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APPLYING ELEMENTS OF THE CLIL METHOD IN ENGLISH LESSONS

Abstract: *In modern society, priority is given to issues socialization of a modern person in an interethnic and intercultural space, while proficiency in a foreign language is considered as one of the tools for expanding professional knowledge and capabilities. In this regard, new educational technologies for teaching foreign languages. One of these technologies is CLIL (Content and Language Integrated Learning). This paper aims to discuss the role of CLIL technology in modern curriculum and in English classes in particular. As well as it focuses on effectiveness of this method will be demonstrated by analyzing.*

Key words: CLIL, Content and Language Integrated Learning, approach, 4 "C", classroom, activity.

Language: English

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Introduction

CLIL (Content and Language Integrated Learning) is one of the most interesting and widespread approaches to teaching a foreign (English) language. CLIL as a term was formulated by David Marshall in 1994, although in fact this method has been used since ancient times, and at the moment many teachers use it without even suspecting that this method received its official name. Every year CLIL is popularized by an increasing number of schools in the world, and this is facilitated by its advantages over other methods, as well as the demand for such an approach in modern learning conditions.

The key principles of the subject-language integrated learning approach are based on two basic concepts - "language" and "integration". CLIL is conventionally divided into hard CLIL and soft CLIL. Hard CLIL means that any school subject can be taught in English (provided it is L2 for students). During such a lesson, students explore geography, literature, biology, physics, or even sports games through a foreign language. English teachers use soft CLIL, their task is the opposite: to learn a foreign

language using topics and materials from other subjects.

There are some CLIL principles in the following:

- CLIL is primarily teaching general knowledge, not multilingualism, so the latter is only an additional function;
- training takes place based on the main 4 "C": content, communication, cognition and culture. All these components are in continuous communication with each other;
- requires building a safe psychological climate in the classroom;
- implies the use of only one (foreign) language, one and the same teacher and audience;
- for a better understanding of the material, the teacher can connect facial expressions, gestures, pictures, presentation sound, etc.

In recent years, the CLIL method (Content and Language Integrated Learning) or subject-language integrated learning is gaining more and more popularity in teaching English. This approach to learning and teaching foreign languages is not new. In

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the 1990s, two transnational institutions in Europe, namely the Council of Europe and the European Commission, initiated the emergence of CLIL as a concept that determined the European approach to bilingual education [3, p. 15].

For several years, such world-famous scientists and linguists as: Coyle Do, Hood Philip, Marsh David, Dalton Puffer, Fernandez Fontecha A., Gierlinger E., Koopman G., Anikina Y., Westhoff G. language integrated learning. In addition, researchers in foreign countries are engaged in the development and improvement of methods and forms in CLIL education: David Lasagabaster, Yolanda Ruiz de Zarobe (Spain), Dieter Wolff, Stephan Breidbach and Britta Viebrock (German), Movchan Larysa (Sweden), Kari Nieminen (Finland) Moreover, most of them associate the technology of this method exclusively with teaching and learning a foreign language (mainly English).

Moreover, the CLIL method, significantly increases the motivation of children to learn a language, in a preschool organization, since language is not a goal, but a means of learning another subject. The idea is to study a subject through a foreign language, that is, teaching any subject "using language". This approach has a number of important characteristics that allow achieving significant positive results, despite the complexity of CLIL implementation, and has convinced a number of Western educational systems to use this method in their work.

- First of all, the CLIL method has two important qualities, such as portability and flexibility, it is applicable to almost any class.

- Secondly, CLIL meets all the requirements of modern society in terms of enabling the young generation to effectively learn languages and develop critical and flexible thinking, which makes it possible to actively participate in global dialogue.

When teaching foreign languages to preschoolers, only the components of the CLIL method are used. The actions of children are commented on by the teacher in a foreign language, thereby each child, immersed in the language environment, receives new knowledge. There are many topics where this method can be successfully used: animals, nature, seasons, food and drinks, colors and many others. The main goal is for children to acquire a positive attitude towards a foreign language, in the concept of all the usefulness of the language and in the desire for independent study. The CLIL method applies knowledge of grammatical structures used in a functional language, but it does not test knowledge on specific vocabulary topics, in addition, CLIL gives students the opportunity to develop language abilities during classes, and makes it possible to acquire vocabulary and grammar. Nevertheless, the focus of educational activities using this method is understanding the subject content, and not the

grammatical structure of the language. CLIL studies show that most teachers do not learn grammar in the process of teaching content, since content and language in this case are integrated [10, p. nine].

