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## **Особенности реализации предметно-языкового интегрированного подхода в образовательном процессе**

**Аннотация.** Данная статья посвящена рассмотрению вопроса применения предметно-языкового интегрированного подхода в современном образовательном процессе. Описана суть данного подхода как формы обучения учебным дисциплинам, осуществляемого с помощью неродного языка преимущественно на предпрофильном и профильном уровнях. Отмечено, что CLIL является одним из видов билингвального обучения и успешно применяется в образовательных учреждениях европейских стран. Выявлены возможности, которые предоставляет применение данного подхода. Особое внимание уделено необходимости совершенствования профессиональных навыков учителя-предметника и созданию определенных организационно-педагогических условий.

**Ключевые слова:** предметно-языковой интегрированный подход, билингвизм, интеграция, междисциплинарные связи, неродной язык, средство обучения, профессиональный уровень.

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## **Features of the implementation of the subject-language integrated approach in the educational process**

**Abstract.** This article is devoted to the consideration of the application of the subject-language integrated approach in the modern educational process. The essence of this approach is described as a form of teaching academic disciplines, carried out using a non-native language mainly at the pre-professional and profile levels. It is noted that CLIL is one of the types of bilingual education and is successfully used in educational institutions of European countries. The possibilities provided by the application of this approach have been identified. Special attention is paid to the

need to improve the professional skills of a subject teacher and to create certain organizational and pedagogical conditions.

**Key words:** subject-language integrated approach, bilingualism, integration, interdisciplinary connections, non-native language, teaching medium, professional level.

In the era of globalization, specialists who not only possess a certain amount of knowledge and skills, but also one or more foreign languages, acquire special value. Such a need is conditioned by the social order of society and the prevailing socio-economic and political conditions in the global space.

In recent years, the European educational system has actively developed content and language integrated learning, which is an integrated teaching of professional disciplines through the use of a non-native language as a means of teaching. In Russia, this technique is at the beginning of its development and strives to take its deserved place in the curricula of educational institutions.

Content and language integrated learning is considered one of the effective ways to establish interdisciplinary connections, creating conditions for the successful preparation of a future specialist for foreign-language professional communication. One of the main advantages of this approach is the presence of persistent motivation as the main mechanism for activating the learning process in a non-native (foreign) language because the attention of students is involuntarily held on an interesting, new and meaningful language material, which finds its embodiment on a practical level. The content of the educational material to be assimilated meets the needs of students and contributes to the active assimilation of new knowledge.

Despite the apparent similarity of the concepts of "integrative" and "content and language integrated", these two campaigns have some differences. Thus, the content and language integrated learning is an integrated form of teaching a foreign language and other academic subjects, carried out mainly at the pre-professional and profile levels. Its essence lies in the use of a foreign language for the formation of professionally oriented foreign language competence of

students. The integrative approach involves merging academic subjects in one synthesized course, summing up the basics of sciences, revealing complex educational topics and problems [1, p. 167].

The content and language integrated learning (CLIL) was developed by foreign scientists and teachers of leading European universities. Among them, such names as David Marsh [7], Do Coyle [5] and others. In their works they state that this type of training is applicable to any two-subject-focused educational program. At the same time, a non-native language in which the entire course of study is conducted is used as a means of teaching a particular academic discipline, thus creating an effective learning environment. Regarding domestic research, it should be said that in Russia this approach is at the stage of study and only partial implementation of some elements of CLIL. Many Russian methodologists began to seriously study the problem of introducing a content and language integrated learning in foreign language lessons, among these methodologists are A. Y. Polenova (Federal State Educational Institution of Higher Education "Southern Federal University", Russia, Rostov-on-Don, Associate Professor of the Department of English of Humanities Faculties), I.V. Batunova (Siberian Federal University, Institute of Philology and language communication, candidate of Pedagogical Sciences, Associate Professor of the Department of Foreign Languages for Engineering).

Despite the fact that this approach is mainly used in higher education, its basic principles are quite applicable in modern education, namely at the senior level of school.

As mentioned above, the content and language integrated learning is a relatively new learning technology that has some experience of application in the European and Russian educational space.

