UDC: 372.881.111.1

SPECIAL FEATURES of CLIL IMPLEMENTATION IN TEACHING ENGLISH AS a FOREIGN LANGUAGE TO SENIOR SCHOOL STUDENTS

MAXIM LEVKIN
IRINA KRASILOVA
State University of Humanities and Technology, Orekhovo-Zuyevo, Russia

The authors of the article consider the technology of subject-language integrated learning (CLIL), analyze the peculiarities of its application in the senior grades of secondary schools. This technology allows to expand and strengthen interdisciplinary connections, use a foreign language for a deeper mastering of those subjects that are necessary for the future vocational education of high school students, and increase motivation for further learning English.

The main goal of school education is traditionally considered to be the preparation of the younger generation for adulthood. Over time, today's schoolchildren must become specialists in their chosen field, which is impossible without professional training. The choice of the direction of this training occurs, as a rule, at the last stage of training in general education programs at school, in the senior grades. To make the right choice, students must learn to navigate well in the educational space, be able to combine the knowledge, skills and abilities gained in the classroom in different disciplines. We believe that the importance of a foreign language as a school subject has increased significantly over the past two decades.

In the 21st century, English has gained great importance as a language of international communication in various spheres of human activity. Future graduates of the school must be ready to use English in the process of obtaining professional education and subsequent professional development. The establishment of interdisciplinary connections at the stage of school education contributes to the solution of this problem. Among the technologies that establish and strengthen the links between a foreign language and other school subjects, one can single out the technology of subject-language integrated learning (Content and Language Integrated Learning, CLIL).

The purpose of our research is to study the peculiarities of using CLIL technology in English lessons in senior grades of general education organizations. The formation and development of a foreign language communicative competence is a long process that requires some effort, therefore it is important not only to gain an understanding of the need to speak English but also to arouse interest in the language itself, its features, capabilities [4]. Thus, the motivational potential of CLIL technology is an important issue.

Motivation, as one of the key factors in the formation of the desire to learn, plays an important role in teaching a foreign language. School teachers are responsible for creating the right motivational environment for students so that they can not only successfully develop foreign language communicative competence but also grow as individuals. In this regard, English teachers need to use various strategies to increase student motivation, apply modern technologies [1].

First of all, it is necessary to determine what factors can affect the motivation for educational activities of a student of a general educational organization. Positive influence is exerted by:

• comfortable psychological atmosphere in the classroom, conducive to learning activities;

• personal sympathy for the teacher, his teaching style, methods and techniques that he uses in the classroom;

• interesting and informative material used in the classroom as teaching;

• personalization of teaching, which consists in the selection of material based on personal preferences and interests of students;

• understanding the importance of the subject, awareness of its importance in achieving the goals set by students both for the near future and for the more distant future.

These are certainly not all factors that can have a positive effect on motivation to study a school subject. The degree of their influence depends on the individual characteristics of the students. So, for example, the format of educational material, its design, the use of modern technologies for its creation and presentation during the educational process for some students is a fairly strong additional incentive. In this regard, CLIL technology deserves the attention of not only English teachers, but also other subject teachers.

The interdisciplinary connection between the English language and other school disciplines can be traced in bilingual education, which originates in antiquity: the Roman nobility sent their children to study in schools where subjects such as history, philosophy, mathematics and others were taught in Greek. being foreign to them. Such education was considered prestigious and of high quality. Later, traces of such training lead to the 17th century AD: Ya. A. Kamensky in his writings revealed the importance of teaching in a foreign language. However, the founder of bilingual education at the present stage is considered to be D. Marsh, who expressed his ideas regarding integrated learning, which formed the basis of the technology of subject-language integrated learning (Content and Language Integrated Learning, CLIL). It is a set of tools that help the teacher to convey, and to students to assimilate the content of a subject in a foreign language, as a result of which students learn both the subject and the language at the same time [3].

