

независимых от национальных правительств и международных организаций. Оценка будет основываться не на длительности или содержании обучения, а на тех знаниях, умениях и навыках, которые приобрели выпускники. Одновременно будут установлены стандарты транснационального образования. [3].

Все более активно высказываются мнения о необходимости разработки международных норм и критериев для оценки качества в высшем образовании, в то же время учитывающих многообразие стран и особенности национальных систем высшего образования [6, с. 56].

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THE USAGE OF CONTENT AND LANGUAGE INTEGRATED LEARNING (CLIL) METHOD WHILE TEACHING A FOREIGN LANGUAGE TO CHILDREN AT PRE-SCHOOL AGE

Abstract

The article considers CLIL method as one of the methods of teaching a foreign language to children at pre-school age. Then, it presents the results of applying the method by the students at Buketov Karaganda State University during their teaching practice in Karaganda kindergartens.

Key words: early foreign language teaching, pre-school education, pre-school age, content and language integrated learning (CLIL).

Ключевые слова: раннее обучение иностранным языкам, дошкольное образование, дошкольный возраст, предметно-языковое интегрированное обучение (CLIL).

Today, in modern Kazakhstan, speaking one or more foreign languages is seen as an important factor of socio-economic, scientific-technical and cultural progress, and it is becoming a norm. The level of a young specialist's language training in many respects determines his / her demand on the labor market. Therefore, presently both the public authorities, teachers and parents show their interest in the

issue of foreign language learning. Parents are aimed at teaching foreign languages to their children as soon as possible.

The children's innate ability to languages was proved by Russian and foreign psychologists a long time ago. In this case, they usually refer to the sensitivity at preschool and primary school age towards mastering languages in general, and in particular, foreign ones. Different researchers have various points of view as to the duration of sensitive period, but mainly it is a period when children are 4 - 8 years old. At the very age children are distinguished by a natural curiosity and need for new knowledge [1, 5]. That is why it is not surprising that today foreign language learning from kindergarten age is becoming a norm.

The methods chosen by teachers for teaching a foreign language to children at pre-school age must be carefully selected according to age and goals of teaching. Children quickly and easily absorb information when it is given in an interesting form for them. Most of the teaching methods in preschool education are based on all sorts of games, competitions and just an interesting pastime for children.

We already have some experience of teaching German and English in kindergarten. In the framework of international cooperation with the Goethe Institute our students of the faculty take annual training seminars, as well as 15 hours of practice in the kindergarten in accordance with the developing program "Early learning of a foreign language / German with bunny Hans in the kindergarten". This program is designed by Budapest Goethe Institute and is dedicated to the children aged 4 to 6 years. Moreover, at the moment the developing program for the English language "English with sheep Lamby" worked out by us is being tested in Karaganda kindergarten "Merey". These programs are based on the latest research in the field of early language learning.

In this article we present the description and results of testing one of the methods laid down in the basis of these programs - CLIL method, which has been applied by 4-year-old students of the Department of Foreign Languages, Buketov Karaganda State University during their teaching practice in Karaganda kindergartens "Erfolg", "Merey" and "Altynay".

CLIL (Content and Language Integrated Learning) is the conception of interdisciplinary language integration. This conception is such a method of teaching which implies teaching some subjects in foreign languages, i.e. instruction in their native and foreign languages is aggregated [2,5].

The term was introduced by David Marsh (David Marsh, University of Jyväskylä, Finland) in 1994. First of all, this kind of teaching characterized the educational situations where disciplines or their sections were taught in a foreign language, thus pursuing a dual purpose – studying a subject and at the same time learning a foreign language. Marsh continued his studies, and already in 2001 the essence of the technique has been interpreted as follows: CLIL considers learning a foreign language as a tool for the study of other subjects, thus shaping the student's need for learning. It allows students to rethink and develop their abilities in communication, as well as communication in their mother tongue [3, 10].

In European countries CLIL is applied in various educational contexts - from kindergarten to institutions of higher education.

The fundamentals of working CLIL technique include the following: the knowledge of a language becomes a means of studying the content of a subject; the language is integrated into the general curriculum; motivation of using a language in context is increasing (when students are interested in the subject); immersion in the language environment.

The usage of a foreign language in the CLIL education depends on the educational goals and objectives that have been set. The CLIL goal is not about teaching the whole curriculum in a foreign language, but it is aimed at the reasonable choice of subjects and modules that are compatible with CLIL.

When teaching foreign languages to children at preschool age, the elements of CLIL method are only used. For example, while studying the topic "Colors", one can conduct an experiment with mixing colors. Children will have a new color by mixing two or even three colors. Their actions are commented by the teacher in a foreign language, thus children, immersed in the language environment, gain new knowledge about the color variety expanding knowledge of color gamma.

We can find a lot of similar topics that may be used successfully applying CLIL method: "Food and drinks", "Animals", "Weather. Four Seasons" and many others.

The main purpose of this method is the children's acquisition of a positive attitude to foreign languages, their realization of the importance of learning a foreign language and their desire of self-study. If children learn naturally and something new is presented to them in an entertaining way, their attitude to the discovery and study of new things will be positive. And it is really important that nobody will close

the way to the language for them, as well as to the creation of a positive attitude to learning as such [4, 13].

In the course of teaching practice in kindergartens, the students of the Department of Foreign Languages, Buketov Karaganda State University, actively used elements of CLIL method. For example, when studying the topic “Colors”, “Food and drinks”, “Weather. Seasons of Year”, with a great pleasure preschoolers took part in a little experiment organized by the students. They mixed colors on a sugar cube, dissolved ice in water, determined varieties of vegetables and fruits tasting them. In the course of the experiment activities, the children memorized the lexical material more quickly than usual, demonstrated a high level of activity and interest.

The analysis of the results, gained while applying CLIL method in practice, has allowed us to draw the following conclusions:

CLIL method allows us both to teach a foreign language in an easy and funny way and to do the following:

- It helped us to shape the children’s necessary knowledge, skills and abilities;
- It allowed us to use all channels of the child’s perception;
- It gave an opportunity for children to learn the language in accordance with their individual development;
- It contributed to the development of emotional, creative, social and cognitive abilities;
- It contributed to instilling a positive attitude to learning a foreign language.

Making a conclusion, we can say that CLIL method of teaching foreign languages to the children at pre-school age is certainly worthy of consideration. It is a functional approach to the teaching of a foreign language, which allows us to solve a much more advanced range of educational tasks.

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К ПРОБЛЕМЕ ВНЕДРЕНИЯ ТРЁХЪЯЗЫЧНОГО ОБРАЗОВАНИЯ В УСЛОВИЯХ СРЕДНЕЙ ШКОЛЫ

Аннотация

В статье рассматривается проблема внедрения трёхязычного образования в школах, возможности реализации идеи трёхязычного образования через новые подходы в преподавании: командное преподавание, интегрированное обучение, языковое погружение.

Ключевые слова: трёхязычное преподавание, командное преподавание, интеграция, языковое погружение, креативное мышление

Keywords: trilingual education, team teaching, integration, language immersion, creative thinking