

## GOALS, CONTENT, METHODOLOGY OF CONTENT AND LANGUAGE INTEGRATED LEARNING (CLIL) IN UNIVERSITY EDUCATION

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### ABSTRACT

*The article is devoted to the goals, contents and methodology of content and language integrated learning (CLIL) in higher education. Content and Language Integrated Learning is being introduced into university programs as the demands of the labor market for qualified specialists able to effectively communicate in international professional or academic environment. Teaching a special discipline in a foreign language according to the CLIL method has a number of features, one of which is increased cognitive load of students. Techniques for removing it, as well as requirements for the teacher's activities in the context of CLIL are discussed in this article.*

**KEYWORDS:** *Content And Language Integrated Learning, CLIL, Cognitive Load, Teaching Methodology, Subject Content, Foreign Language, Assessment, Education.*

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### INTRODUCTION

Availability of educational programs for foreign languages becomes one of the competitive advantages of national universities in the struggle for leading positions in world rankings [2]. These programs focused on global educational and research and aimed at training specialists capable of work both in international research teams and in professional communities. Training in such programs is conducted in one of the international languages, most often English, and teachers, leading classes must have competencies in the field not only of the teaching discipline of foreign language, but also a methodology of CLIL - Content and Language Integrating Learning, which actualizes the need to study the basic principles of the usage of effective technique in university programs [4,5].

The purpose of this article is analysis of modern research, is carried out in the field of content, goals and methodology of CLIL. Integration processes in Europe in the 90s of the XX century [1,8], aimed at building a common market and removing restrictions for the movement of capital, goods, people and services, actualized the problem of multi-lingual education not only at the level realizing professional goals, but also at the level of social interaction, participation in political life. School bilingual education began to be introduced: some subjects such as mathematics, geography, history and others, begin to teach in a foreign language, most often in the official language of the European Union – English [6]. The proliferation of bilingual

educational programs contributed to the growing interest of researchers in the development of theory and practice of In the theory of teaching foreign languages.

CLIL term was proposed by D. Marsh in the mid 90s of the past century, refers to the teaching methodology of two subjects, one of which is foreign language - serves as a means of teaching a second subject [3]. This technique allows students to form linguistic and communicative competencies in a non-native language with the same content and in the same educational context in which they have formation and development knowledge and skills in the native language. According to L. P. Khalyapina, defines the content is “the subject of development, goals, objectives and topics, i.e. a set of theoretical knowledge and skills that allow realizing correct professional opinions, statements within the studied range of problems ”[2].

CLIL is the acquisition of knowledge and improvement of skills in a specific subject at the same time, language knowledge and skills are improved in the process of mastering this subject. More specifically, the objectives of CLIL were presented by D. Coyle through four components:

- **communication:** co-improvement of the level of proficiency studying foreign language; communicative skills develop on any discipline studying in context of the subject-linguistic integration training, and at the same time, separate types of speech activities (listening, speaking, reading, writing);
- **the content of the subject:** study reading proficiency, the use of new knowledge and development of skills through completing practical tasks;
- **culture:** expanding knowledge and understanding of interacting cultures tour;
- **cognition:** development of subject content, development language skills and coordination with the already existing knowledge, experiences and needs of students; students analyze their academic activity, synthesize new knowledge on the basis of obtained during the various items and applications of findings in practice [7].

Researchers dealing with issues on CLIL, it is distinguished by the following key specifications:

### **Versatility of the focus of training:**

- consolidation of language skills and ability in the classroom for the study of pre-meta;
- studying the content of the subject in foreign language through the integration of how many items;
- organization of training through intercultural tour projects with reflection on process of teaching [6];

### **Stimulating educational environment:**

- use of repetitive views, activities and discourse in the classroom;
- use of foreign language to study the subject for whole lesson;
- assistance to students in acquiring tendency to self-confidence with mastering a foreign language and subject;
- convenient equipment for the audience, allowing students to work in small groups;

- availability of resources;
- raising the level of the language, tendencies of students;

**Taking into account the interests and needs of training:**

- providing students with opportunities, need to seek helping in case with occurrence of language problems;
- maximum consideration of the interests of education;
- constant accounting of educational and life great experience of students;
- the ability to communicate with a representative of other cultures with studying such same subject in the same foreign language [8];
- use of relevant materials from the media and other sources;

**Active teaching:**

- in the classroom, students speak more than a teacher;
- students participate in goal-oriented approach;
- students participate in the assessment of their educational achievements;
- preference is given to work in pairs and small groups;
- discussion with learners of language means of expressing concepts studying subject;
- teachers act as a trainers in the developmental training;
- reliance on existing knowledge, mind, experience and interests of students;
- submission of new information in the form;
- consideration of various teaching strategies;
- creating conditions for creative and critical thinking;
- encouraging students to leave comfort zones and movement to new results [9];

**Cooperation:**

- course planning and development of lessons by teachers special and language disciplines;
- Cooperation with stakeholders [12].