Bilingual education has not yet become widespread in Russia, and there are still disputes and discussions about the feasibility and possibility of its implementation at the level of general education. However, the very idea of linking English with other school subjects can be used to form and maintain a high level of student motivation. In our opinion, the CLIL technology (or its components) can be applied in the conditions of an ordinary general educational organization, where it is impossible to carry out the educational process according to bilingual education programs. This technology is applicable at all stages of schooling, but it is in the senior grades that the effect of its use is most noticeable. High school students already quite clearly imagine their educational trajectory and understand the value of the means that are necessary to achieve the goal.

The content component of an English lesson using CLIL technology involves the selection of lesson material, taking into account its subject content, originality, the stage of language learning and the level of language training of students. First of all, it can be a text containing terms and special vocabulary, describing phenomena and realities unfamiliar to students, while with rather simple grammatical structures. Analyzing various teaching materials in English, we see that the authors already provide us with sufficiently diverse material for integrating an English lesson with history, literature, geography, music, primarily through texts about the culture and realities of the countries of the studied language. Some educational and methodological complexes highlight special sections devoted to ecology and scientific, technical, informational progress [2]. In addition to the materials included in the basic educational and methodological complexes, based on which the process of teaching a foreign language at school is built, the teacher always has the opportunity to use additional materials: from various teaching aids, as well as authentic texts. In meta subject lessons, using CLIL, students have the opportunity, on the one hand, to expand their English vocabulary in the areas of interest to them (mathematics, physics, etc.), and on the other, to discover new or consolidate existing subject knowledge in these areas [6].

CLIL technology is not limited to teaching specific content in a foreign language. It helps teach schoolchildren to act by the assigned tasks, in different situations, using all the available stock of knowledge, skills and abilities in a complex [8].

It is also worth adding that the technology of subject-language integrated learning can be successfully applied in extracurricular activities: classroom hours, quizzes, conferences, electives, circles and other forms of extracurricular activities. They can become the basis for discussions and debates, exchange of experience, work on projects. In other words, extracurricular activities create a platform for speeches in English with subject content in which students are personally interested. The lesson has a direct context in which every word becomes useful and alive. Students have an urgent need to clarify its meaning for themselves. Thanks to this, information is better preserved in long-term memory, more "anchors" and associations are created, which contributes to a better memorization of material, both in the subject and linguistic, and to actively reproduce it in the future [5].

The increase in motivation for learning English among senior students through the use of CLIL technology is determined through oral surveys, questionnaires. Higher results in the implementation of interdisciplinary projects, taking into account the personal interest of students (both in terms of content and language design), compared to the usual project tasks provided for by the teaching materials, also indirectly indicate that older students are becoming more motivated. This applies equally to both individual and group projects. Group projects also contribute to a more successful formation of 21st-century skills - Critical thinking, Creativity, Collaboration, Communication.

The practice of teaching in bilingual programs in different countries proves that students who study the discipline through a second language are more attentive, motivated, creative, creative and have higher learning outcomes compared to students who study in only one language. They master English well at the academic level, and this contributes to the expansion of opportunities for obtaining new information, prospects for further personal development, deep awareness and understanding of another culture [12]. The use of subject-language

learning technology (CLIL) in a normal setting, when all school subjects (except the subject "English") are taught in their native language, also allows the development of the above-mentioned qualities in students. This circumstance deserves a deep scientific study.

Summing up, we can say that the use of CLIL technology in high school has its characteristics. First of all, this is because, at this stage, schoolchildren are in an active search for a future profession and are preparing to continue their education after leaving school. Schoolchildren tend to be successful in things that genuinely interest them. CLIL technology helps to create conditions for identifying personal and professional interests, inclinations, abilities in schoolchildren and helps to develop related meta-subject skills and abilities. Students gain hands-on experience with their complex application to achieve their goals. They are convinced that thanks to their knowledge of the English language, they get additional opportunities both for obtaining information of interest to them and for communication. In other words, CLIL helps broaden the horizons for students [7]. By re-evaluating the value of the English language, students become more motivated to further study it.