Most of the teaching methods in preschool education are based on various games, competitions and just an interesting pastime for children. It is often difficult for children to understand the need to learn English. They certainly know it will come in handy sometime in the future, but it's such a vaguely distant prospect that it's not always motivating enough to put in the effort to learn the language right now.

In turn, in the classroom where the CLIL method is applied, the pupils see that with the help of the English language they can learn new and interesting information. Children quickly and easily perceive information when it is presented in an interesting way for them. If children learn naturally and something new is presented to them in a playful way, their attitude to the discovery and learning of new things is positive. And most importantly, they will not be closed the way to language and the creation of a positive attitude towards learning as such.

An analysis of the results of applying this method in practice allowed us to conclude that the CLIL method allows not only easy and interesting teaching of a foreign language, but also:

- helps to form the necessary knowledge, abilities and skills in children;
- allows you to use all channels of the child's perception;
- enables children to learn the language in accordance with their individual development;
- promotes the development of emotional, creative, social and cognitive abilities;
- instills love for a foreign language and foreign culture.

The use of CLIL technology in teaching in English lessons can be very successful due to the fact that the methodology allows you to simultaneously teach material for students with different levels of English, from Elementary (A1-2) to Advanced (C1-C2). Even within the framework of the same topic, students learn the subject using the vocabulary and grammar of their level, but the quality of understanding of the material will not suffer. At the initial level, the English lesson can be integrated with the lessons of mathematics, art, technology, the world around and music. In the middle link, integrated lessons are possible with the entire natural science cycle of subjects, with the exact sciences. Teaching biology, physics or geography can be easily combined with English, and CLIL technology makes this integration smooth and fun.

Additionally, CLIL technology helps to develop fine and gross motor skills, especially if an English lesson is combined with lessons from the creative cycle (art, technology). Working with interactive notebooks, creating lapbooks, postcards, handicrafts

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and project activities involves the possession of scissors, glue, drawing and measuring tools. In turn, such work develops the fine and gross motor skills of students, which has a beneficial effect on the development of the speech of children.

Another important aspect of CLIL is that children use language actively with each other during lessons, they learn from each other. And so all learners can benefit from CLIL, not just those with good language ability. It is important that parents are also involved in the process of subject-language integrated learning. CLIL method possesses plus and minus sides and in the following they will be described:

Advantages of utilizing this methodology model:

1. The student assimilates a large amount of linguistic material, which is a full-fledged immersion in the natural linguistic environment;
2. Working on various topics allows you to learn specific terms, certain linguistic constructions, which contributes to the replenishment of the student's vocabulary with subject terminology and prepares him for further study and application of the acquired knowledge and skills.
3. The method of language integration allows you to move away from the standard presentation of the material and get more extensive knowledge, which will undoubtedly be useful for future professional and everyday communication. Students get the opportunity to show not only their linguistic abilities, but also knowledge in various areas of life: medicine, art, business and others.

Disadvantages of using this model of the technique:

The two main ones are the lack of sufficient knowledge of foreign language teachers in a particular subject and insufficient knowledge of the language of the subject teacher. The negative aspects include the imperfection of some textbooks of the English language, and the insufficient number of training sessions according to the educational program.

The application of the methodology also makes it difficult for students to have different levels of proficiency in a foreign language, which can lead to

an increase in the teaching load and, accordingly, to a number of psychological and psychosomatic problems. The teacher, in turn, also has to face certain requirements, such as: to use various forms and methods of presentation of educational material and organization of educational activities, to take into account the individual abilities of students and to be in constant creative search.

In conclusion, it should be noted to say that despite all the listed difficulties of using CLIL, this technique is an extraordinary approach to teaching foreign languages to children in primary and secondary schools, which allows solving many problems of the educational process. With proper consideration of all factors, the application of the methodology of subject-language integration will allow: to significantly increase the motivation of students to learn foreign languages, teach children to consciously and freely use a foreign language in everyday communication; expand children's horizons, knowledge and acceptance of other cultures and values; prepare students for continuing education in the chosen specialty; develop and improve linguistic and communicative competencies through the study of a foreign language.

The introduction of various forms of communication using innovative technologies, the expansion of the creative and scientific potential of students ensure the formation of a linguistic personality capable of realizing himself in modern society.

However, it is important to note that, in the opinion of the authors of the idea, CLIL should mainly be used by teachers of specialized disciplines, and not a foreign language. In universities and schools, this is still difficult to achieve, since the level of foreign language proficiency among the majority of teachers of specialized disciplines is low or very low. Innovative methods are smoothly developing into innovative education, aimed at the fact that innovation is new in the educational environment, allowing to raise new competitive teachers of the modern generation.

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