**CLIL TECHNOLOGY IN FOREIGN LANGUAGE LEARNING CLASSES**

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**CLIL ТЕХНОЛОГИЯ В ОБУЧЕНИИ ИНОСТРАННОМУ ЯЗЫКУ**

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**Abstract**

"CLIL technology in foreign language education" considers the definition of CLIL given by David Marsh in 1994: "CLIL refers to situations where subjects or their parts are taught in a foreign language with the dual aim of studying the content and simultaneously studying the foreign language." The main characteristic of CLIL technology is integrated learning. Teachers should focus on studying the language and content together, taking into account the students' learning skills. Thus, three components of CLIL technology are distinguished: content, language, and learning skills. The main characteristics of CLIL technology include multiple focus, creating a safe and enriching learning environment, using authentic materials, active learning, support, and cooperation.

**Аннотация**

В статье: «СLIL технология в обучении иностранному языку» рассматривается определение CLIL, данное Дэвидом Марчем в 1994 году: "CLIL относится к ситуациям, где предметы или их части преподаются на иностранном языке с двойной целью, а именно изучение содержания и одновременное изучение иностранного языка". Основной характеристикой технологии CLIL является интегрированное обучение. Учителя должны сосредоточиться на изучении языка и содержания вместе, учитывая навыки обучения студентов. Таким образом, выделяются три компонента технологии CLIL: содержание, язык и навыки обучения.

Основные характеристики технологии CLIL включают множественное фокусирование, создание безопасной и обогащающей обучающей среды, использование аутентичных материалов, активное обучение, поддержку и сотрудничество.

**Keywords:** CLIL, integrated content and language learning, language learning, content learning, multiple focus, safe and enriching learning environment, authentic materials, active learning, support, cooperation.

**Ключевые слова:** CLIL, интегрированное обучение содержанию и языку, языковое обучение, содержание обучение, множественное фокусирование, безопасная и обогащающая обучающая среда, аутентичные материалы, активное обучение, поддержка, сотрудничество.

**Текст статьи**

CLIL technology has become one of the modern methodologies that allow teachers to integrate learning languages and content. CLIL is content and language-integrated learning. The idea of learning a language through the content was considered long ago by the Czech pedagogue Jan Amos Komensky, who pointed out the significance of learning languages through studying a particular subject. Later Matthias Bel considered learning a language as an acquisition of school subjects. He suggested that one should use the new vocabulary to learn the real world around us. Since 1970s the programs including content and language-integrated learning have been applied in Canada and the USA.

Here is the definition of CLIL given by David March in 1994: “CLIL refers to situations where subjects, or parts of subjects, are taught through a foreign language with dual-focused aims, namely the learning of content, and the simultaneous learning of a foreign language”

The most specific feature of CLIL technology is integrated learning. Teachers should focus on learning a language and content together and at the same time we should take into account the learning skills of our students. So we point out three components of CLIL technology: content, language, and learning skills.

The main characteristics of this technology are as follows: multiple foci, a safe and enriching learning environment, the use of authentic materials, active learning, scaffolding, and cooperation.

What is multiple focus? Multiple focus means to learn a subject for example Biology in a language class and learning a language through Biology. A safe enriching environment means creating a friendly atmosphere where students feel confident and safe, active learning means involving learners to predict the goals and theme of the lesson by learners autonomously, learners negotiate with peers and evaluate each other, and they construct new knowledge based on their previous knowledge. Scaffolding is building up learners’ learning skills, and fostering and developing critical, logical thinking, imagination, and creativity. Cooperation involves both teachers and learners. Students learn to work in teams, help each other, share ideas, swap information, make conclusions, and make products such as posters, brochures,

Projects, diagrams, solutions to problems, and other final results in different forms. Teachers as well as their students work out the plan of the lesson in cooperation with each other, for example, teachers of Biology and a foreign language teacher or teachers of Geography work on the lesson plan together with the teacher of English or French.

Teachers should use authentic materials such as video-audio facilities, selection of the material should be thought over and carefully selected taking into account the needs, and age. , interests and level of students’ knowledge, their previous knowledge and skills.If the material is too difficult to understand it should be simplified and adapted according to the level of the learners.

The role of the teacher in the lesson where the CLIL method is used is as follows: a teacher is a facilitator, supporter, guide, instructor, helper, a consultant. A learner is usually in the center of the learning process, an active participant who can predict the theme of the lesson and learning outcomes,

works in a team and constructs new knowledge cooperatively, comparing facts, analyzing and generalizing ideas, thinking critically evaluating his work and that of his peers, can providing feedback.

The advantages of CLIL technology are as follows:

* Integration motivates learners to learn both languages and a particular subject.
* Students use a foreign language functionally
* Learners develop communicative skills
* Improve spoken language skills and grammar
* Students learn to work in cooperation with their peers
* Integration creates a real-life experience

Learners develop integrated skills and can apply their knowledge and skills in different spheres

But of course, there are some problems and difficulties. First of all, planning an integrated lesson using technology takes much time to prepare for the lesson, it‘s rather difficult for a language teacher to explain a particular subject in a foreign language, secondly, it’s rather difficult for students to comprehend and understand the material of the particular subject in a foreign language, especially if students aren’t very good at the target language and the content is not easy for learners.

# Despite some difficulties, this CLIL technology is used by language teachers at secondary schools, colleges, and higher educational institutions.CLIL technology demands the collaboration of teachers in planning integrated lessons and studying the theory and practice of this technology to improve professional qualification and methodology of teaching a foreign language through content.

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