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## **IMPLEMENTATION OF CLIL TECHNOLOGY PRINCIPLES IN THE EDUCATIONAL PROCESS**

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In teaching English, the CLIL method has recently gained particular popularity. CLIL stands for Content and Language Integrated Learning or Subject-Language Integrated Learning. This method is a teaching in which the subjects studied are taught in a foreign language. So, the educational process in the studied and native languages is one whole.

The most common definition is as follows: CLIL is a didactic methodology that allows students to form communicative and linguistic competencies in a non-native language in the same context in which they form and develop general educational skills and knowledge.

The term CLIL was formed by David Marsh in 1994 to refer to learning situations in which disciplines are taught in a foreign language. The European Union notes that subject-language integrated learning is a platform for an innovative methodological approach that is much broader than conventional language teaching. It focuses on both language and skill development in a non-linguistic specialized subject.

While reading lot of articles on this topic, I have asked myself the question “If I am an English teacher, and not any other field, then can I apply CLIL in my classes?”. Sure I can. And for this you do not need to return to the university and master a new specialty. You can simply apply CLIL to individual sessions.

Although language and lesson content are key to this methodology, lessons are structured around the content itself. For example, telling students about the life cycle of a butterfly, the teacher uses not only the new vocabulary of the target language, but also the simple present, various circumstances of the time.

The importance of the CLIL methodology lies in the fact that students use the language for learning, and not learn the language for further use. So, subject-

language integrated learning is based on four components: content, that is, the subject itself; communication; cognitive ability, that is, the development of thinking skills through which learning occurs; a cultural component through which a feeling of love for the native country and culture develops, as well as an awareness of its significance and interaction with other cultures.

There are some pedagogical principles that experts in this field Jeremy Harmer and Matthias Bel believe need to be followed in order to successfully use CLIL:

1) intensive social interaction in the classroom between the teacher and the student, as well as between the students themselves;

2) active work in pairs and groups;

3) use of rich authentic teaching material;

4) multiculturalism;

5) development of creative thinking;

6) active support and assistance of the teacher in the learning process

There is such an approach within the framework of this methodology, in which the studied subject, for example, geography, is taught directly by the geography teacher, provided that he is fluent enough in a foreign language. Often the subject teacher and the foreign language teacher work together.

In addition to perfect knowledge of a foreign language, subject-language integrated learning requires a completely new approach to teaching lessons. Teachers need to creatively organize work, pay great attention to individual work, and diversify the forms of presentation of the material.

It is important to mention the assessment system in integrated learning. With this approach, there is a risk of unfair and unclear learning outcomes, especially in cases where the student has some language difficulties. The student may know the subject itself, but be unable to demonstrate their knowledge in the language of instruction. Assessment in the native language is possible, but there are some risks associated with this: this casts doubt on the assessment results (since the material was studied in one language, but is evaluated in another), undermines the motivation to study in a foreign language. The specialists of this approach suggest: to carry out the assessment several times during half a year; use the portfolio to collect student completed tests, assignments, etc .; use different forms of assessment in the control of knowledge in the subject.

When planning a lesson for a teacher using this method, the priority is to select complete texts so that students can learn and practice immersion language. In integrated lessons, according to experts in this field, learning should be concentrated

not on the language aspects, but on the development of skills and knowledge that are related to the content of the subject.

So, let's have a look to the types of activities in the lessons using the CLIL method. For elementary school children, for example, take the theme "Cats and dogs". You can do the following activities with children:

- talk about whether they have such pets;
- Conduct a small study, counting the number of cats and dogs in class students and find out which animal is the most popular;
- present two photographs with a dog and a cat and invite pupils to try to describe the lives of these animals, give them names;
- read interesting famous poems dedicated to these animals;
- use a Venn diagram, finding similarities and differences between a cat and a dog;
- tell students in detail about the origin of these animals; about how to properly care for pets, how to feed them, etc.

For older students, we take the theme "Rivers" or "Seas". The following activities are offered:

- ask which rivers the children know, which ones they visited;
- to conduct research concerning the water cycle (here a special vocabulary is needed to describe the processes of the cycle);
- study the classification of rivers or seas;
- ask to find the longest, deepest and widest river in the world or country;
- use a Venn diagram, finding similarities and differences between rivers the Thames and the Ishim;
- tell why floods occur, why rivers dry up; for example speak about the Aral Sea, Why do we lose this sea?

One of the benefits of CLIL for us, as a teacher is that we can stop being an English teacher for a while and become a teacher in another field, which will undoubtedly have a positive effect on diversity and fun. For our students, this will be a great opportunity to try learning the language in context and in a more natural way.

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