught well and to master a foreign language as a means of communication at a level sufficient for conducting classes. It is necessary to set realistic goals that take into account the level of preparedness of students both in the subject and in a foreign language. When selecting content, teachers need to follow the principles of CLIL, taking into account what cognitive load students experience when studying a subject by means of a foreign language, knowledge of which may be lacking to complete the task. Teachers should be able to identify and flexibly respond to the difficulties experienced by students, offering appropriate forms of «support» and using a variety of teaching tools from graphic organizers to multimodal educational texts.

Conclusion

To summarize, content-language integrated learning (CLIL) is a comparatively recent focus and dedication which must be speculated of as an exceptional method of educating trainees centralized subjects by a different language (teaching content through foreign language) as well as foreign language instruction through the particular topic itself (teaching foreign language through content). This approach is of significant interest to foreign language teachers, as well as a number of university teachers who speak a foreign language and teach their major topic. Consequently, by merging two orientations, subject teachers may teach not only their core topic in a foreign language, but also employ crucial language teaching tools such as teaching English grammar, sentence patterns, and other parts of a collaborative instructional approach.

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ПӘНДІК-ТІЛДІК КІРІКТІРІЛГЕН ОҚЫТУ (CLIL) ТІЛДІК ЕМЕС МАМАНДЫҚТАР СТУДЕНТТЕРІНІҢ ШЕТ ТІЛІНДЕГІ КӘСІБИ ҚАРЫМ-ҚАТЫНАС ДАҒДЫЛАРЫН ДАМУДЫҢ ТИІМДІ ТӘСІЛІ РЕТІНДЕ

Мақалада пәндік-тілдік кіріктірілген оқыту (CLIL) жоғары кәсіптік білім беру жүйесіндегі интонациялық және тиімді тәсілдердің бірі және әдістемелік ғылымда әзірленетін кәсіптік-бағдарланған оқытудың жаңа тұжырымдамалары мен тәсілдерін олардың студенттердің шет тілін оқуға деген ынтасына әсерін ескере отырып талдау ретінде қарастырылады. Оқу іс-әрекетін жандандыру әрқашан жалпы оқытудың және әсіресе тілдік емес мамандықтардың студенттерін шет тілдеріне оқытудың басты міндеттерінің бірі болды. Бұл осы жұмыстың өзектілігін анықтайды. Мақсаттар мен міндеттер айқындалды, сондай-ақ пәндік-тілдік интеграцияланған оқытуды іске асырудың қағидаттары мен критерийлері ашылды, оны арнайы пәндермен интеграциялаудың маңыздылығына, қажетті материалды таңдау мен мазмұнында, сондай-ақ оқыту процесінде туындайтын проблемаларды шешу жолдарына назар аударылды.

Кілтті сөздер: CLIL тәсілі; коммуникативтік дағдылар, кәсіптік коммуникация құралы, студенттердің уәждемесі, сөйлеу мінез құлқы, шет тілін меңгеру

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ПРЕДМЕТНО-ЯЗЫКОВОЕ ИНТЕГРИРОВАННОЕ ОБУЧЕНИЕ (CLIL) КАК ЭФФЕКТИВНЫЙ ПОДХОД ДЛЯ РАЗВИТИЯ НАВЫКОВ ИНОЯЗЫЧНОГО ПРОФЕССИОНАЛЬНОГО ОБЩЕНИЯ У СТУДЕНТОВ НЕЯЗЫКОВЫХ СПЕЦИАЛЬНОСТЕЙ

В статье рассматривается предметно-языковой интегрированный подход (CLIL) как один из инновационных и эффективных подходов в системе высшего профессионального образования и анализ исследуемых в иноязычной методической науке новых концепций и технологий профессионально-ориентированного обучения, в зависимости от их влияния на мотивацию студентов к изучению иностранного языка. Активизация учебной деятельности всегда являлась одной из главных задач обучения в общем и, особенно, обучения студентов неязыковых вузов при обучении иностранному языку. В статье рассмотрены принципы и критерии реализации предметно-языкового интегрированного обучения, отмечается важность его интеграции со специальными дисциплинами, пути решения проблем, возникающих при выборе и содержания необходимого материала, а также в процессе обучения.

Ключевые слова: подход CLIL; коммуникативные умения, средства профессионального общения, мотивация студентов, речевое поведение, владение иностранным языком

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