Teaching a Foreign Language using the Clil Method

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Abstract: The article discusses the structure, main components, models and methodological principles of the CLIL methodology. The author also reveals the general characteristics of language, studied in the context of real life situations where students acquire language skills, which entails a natural approach to language learning.

Keywords: teaching a foreign language, professional training, content, technique, knowledge and skills.

Introduction:

Teaching a foreign language in a higher educational institution solves, among others, two tasks: teaching the language and teaching professional content through language. The priority is to develop the content of the subject that corresponds to modern trends in the development of professional training, and a foreign language is used as a means of studying it [1, 79].

These conditions allow us to say that such teaching of a foreign language is a component of bilingual education, the implementation tool of which is the CLIL (Content and Language Integrated Learning) methodology - the study of a foreign language is carried out on the basis of the content of one academic subject (or a number of related academic subjects that represent cycle of academic disciplines) through a foreign language [3].

Main part:

The term CLIL was first used by D. Marsh in 1994. According to D. Marsh, we can talk about subject-language integrated learning (CLIL) in cases where disciplines or certain topics within disciplines are studied in a foreign language and two goals are pursued: studying the content of a given academic discipline and simultaneously studying a foreign language [14]. More than 40 definitions of CLIL are used in modern European scientific and methodological literature. For example, the European Commission considers CLIL as a concept in which a foreign language acts as a medium of instruction. D. Marsh's definition, in our opinion, is more complete, since D. Marsh emphasizes that the use of CLIL is aimed at achieving two goals: studying both the subject content of the discipline and the foreign language itself. In the broadest sense, CLIL is understood as a didactic methodology aimed at developing students' linguistic and communicative competencies in a non-native language in the same educational context in which they form and develop general educational knowledge and skills in their native language.

This technique is specially designed for situations where it is necessary to solve a dual problem: studying the content of a subject simultaneously with learning a foreign language. In practice, it is possible to identify special conditions necessary for successful work in this direction:

1. Teaching a foreign language is refracted through the content of professional training subjects.

2. Knowledge of a foreign language becomes a means of studying professional content.

3. Language is integrated into the curriculum.

4. The quality of learning is improved due to positive motivation (topics are close and understandable to students, and natural language is studied in the context of interesting topics).

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5. Language imposition is avoided. Language is studied in the context of real situations where students acquire linguistic skills, which entails a natural approach to language learning.

6. Fluent use of language becomes more important; inaccuracies and errors are allowed; fluent use is achieved through the use of language tools in different contexts.

7. Everything is based on the ability to work with text. The last condition is the condition that forms the system of work in a foreign language in a vocational educational institution. The selection of textual material should be carried out taking into account the following points: - the presence in the text of the subject of discussion, a sufficient amount of factual information; - availability of lexical material (including terminology) serving the subject of discussion; - the presence of grammatical material supporting the text. In addition, working with text involves tasks aimed at developing content in the context of the language. These include pre-text tasks, current text tasks, and post-text tasks to identify the level of mastery of the text content [7].

Speaking about teaching grammar, it should be borne in mind that grammatical knowledge only serves the content and is not the subject of in-depth study. Grammatical phenomena are studied in a practical and applied context, helping students to correctly organize the lexical content of the material. At first glance, it may seem that work aimed at understanding the content of the text leads to insufficient language competence. However, research by specialists in the field of contextual language teaching demonstrates an increase in language competence when a certain stage is reached. This statement is supported by a variety of forms of processing textual material, including modeling situations, working with vocabulary, using visual supports, and graphic organizers, which provides maximum opportunities for students' independent work and reduces the teacher's solo work to a minimum.

The main task of the teacher is to select and adapt the content of texts, organize text tasks at various levels and competently compose tasks for control. In this regard, the authors of the CLIL methodology recommend the following frame for organizing the lesson. The first component is work aimed at preparing the perception of the content of the text: considering the visual accompaniment of the text, such as photos, headings, subheadings, information highlighted in a different font. The second component is the text stage: identifying and organizing the content of the text in the form of graphic organizers (diagrams, timelines, memory cards, tables, etc.).

The third component is the development of lexical material that forms the basis of the content of the text: tasks on periphrasis, the use of comparison and contrast techniques, the establishment of cause-and-effect relationships, practicing the use of stable combinations of language units and speech units, consolidating the use of special vocabulary, as well as auxiliary lexical units. The fourth component is the post-text stage: practical testing of tasks aimed at developing a sustainable skill. Of the variety of tasks, the following have proven effective:

✓ anticipation, agreement/disagreement;

✓ placing parts of the text in the correct order;

✓ filling in lexical gaps in the text;

✓ expression of brief predictions on the content of the text with subsequent search for supporting information;

✓ filling in the missing information of the provided frames;

✓ drawing various graphic organizers;

✓ writing a short statement summarizing the content of the text, with or without graphic support.

Stimulating the production of ideas on the subject of discussion, expressing personal opinions, relationships. The diversity of text content allows the use of various forms and levels (reproductive, partially productive, productive, creative) of lexical and grammatical material, as well as the use of language tools as intermediaries between the teacher and students.

This is classroom instruction that allows students to apply new language skills directly in the classroom as they are introduced, rather than having to learn them for later use. This significantly saves the time allocated for the subject by the curriculumю The result is also the use of language knowledge by students in a context not related to the language, but directly related to profession. Testing of this approach over 4 semesters revealed the following problems:

➢ careful selection of text material is necessary. Experience shows that most of all the requirements for the text are met by authentic educational and practical manuals for training specialists for healthcare;

➢ a sufficiently large practical experience of the teacher himself is required to create a system of exercises for working with text and maintain this system from lesson to lesson. Only in this case do students gradually develop a conscious mastery of the means of language;

➢ the structure of the lesson entails the development of a system of techniques and methods aimed at improving the quality of language education, which, in turn, requires special training of the teacher.

Conclusion:

Thus, the technology of subject-language integrated learning CLIL has versatility, since it can be adapted to different contexts: these can be different subject areas, for example, oil and gas industry, chemical technology, business, etc. and different languages. Thus, the analysis allows language and us to assert that content integrated learning (CLIL) is a pedagogical technology in the sense, as this concept is understood in the domestic scientific and methodological literature.

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