

M.A. Zhetpisbaeva, O.A. Syassina

*Ye.A. Buketov Karaganda State University
(E-mail: zhetpisbajeva_m@mail.ru)*

The main aspects of the implementation of CLIL methodology in university education

The article discusses the integration of techniques of integrated education subject and language in the process of preparation of the competitive expert as one of the approaches to the implementation of multilingual education. Profiling teaching of foreign languages on the basis of subject-based learning will allow appeal to the communicative situation, typical for future professional growth. Characterized by features of the educational process based on the methodology of integrated teaching subject and language. Particular attention is given to ways of presenting new material, the selection of educational texts, allowing to combine the study of the subject content and the process of language acquisition, use separate strategies to support language learners. Determine the relevance of the problem of optimization and study the content of academic disciplines while integrating with a foreign language.

Key words: content and language integrated learning, multilingual education, communicative skills, the academic language skills, the selection of educational materials, the assessment, language support.

In accordance with the requirements of modern external environment one of the goals of higher education is to train professionals with skills confident foreign language communication in their professional field.

As is known, an effective way of language learning is the study of the content of any article in that language. L.S. Vygotsky emphasized that the basis of multilingualism should be put properly arranged system of language teaching, corresponding to the social situation of development. School and university system, language policy states can work together with common goals, and then the effect will be most successful. Without the development of academic language skills (listening, speaking, reading, writing and communication in a broad sense), there will be a quality held by each of the languages [1].

One of the most common approaches to multilingual education is an integrated subject and language teaching. D. Marsh (Finland) pointed out that in its essence this type of teaching is characterized such training situation where discipline or their individual sections are taught in a foreign language. An interesting and significant in this case was that achieved a two-fold purpose of the training: firstly, the study of the discipline itself, and secondly, this immersion in a foreign environment.

In determining the content of this method D. Marsh indicates that the subject-language integrated learning 'minor language is used as a tool for teaching non-language subject» [2]. Thus, a feature of this method is that it can be used in different educational contexts where knowledge of the language becomes a tool for studying the contents of the subject. This language is included in the courses, and the necessity of immersion to be able to discuss the subject of the material significantly increases the motivation of the use of language in the context of the subject.

When the subject of an integrated training and language classes should hold teachers with knowledge of the subject content as well as about the development of the non-native language, which will contribute to the development of basic communication skills and academic, that is, «Subject» of language skills.

In foreign practice, training a lot of attention is paid to the use of CLIL in the education process. Analysis of the literature shows that this technique is applied in developed European countries at all levels of education and has a positive publication. Unfortunately, in Kazakhstan's higher education, this technique is not actually used.

Why CLIL method has become one of the leaders in the field of education and training? To answer this question, let us consider in more detail the advantages and disadvantages of this technique, as well as the possibilities that are opened when the respective implementing CLIL in the learning process.

Foreign scientists found that in teaching using CLIL neurons students come in more excited because of stress (in a good way) of the situation, which is compounded because of the discipline of teaching in a foreign language. This gives rise to stronger connections between neurons, which leads to their plasticity. As a result critical thinking skills are being formed to adapt quickly to the new situation. Also, the formation of a more flexible mind, which constantly strives to learn and develop, contributing to readiness for intercultural interaction, rapid solution of various problems of language communication that arise in various situations [3].

As part of the CLIL approach implemented cognitive function of non-native language as improving the perception and understanding of the content of the subject under study: finding relationships, comparing, comparison, systematization, classification, study, etc. In addition, students It grows responsible for the text reproduced in a foreign language, because the focus is primarily on the content, and then to feed form. Moreover, when learning a second language and develop discursive skills that contribute to their improvement and in their native language.

It should be emphasized the particular importance of the development of creative and critical thinking skills that are the driving forces in accelerating the learning process with the use of CLIL. Also do not forget that creative activities are often formed in the process of team work, which automatically requires the formation and these skills.

Thus, one of the main objectives of CLIL – is to support education and self-education of the student through the development of the content of the discipline, mastery of language and the development of academic skills. CLIL methodology could be effective when it is properly integrated into the process of preparation of the competitive expert.

