

APPLICATION OF THE METHOD OF INTEGRATED LEARNING IN A NON-LANGUAGE UNIVERSITY

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Annotation

This article examines the educational technologies Content and Language Integrated Learning (CLIL) as the most effective method of increasing the level of foreign language proficiency in non-linguistic universities. The CLIL method is gaining more and more popularity, as the need to improve the quality of the language training of university students increases. Nowadays, almost all branches of a person's professional activity require knowledge of a foreign language, and the level of his proficiency should be as high as possible. The article also studies the features of subject-language integrated learning in non-linguistic universities, information technologies for the successful implementation of this method.

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Higher and higher requirements are set for university graduates due to the growing need for highly qualified specialists and preparedness from all sides. Of course, what can increase the importance and demand for specialists in the labor markets is their knowledge of a foreign language, or even several. Fluency in a foreign language can give students very great opportunities in the professional field. Success in high-quality language learning is largely facilitated by the use of innovative pedagogical methods and technologies. One of these technologies is CLIL technology.

CLIL (Content and Language Integrated Learning) is a subject-language integrated learning, introduced into scientific circulation in 1994 by David Marsh to designate educational situations in which lessons or their individual sections are taught in a foreign language. With this approach of teaching, both the academic discipline and the foreign language are studied at the same time. At the same time, a foreign language is perceived as a tool for studying other subjects.

It is noteworthy that when applying the CLIL method, 2 goals are distinguished: the subject is studied using a foreign language, and a foreign language, in turn, through the taught subject.

Subject-language integrated learning is not an easy process and has several different models with the help of which the method is introduced into the learning process. So experts distinguish 3 learning models, which differ in the degree of intensity of the introduction of a foreign language in the process of studying the subject.

1) Multilingual teaching. With this model, several languages are used in different years of study, as well as when teaching different subjects. It is worth noting that the student has an advantage in professional knowledge with knowledge of several languages. This model is a rather prestigious form of education.

2) Supplementary / additional integrated teaching of the subject and language. Language teaching runs parallel to subject teaching, with an emphasis on developing knowledge and skills to use language to support higher-order thought processes.

3) Subject courses with the inclusion of language support. Specialty training programs are developed in terms of development and language skills. A student, even with poor knowledge of the language of instruction, receives support throughout the entire learning process, which makes it possible to master both the subject and the language of its teaching. [1]

CLIL is subdivided into "hard" and "soft" by modern researchers. "Hard" CLIL means that any subject can be studied in a foreign language. During such classes, students can study chemistry, geometry, history, economics and other disciplines in a foreign language.

In foreign language classes at the university, "soft" CLIL can be used to a greater extent. To improve the skills and knowledge of a foreign language of students, materials from other subjects are used. The main feature of subject-language integrated learning is the opportunity for students to get acquainted with the experience of foreign professionals in a particular field of science. [2]

The advantages of using CLIL technology are the following. Students have the opportunity to fully immerse themselves in the natural language environment of the language being studied, while getting to know its culture and characteristics. Also working on different topics, learners can learn different language formulations and constructions. The vocabulary will be replenished with the terms corresponding to the subject, with the help of which it will be much easier for the student to apply the acquired knowledge. The teacher will be faced with the task of correctly determining the level of preparedness of students to study subjects in a foreign language, as well as the presence of such experience in general.

When using CLIL technology, students increase their motivation and interest in learning foreign languages, since the language opens up wide access to new information, especially to the original sources of foreign specialists in a particular area of professional activity. At the same time, students can freely master the necessary subject terminology, which will further raise them to a high level of professionally trained specialists.

Despite the advantages of this technique, there are also certain disadvantages. Among them, it is worth noting that teachers of a foreign language lack the necessary knowledge in a particular subject, since, due to their education, they may not have a special professional vocabulary. Also, a subject teacher may not know the foreign language itself.

According to experts, it is best to apply the CLIL approach when working with students whose level of knowledge of a foreign language is not lower than average, otherwise knowledge of a foreign language will not be enough to master the discipline, which will reduce the cognitive activity and motivation of students. Students can freely master a foreign language, using it for various purposes: communication, online and offline communication, speaking and writing, in which the most important skill is reading authentic texts containing subject, academic and colloquial vocabulary, phrases and phrases. This can help improve the speech ability of students in non-linguistic universities.

Teaching using CLIL technologies will be successful if teachers are able to maintain a balance between teaching the language and the subject, not overlooking the content and goals of learning the language, and not overloading students with an excessive amount of the content of the course. For teachers who use the CLIL system in a non-linguistic university, it is important not only to have a high level of knowledge of a foreign language, but also to be competent in professionally oriented disciplines within which the language is taught, which involves constant interaction with subject teachers or deep mastery of the discipline on their own ...

It is worth noting that CLIL technology makes the learning process as natural as possible, there are

practically no grammar lessons in CLIL, while adherence to the rules in speech is much more important than knowing the grammar of a foreign language. The main motivating force for the study of a foreign language is the interest in the subject that the student has chosen for professional purposes. [3]

Undoubtedly, subject-language integrated learning is promising and has a great didactic potential, allowing to improve the language training of students of non-linguistic specialties. [4]

In conclusion, it can be noted that the relevance of using CLIL technologies in a non-linguistic university is associated with the increasing role of the multilingual space in the professional environment, the active establishment of international relations in various fields. In this regard, there is a need for constant work on the quality of the learning process, the use of new approaches that would make it possible to bring language training to a qualitatively new level. Subject-language integrated learning is one such method that is of particular value for non-linguistic students.

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