Since subject-language integrated learning creates strong interdisciplinary connections, this technology contributes to the more successful development of the educational program as a whole. CLIL technology plays an important role in the development of students' metalinguistic and metacognitive skills, and also contributes to the formation of a holistic view of the phenomena taking place in the world. Consequently, the goal of training is the equal development of the mental and cognitive activity, and at a qualitatively new level, the tasks of training, development and education of students are being solved [9].

The use of CLIL creates favourable conditions for group project activities, which allows developing skills such as Critical thinking, Creativity, Collaboration and Communication. They are necessary for almost any professional in the modern world, which is why they are commonly called 21st-century skills. Thus, CLIL technology contributes to the more successful preparation of high school students for further education and professional development.

REFERENCES

1. Мусина, А.А. Предметно-языковое интегрированное обучение CLIL / Аман Кулнер Панабек кызы, А.А. Мусина // Известия ВУЗов Кыргызстана. – 2018. – №12. – С.119–121.
2. Ананьева, Е.В. Применение CLIL-технологии на уроках английского языка при дистанционной форме обучения / Е.В. Ананьева, Е.Н. Григорьева // Актуальные проблемы лингводидактики и методики преподавания иностранных языков: сборник научных статей. – Чебоксары : Чувашский государственный педагогический университет им. И.Я. Яковлева, 2020. – С.112–117.
3. Биманова, А.И. Методика CLIL в курсе химии средней школы // Современные технологии: актуальные вопросы, достижения и тенденции развития: сборник материалов V Международной заочной научно-практической конференции аспирантов, магистрантов и студентов ; отв. ред. С. Ю. Широкова. – Уфа : Башкирский государственный университет, 2019. – С.23–25.
4. Забурдаева, Т. И., К вопросу о возможности реализации CLIL-технологии на занятиях по иностранному языку / Т. И. Забурдаева, Е.И. Секачева // Языки, культуры, этносы формирование языковой картины мира: филологический и методический аспекты: сборник научных статей по материалам XII Всероссийской научно-практической конференции (с международным участием) ; под ред. Е. В. Романовой. – Йошкар-Ола : Марийский государственный университет, 2020. – С.284–293.
5. Кошелева, С.В. CLIL: познание мира посредством иностранного языка // Лингвистика, переводоведение и методика обучения иностранным языкам: актуальные проблемы и перспективы. Материалы II Всероссийской научно-практической конференции с международным участием ; под ред. О. Ю. Ивановой. – Орел : Орловский государственный университет им. И.С. Тургенева, 2020. – С.687–692.
6. Кривоборская, Д. М. CLIL как метапредметный подход к преподаванию русского языка детям-билингвам на онлайн-уроках / Д. М. Кривоборская // Преподавание русского языка как иностранного и на русском языке: проблемы, успешные практики и перспиктивы. Сборник статей международной научно-методической конференции, проводимой в рамках педагогического форума ; под ред. О. А. Лебедевой. – Нижний Новгород : Национальный исследовательский Нижегородский государственный университет им. Н.И. Лобачевского, 2020. – С.48–51.
7. Кривова, И.А. Технология CLIL на уроках английского языка / И. А. Кривова, Е. Н. Прокина // Молодой ученый. – 2020. – №50(340). – С.478–480.

8. Кулыева, А.А. CLIL как эффективный метод в обучении иностранным языкам / А. А. Кулыева // Основные вопросы лингвистики, лингводидактики и межкультурной коммуникации: сборник трудов XI международной научно-практической конференции. – Астрахань : Астраханский университет, 2020. – С.85–89.

9. Пашкова, Е.И. Развитие учащихся старших классов навыков использования научного английского языка в письменных заданиях через применение методики CLIL / Е. И. Пашкова, К. М. Вольф // Вестник науки и образования. – 2019. – №11-1(65). – С.97–100.

10. Matveeva, N. A. Motivating young learners / N. A. Matveeva, N. P. Kim // Здравоохранение, образование и безопасность. – 2017. – №4(12). – С.113–119.