Once in the situation of communication in a foreign language, students are unable to demonstrate their knowledge in professional and specialized areas. This is due to the fact that most of them, you must first understand the subject in their native language, then find the equivalents of words and semantic contents in a foreign thesaurus available to them, and only then begin to dialogue. Therefore profiling teaching of foreign languages on the basis of subject-based learning will allow appeal to the communicative situation, typical for future professional growth.

Integrated subject and language training in high school is a developing area of theoretical and practical studies, and established a unified concept of how the university should implement such training does not exist. Each university has its own specifics, according to which it takes a decision on the ways and methods of teaching students on the additional / non-native for their language. Consider the integrated education model object and the language in the system of higher education.

European research in the field of methodology of integrated education in high school subject and language are related primarily to the widespread use of English as the «dominant» language teaching in European universities. Based on the experience of subject teaching in secondary (in most cases, English) language can be divided into three models according to the description given by Professor D. Coyle [4].

Multi-language training. When integrated learning more than one language is used in different years of study and teaching of different subjects. Upon completion of training in this model, the student acquires expertise in multiple languages. This model is a prestigious form of education, which is designed to attract the most motivated and talented students from various countries.

Accessories / optional integrated subject and language training. Teaching runs parallel to the teaching of subjects, with emphasis on the development of knowledge and skills to ensure the mental processes of a higher order. Teaching is associated with special areas, language teachers are included in the structural units on the teaching professions, their role - external support in the training of specialists. Students in mastering professions acquire the ability to use language to work in their specialty.

Disciplines specialty to include language support. Specialty training programs are developed from the perspective of development and language skills. The training is conducted as a faculty of subject, and experts in the field of language teaching. Student, even with a poor knowledge of the language of instruction is supported throughout the entire learning process, which makes it possible to master a subject, and the language of its teaching. The model is suitable for teaching students with different linguistic and cultural backgrounds.

Model 1 is implemented only in the high schools of a certain specialization (ex., business and management), and models 2 and 3 are the most common.

In foreign language training should be based on the principles of mastering a second, foreign language and requires the application of appropriate techniques and methods. In this regard, we must examine the basic elements CLIL, denoted as 4 «C»:

Content. Disclosure of this element is designed to stimulate the process of knowledge development and the development of skills in the subject.

Communication - intercultural skills. It is necessary to teach the applied aspects of a foreign language to obtain actual knowledge in the professional field and society.

Cognition - the presence of creativity and smart thinking. Formation of requirement for constant development of intelligence and background knowledge for a better development of language and subject matter. This objective will help the job for analytical or critical reading and writing on the isolation of the main tasks, comparing, guess, finding relationships, and so on.

Culture - understanding of the characteristics, similarities and differences of individual cultures will help students more effectively socialize in a modern, multicultural space, a better understanding of their own culture and to encourage its preservation and development.

All this imposes on the new teacher professional duties - teaching lectures and seminars not only the subject of a specialty, but also language (by subject) - and requires good knowledge of the teacher necessary for this methodological knowledge and skills. Activities require the use of various forms of communication as a feed material and the organization of work, the selection of teaching material and the development of jobs for him. Do teachers working on CLIL methodology, should be formed certain qualifying features:

- developing a plan (goal setting, selection of material, the choice of learning strategies);
- a communication and academic language competence in both languages (L 1 and L 2);
- He knows the contents of the discipline taught in two languages (L 1 and L 2);
- develops teaching materials for subjects in two languages (L 1 and L 2);
- It has the skills of speech activity in a foreign language;
- It has knowledge assessment skills of non-native language;
- working as a team.

CLIL-teacher being a promoter of a foreign language, is responsible not only for their discipline, but also for the quality of foreign language communication, through which he teaches his discipline. How will competently carried out in a foreign language dialogue is as well-this foreign language students will learn.

CLIL methods involve careful selection of educational reading materials. Training materials must be designed not only for the study of a particular subject, but also to language learning - mastering lexical and grammatical units and structures, development of all types of speech activity. The teacher should consider the substantive content of the lesson, agree with the curriculum, carefully selected material. In selecting the material layouts are necessary to access a variety of resources to the proposed material could complement or contribute to a better understanding of the learned.