According to D. Marsh, A. Maltiers and A. Hartiala, for the successful implementation of content and language integrated learning have the following competencies:

**Language training:**

- the level of language training, sufficient accurate for organizing, training a special subject for FL;
- knowledge of the basics and foreign language terminology, the logic of the subject being taught [1,5];

**Theoretical knowledge:**

- understanding the similarities and differences between learning foreign language and fluency in a foreign language;

**Teaching method:**

- the ability to identify language problems;
- the ability to use communicative and interactive tasks, capable of understanding of the meta studied in a foreign language;
- the ability to apply strategies to correct mistakes, stimulating good use of foreign language in speech;
- the ability to use such types of activities in the classroom that contribute to both the study of the subject and development of language skills;

**Learning environment:**

- ability to work with representatives of different cultures and different levels of language training;

**Development of teaching materials:**

- the ability to adapt materials to use in the educational process;
- the ability to select additional materials on a specific topic;

**Evaluation:**

- The ability to create and use tools scores based on progress in mastering the subject and applying foreign language [14].

K. Kelly makes consistent with the assumption that the ideal CLIL teacher must know and be able to following:

- know the subject being taught;
- have a high level of foreign language, competence;
- owning the CLIL methodology;
- use educational materials, language-appropriate training of students;
- skillfully combine the teaching of the subject and the development of language skills;
- be able to plan CLIL sessions;
- determine the needs of trainers in language competencies for students, knowledge of the material of the studied subject meta;
- be able to independently develop tasks in the context of CLIL;
- constantly develop professional [9,10].

In the content and language integrated learning, the choice of language tools and functions determined by the content of the subject being studied. CLIL is characterized by a predominance of terminology; is used to search for information, discuss and complete written assignments for the studied topics; employs cognitive skills, such as definition, assessment, justification, guess, summarize, illustrate with examples, etc.; using for critical assessment and classification of information.

Grammar is not an aspect of learning in CLIL as it is when learning a foreign language as a subject of study. In subject-language integrated learning, grammar is studied in the context of the implementation of specific functions of a foreign language for academic purposes, for example, the passive voice - to describe the experiment being carried out, or the past tense - to describe past historical events [7,13]. Certainly, the teacher cannot but pay attention to the correct use of grammar and vocabulary by students, but since in CLIL language is a means, then teachers strive to remove the cognitive load, due to the need to communicate on FL, offering types of tasks taking into account individual learning styles of students, choosing graphic means of presentation of the material and offering students a set of language clichés to express their thoughts [9,15].

According to A. Lin, when preparing assignments for assessment, CLIL instructors ask themselves the following questions:

1. What we value first of all - language or content?
2. Can we sometimes evaluate something? If so, what exactly, when, why and how?
3. When do we assess?
4. How we rate? [11]

The answers to these questions depend on whether what goals should be achieved as a result of taking the course or one of the its stages. If goals record accomplishments in the study of a non-linguistic discipline (content), they are usually expressed in terms of B. Bloom's taxonomy through "knowledge of information, concepts, theories" at the level of knowledge, their "reproduction" at the level of understanding and "application in practice" at the application level [10]. Accordingly, at the level of understanding (reproduction) from students, it is required to retell what they have memorized without applying this knowledge to solve problems [12].

Thus, for a successful implementation of content and language integrated learning in educational programs of university teachers need not only knowing well the content but also knowing a foreign language as a means of communication at a level sufficient for conducting classes. Necessary set realistic goals that take into account the level of preparedness of students as the subject and in a foreign language. When selecting content for teachers, it is necessary to follow the principles of CLIL, considering what cognitive stress of students studying subject by means of a foreign language, knowledge which may be lacking for fulfillment of the task. Teachers must be able to define and be flexible respond to the difficulties of students, offering appropriate forms of "support" and using a variety of teaching aids from graphic organizers to multimodal educational texts.

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