The first to define this approach was David Marsh, a researcher working in the field of multilingualism and bilingual education (David Marsh, University of Jyväskylä, Finland, 1994). He interpreted it as "an educational approach that uses various language methodologies that ensure the dual nature of learning, where attention is paid to both the foreign language being mastered and the content" [2]. Over the past decade, CLIL research, mostly focused on the linguistic side of technology, has accelerated rapidly thanks to researchers from various disciplines [4].

There are two approaches to the implementation of CLIL:

1. content-driven education is a (subject-oriented) learning process focused on studying the content of an academic discipline;

2. language-driven education – (linguistically-oriented) education, in which the focus is on learning a foreign language based on subject content [6].

Content and language integrated learning is regulated by principle 4 C (Content, Communication, Cognition, Culture) [5, p. 36], proposed by Professor D. Coyle, and assumes effective content and language integrated learning as a symbiosis of meaningful, communicative, cognitive and cultural components.

The CLIL describes an approach to teaching and learning in which subjects are taught and studied in a non-native language. Studying subjects in a non-native language can be more difficult and intense than in regular language lessons. Students are introduced to a wider range of languages while simultaneously acquiring knowledge and skills in various areas of the curriculum. In CLIL, the study of an academic subject (for example, geography) in a second or third language involves the use of effective pedagogical practice from various educational contexts.

There are many different types of CLIL programs in the world, from full immersion to short 20-30-minute subject classes in the language being studied. Subjects can be

taught by subject matter specialists or foreign language teachers. In some countries, classroom teachers also help students. There are also situations where CLIL is used to integrate students (often from minorities) into regular classes.

The CLIL approach has many advantages: it develops students' confidence, improves academic cognitive processes and communication skills, and promotes intercultural understanding and the development of social values [8].

In addition, research shows that students become more receptive to concepts and linguistic units presented in both their native and the language being studied, and acquire a more extensive and diverse vocabulary. Students achieve proficiency in all types of speech activities - listening, speaking, reading and writing - much higher than expected in other educational programs. This success is also reflected in the skills of using ICT.

The global need to learn languages, especially English, has created a demand for new ways of teaching languages. CLIL is a flexible and efficient approach that is used to meet this need. Many subject teachers find that they can develop professionally by improving their CLIL skills.

The psychological foundations of the construction of teaching methods involve the use of a system of scientific knowledge and various teaching methods aimed at activating intellectual work at a specific age stage. The teacher provides educational information in a form accessible to students, stimulating the development of students' mental activity, skills of analysis and synthesis, comparison and generalization [3, p. 105].

In conclusion, we'd like to state the following. The process of integration in modern society is dominant. Integration is one of the promising and significant areas of development of school education in Russia. Domestic and foreign teachers, such as I.G. Pestalozzi, D. Dewey, K.D. Ushinsky, at one time laid the foundations of integration and tried to substantiate the multiple connections

of all studied subjects, as well as the need for their correlation with each other.

CLIL uses such a description to determine the objectives of the training and its results. The 4 Cs (Coyle) – Content, Communication, Cognition and Culture (the 4th C is sometimes called Citizenship or Community). CLIL is divided into language of learning, language for learning, and language through learning. It is a method of teaching in which some subjects are taught in a foreign or non-native language. CLIL has a dual educational focus, aimed at developing language skills and getting knowledge.

The relevance of interdisciplinary integration at all levels of the educational system is caused by the need for a holistic implementation of both the local tasks of each academic subject and the fulfillment of the social order of society, namely, the formation of a comprehensively developed and spiritually full-fledged personality of a graduate of a modern school.

The use of a content and language integrated learning in school education creates conditions for the formation of professionally oriented foreign language competence of students, which should correspond to a level

sufficient for the implementation of future international professional activities. However, its application in school education requires a clear understanding of the structure of the approach itself, its principles, as well as considering the psychological and pedagogical conditions of its implementation.

A teacher implementing such a course should not only have a high level of proficiency, but also be able to integrate it into various subjects. In addition, he must have pedagogical competence, the ability to work with different types of students and hold interesting and effective lessons.

CLIL teachers should be flexible and creative, capable to adapt academic materials to the specific needs of students. Their competence includes not only the ability to speak a good language, but also to motivate students to learn a non-native (foreign) language taking school subjects.

Thus, the competence of the teacher in the implementation of the course through content and language integrated learning is a key factor for success. The CLIL handbooks are intended for tutors and teachers who are intended to develop professionally by adding CLIL to their range of skills.

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