Teachers need to be knowledgeable and competent in the following activities:

- construction of a monologue;
- building dialogue (to interact);
- explanation;
- description;
- presentation;
- governance audience activity.

All of the above assumes possession of certain linguistic mechanisms that will bring his idea to students in a foreign language. This requires a certain level of language, linguistic, communicative and intercultural competence of a teacher (sometimes teachers have difficulty answering questions from students due to lack of proficiency in a foreign language).

In order to maintain and ensure the taught discipline is necessary to identify and clearly define epistemology (theory of knowledge), goals and methodology. Each discipline has its own epistemology, and it should not be lost due to lack of language skills. Speaking and writing associated language and subject matter, as we use language to learn discipline (subject), but we also say and write, to learn the language. It - a two-way process that helps to develop both subject content and the language itself.

For registration and development of the studied discipline of teaching and methodical material necessary identification, adaptation and interpretation of existing and generated knowledge.

It remains an open and controversial to date the question of the evaluation criteria of knowledge and skills. How should I evaluate the acquired knowledge: through a foreign language or a native What should be evaluated, language or content? What is the role of the teacher of a foreign language in this process?

In the first step the introduction of CLIL methodology should be a joint activity of the teacher and a subject-teacher of a foreign language. Proposed joint discussions and meetings once a week for one year. To do this, create a team of people who are not afraid to experiment, endeavor to develop and are not afraid of discovering something new and unknown to themselves.

Thus, an integrated subject and language learning is multi-focus:

- language learning in the classroom is supported by specialty;
- the development of the objective content of the discipline is maintained in the language classroom;
- integrates the disciplines;
- actively used cross-cutting themes;
- conducted a reflection of learning.

The introduction of CLIL must be carried out in accordance with the principles of private and common didactic and subject integrated learning and language. P. Mehisto identified key principles of integrated learning methods and language of the subject:

- mapping the level of proficiency in the language of instruction of students (level of language competence and individual student needs during training in a foreign language);
- determination of the level of existing knowledge on the subject (use of previously acquired knowledge and previous experience as a basis for constructing new knowledge and experience);
- identify students' attitudes to learning, their interest in the subject and motivation to study it (the cooperation of the teacher and the student, and to create a safe and stimulating learning environment);
- the ways in which, in the opinion of the teacher, he enjoys to overcome these difficulties (the principles of active learning in multiple focus training and the creation of a supportive environment);
- analysis of the use of teaching materials (the principle of authenticity, and the subject of integration and language);
- development and support of language skills of students as learning goals (linguistic scaffold), a differentiated approach according to the principle of linguistic excess of one-step level of complexity as compared to the existing level) [5].

Based on these principles, the teacher can make a self-examination of their teaching practice:

- Describe the group in terms of level of knowledge of the language of instruction.
- What difficulties did you encounter in daily classroom work (language proficiency, low motivation, etc.)?
- How to overcome these difficulties?
- How do you follow the principles of selecting and / or creating educational and visual material for work in the classroom?
- Do you set a goal - to provide support to the student voice?
- On the basis of the above principles should be guided by certain methodological rules in the implementation of an integrated subject teaching methods and language:
 - Message targets lectures or practical training for students;
 - the use of active methods in each classroom;
 - Use visual aids;
 - the use of authentic materials;
 - language support learning;
 - summarizing the lecture or seminar in accordance with the stated objectives;
 - student reflection.

Some of these rules apply to the original provisions, learning the principles of any discipline in any language (as a non-native and native) and is common didactic character (for example, *the active principle, the visibility principle*) is recognized by modern Methodists mandatory components of the structure of any training session (*goal-setting, summing the outcome of and reflection*). Some of them can be considered private principles of integrated subject and language teaching (*the use of authentic materials, language support student*). The requirement of *authenticity of materials* is well known in the methodology of teaching foreign languages, but it is limited in its application to language proficiency.

Authentic materials are understood as oral and written texts, which are created by native speakers and are specially adapted for educational purposes.

It can be used completely authentic written text (laws and regulations, the articles published in the press and posted on the Internet) and partially authentic written text, ie text specially designed training manual to include these non-adapted original author of texts of educational, scientific and journalistic sources.

In the choice of teaching materials the teachers are guided by different principles. Some consciously prepared to work in the classroom parallel texts in the language of instruction and the mother tongue of the student and duplicating thus information. Those. actually work in the classroom with the authentic text in one language and transferable - on the other. Other selected to work in the classroom teaching texts (language learning), not observing, thus, the requirement imposed on the authenticity of materials (recall that understand spoken and written texts by native speakers and are not adapted to the learning objectives for authentic). Still others choose only authentic oral and written texts, using the variety of available resources.

The principle of the use of active learning methods requires [5; 29], that the student is more active than the teacher in communicating during the training, the student together with the teacher determines the learning outcomes that the student participates in the evaluation of how the learning outcomes are achieved. With active learning method is preferred pair and group work of students, the students are actively discussing the

content of the discipline, and jointly find answers to difficult questions. The teacher acts as a convener of the students, using questions that reveal the level of previous knowledge on the subject and check the understanding of the contents lecture / seminar and students to provide language support (language scaffold). The very language support is sometimes understood rather narrowly and actually reduced in most cases to semantization words and expressions, «switch» or conscious «non-diversion» language code. In such cases, teachers do not conduct targeted training language syntactic structures and do not provide the «elimination» is not individual words and new grammatical structures in spontaneous speech student. Obviously, without the help of language teachers with the task of teachers of special subjects can not cope.

As you know, there are many different ways to support language students in a foreign language, such as: partial support in their native language learners; explanation of new words and expressions through direct translation into the native language of students, reliance on visualization (sign language); the selection of linguistic and contextual synonyms, paraphrasing, use of lexical repetition, «echo» (repeating the language of instruction the student response), development of teaching materials adapted to students, etc. Some of them may be used in the learning process, regardless of the method of training (and in the monologue of the teacher, and inductive conversation, and in group work, etc.); the frequency and scope of their use of the teacher should ideally depend on the level of knowledge of students of language learning, the complexity of the material and the audience preparedness. Others can be used only during the active interaction of the teacher and the students (for example, «echo»).

Semantization words through the selection of synonyms and paraphrases - a convenient way to not only expand the student vocabulary, but also to strengthen and establish the famous words paradigmatic relationship between the new and the known unit in the memory of the student.

Active voice teacher and student interaction occurs during inductive conversation, in the course of and at the time of summing up the results of steam and / or group work of students. Teacher and student in this verbal interaction alternately reversed, then speaking as saying that as a listener. In the real world tiered ownership audience language of instruction selection range of speech strategies in the course of this interaction varied.

Replicas stimuli in a typical situation of active interaction

Strategy 1. The teacher uses replicas, incentives only language of instruction; addresses the same question, first incentive to students fluent in the language training at a high level, and then - students are not fully fluent in the language of study.

Strategy 2. The teacher uses replicas, incentives only language of instruction. From time to time the teacher is very selective (targeted) yields the job performing students translate into their native language words, phrases to those who are less successful in the subject.

Strategy 3. The teacher uses in the classroom mostly the language of instruction. Key (final) questions after class language learning duplicates the language (s) of students.

Replicas reaction in a typical situation of active interaction

Strategy 1. Teacher uses only the language of instruction. Students, completing quests and answering the teacher's questions, can use their native language; answers in their native language does not violate the logic of the conversation. Chatting in this case it is accompanied by a constant «switching» language code.

Strategy 2. The teacher uses in the classroom only the language of learning and does not prevent the use of their mother tongue student, however, necessarily translates to the native or «mixed» language of the student response to the language of instruction. This model of verbal behavior of the teacher does not create tension in the audience and does not lead to a conflict of partner training entities.

Strategy 3. If a student asks a question in their own language, the teacher responds to the student's language and then duplicates the response to the language of instruction.

Theoretically another possible strategy of verbal behavior of the teacher, when the teacher ignores the comments, answers and questions of the students made in their native language.

In teaching practice the vast majority of teachers (except teachers-philologists) is not correct or even simply ignore the errors in the speech of students (including the so-called communicative significant errors that prevent an understanding of the meaning of the speech).

Passive ownership majority of students learning the language they hardly included in a conversation in a second language and / or prefer to speak during the meeting in their own language. The most difficult situation is teaching in a mixed group: students have different levels - and sometimes very substantial - language competence, which leads to a different level of readiness to study a special subject. The absence or insuffi-

cient development of the students' general skills training at the University is a major obstacle to successful work in the classroom.

To overcome the difficulties of students engage in dialogue in a foreign language is recommended to use them only to the language of instruction (the teacher in the dialogue with the student is fundamentally not transferred to the student's native language to provoke the audience to work in a foreign language).

The researchers, based on the analysis of its teaching practice in a foreign language in Narva College of the University of Tartu offer the following strategy: academic staff agrees with the students about the rules of behavior and language support in the event of difficult situations with language understanding or an object: for example, when the students themselves act as assistants teacher and support their fellow students, or when the teacher does not correct speech errors, and enables students to identify themselves and explain them to the group, and so on. d. [6].

The transition to a simplified form of the language of the material is contrary to the method of integrated subject and language teaching

Thus, the teacher should base their activities on the basis of the preliminary analysis of readiness of students to perceive their subject content and language of teaching the subject. Depending on the level of language teaching and training of the subject the audience to choose methods of active and interactive teaching building on account of individual needs of the audience. It is necessary to emphasize the importance of students in the learning process of cooperation and collaboration.

Optimization study of the content of academic disciplines while integrating with a foreign language requires the following tasks:

- 1) training of teachers the basics of creating educational materials in accordance with the principles of integrated subject and language teaching;
- 2) study and analysis of the best international and domestic practices for planning activities, consistent with the principles of integrated subject and language teaching, and assessment of learning outcomes.

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М.А. Жетписбаева, О.А.Сяина

CLIL әдістемесін жоғары білім беруге енгізудің негізгі қырлары

Мақалада көптілді білім беруді жүзеге асыру тәсілдерінің бірі ретінде бәсекелесуге қабілетті мамандарды дайындау үдерісіне пән мен тілді кіріктіріп оқыту әдістемесін енгізу мәселесі қарастырылды. Пән мен тілді кіріктіріп оқыту негізінде шет тіліне үйретуді кәсіби бағыттау келешекте кәсіби дамудағы орын алатын типтік коммуникативтік жағдайларға сүйенуге мүмкіндік береді. Пән мен тілді кіріктіріп оқыту әдістемесі негізінде ұйымдастырылатын оқу процесінің ерекшеліктері сипатталды. Оқу барысында пән мазмұны мен тілді меңгеруді қиыстыруға жағдай жасайтын жаңа материалды ұсыну мен оқу мәтіндерін таңдау әдістеріне және студенттерге тілдік қолдау көрсетудің кейбір стратегияларына ерекше назар аударылды. Оқу пәндерін шет тілімен кіріктіріп оқыту процесін оңтайландырудың өзекті міндеттері анықталды.

М.А. Жетписбаева, О.А. Сяина

Основные аспекты внедрения методики CLIL в вузовское образование

В статье рассмотрен вопрос о внедрении методики интегрированного обучения предмету и языку в процесс подготовки конкурентоспособного специалиста как один из подходов к реализации полиязычного образования. Профилизация преподавания иностранных языков на основе предметно-ориентированного обучения позволит обратиться к коммуникативным ситуациям, типичным для будущего профессионального роста. Охарактеризованы особенности учебного процесса на основе методики интегрированного обучения предмету и языку. Особое внимание уделено способам представления нового материала, отбору учебных текстов, позволяющих при изучении совмещать содержание предмета и процесс освоения языка, использования отдельных стратегий языковой поддержки обучающихся. Определены актуальные задачи оптимизации изучения содержания учебных дисциплин при интеграции с иностранным языком.

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