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ISSUES OF CLIL TECHNOLOGIES IN TEACHING PROFESSIONAL DISCIPLINES AS A MEANS OF DEVELOPING COMMUNICATIVE COMPETENCE OF SPECIALISTS

ТЕХНОЛОГИИ CLIL В ПРЕПОДАВАНИИ ПРОФЕССИОНАЛЬНЫХ ДИСЦИПЛИН КАК СРЕДСТВО ФОРМИРОВАНИЯ КОММУНИКАТИВНОЙ КОМПЕТЕНТНОСТИ СПЕЦИАЛИСТОВ

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The article is devoted to the role of subject-language integrated education of students of non-linguistic university specialties. The features of the work of teachers of basic subjects and teachers of foreign languages in the system of subject-language integrated learning, as well as the prospects for its application in the field of higher professional education are being discussed. The models and features of using the CLIL methodology in high school are given.

Статья посвящена роли предметно-языкового интегративного образования в обучении студентов нефилологических вузов. Рассматриваются основные аспекты проблемы применения методологии CLIL в учреждениях высшего образования Республики Беларусь.

Keywords: subject-language integrated education, CLIL methodology, non-linguistic university.

Ключевые слова: предметно-языковое интегративное образование, методология CLIL, нефилологический университет.

The European Higher Education Area requires the use of advanced technologies in training, leading European universities create and deliver numerous teaching methods of various disciplines, which, in turn, are used almost without changes implemented by Belarusian teachers, which later turns out to be ineffective and impose typos on the quality of the educational process in institutions of higher education in the Republic of Belarus.

The need of such advanced technologies is being stimulated by world integration processes.

Integration (from the Latin. Integrum the whole; Latin. Integratio restoration, replenishment) in the general case means the union of disconnected components, interpenetration. Combining any elements (parts) into a whole. The process of mutual convergence and the formation of relationships.

In the educational process, integration can perform several functions.

First, it can act as one of the goals of teaching. The goal is the result: the student receives knowledge that represents the world around him as a system in which all elements are interconnected, and he is a student, a part of this system.

Secondly, integration can be a learning tool. Considering the content of the subject, we are looking for points of contact between facts, phenomena, content in other subjects, including them in the context of the subject content in various forms.

Thirdly, integration becomes an effective way of development for both teachers and students, if the connections between various forms of mental processes are on, the space of methods of natural science and humanitarian knowledge is mastered. Thus, an integrative approach is the integration of learning objectives, content, tools and methods.

Integrative learning is one of the modern concepts of higher education, aimed at forming a highly competent young professionals with an objective and comprehensive vision of the world, a holistic worldview, interested in learning, due to an understanding of their importance for future work.

The use of integrative tasks in the educational process of the university helps the teacher to reveal the intellectual and cognitive potential of students, to create conditions for their self-development and self-realization, to form students' communicative skills, ability to cooperate and team work.

Performing integrative tasks, students skillfully combine the theoretical and practical part of the training course, integrate the knowledge gained from the study of other professional disciplines, carry out a search for solutions to the tasks set in the context of interdisciplinary communication.

Until recently, the possibilities of integrating a foreign language with other academic disciplines were poorly studied in foreign pedagogy. However, at present, integrated humanitarian courses, including a foreign language, and even courses that integrate several foreign languages have been widely introduced into the educational process.

To date, the role of the Foreign Language discipline in the development of the professional consciousness of a student of a non-linguistic university and the development of a modern professional personality is evidential. Modern requirements for the preparation of a graduate of a higher education institution - a future specialist - include not only a number of specific competences, including: the ability to educate themselves, the possession of innovative technologies, understanding the prospects and opportunities to use them, the ability to make decisions independently, adaptability to new social and professional conditions, teamwork skills, the ability to cope with stress, but also being competent in one or more foreign languages at a highly professional level.

Therefore, there is a need to integrate a foreign language and professional disciplines throughout the entire period of study at the university, both for undergraduate and graduate students. The problem of integration of a foreign language with other subject areas, including with the content of the subjects of the artistic and aesthetic cycle, which is increasingly attracting the attention of our native didactists and methodologists. The increased attention of teachers to this problem is explained by their desire to raise the foreign language culture of society.

Theoretical and practical researches are being carried out to intensify the process of learning a foreign language, including, of course, English as the most common and very attractive for a number of other reasons. One of the directions of these studies is the task of combining teaching a foreign language with the artistic and aesthetic development of students. In this regard, we note the publication of L.P. Zagorny on the development of an integrated course of a foreign language based on the art material of V. M. Filotov on educational and methodological complexes on the basis of communication, P.I. Voronina about the connection of integration and the variable organization of learning a foreign language, I.N. Zoteeva on interdisciplinary integration in teaching French, Oh. P. Eremina about learning a foreign language on an integrative basis.

One of the technologies that have recently become part of the national method of teaching humanities and natural sciences is subject-language integrated learning, often denoted by the abbreviation CLIL (Content and Language Integrated Learning). The term CLIL was created and implemented by a group of experts working under the management and funding of the European Commission in 1994. CLIL was defined as a two-pronged, focused educational approach, involving the study of a subject using a foreign language and learning a foreign language through a subject, CLIL was also considered to be an umbrella term for a variety of approaches, methods and programs, the unification of which is a component of teaching subject content languages [5].

Sofia John-Georgia (Sophie Ioannou Georgiou) and Pavlos Pavlou (Pavlos Pavlou) distinguish among the features of the CLIL technique, three main ones:

a) Studying a foreign language integrated into the content of the subject itself, such as science, history, geography. Students learn a foreign language through the lightweight content of the subject.

b) CLIL has its origin in various socio-linguistic and political contexts and refers to any language, age and level of education: from preschool, primary to higher, vocational training. In this sense, CLIL responds to all European educational programs designed for all citizens, where it is believed that multilingualism and multiculturalism promote integration, understanding and mobility among Europeans.

c) CLIL is an approach that involves the development of social, cultural, cognitive, linguistic, academic and other learning skills, which in turn contribute to the achievement in the field of learning, both the subject itself and the language.[2]

CLIL Principles:

- CLIL is first of all 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 class;

- involves the use of only one (foreign) language, the same teacher and audience;
- for a better understanding of the material, the teacher can connect facial expressions, gestures, pictures, presentation sound, etc.

Advantages of CLIL:

- allows students to communicate more effectively with each other using a foreign language;
- expands students' intercultural knowledge;
- develops communication skills in a foreign language in natural conditions;
- develops thinking and opens up the creative potential of students;
- increases students' motivation and self-confidence;
- trains all language skills;
- improves language competence and natural speaking skills;
- develops interest in different languages, their use in different spheres of life;
- does not require additional hours of training.

Subject-language integrated learning initially acted as a management educational program to provide a wider range of specialists with a high level of language competence who are able to move freely within the European Union and actively participate in its consolidation. One of the first legislative acts relating to the implementation of CLIL is the 1995 European Council resolution, which contributed to the promotion of innovative teaching methods and, in particular, the teaching of different disciplines in a foreign language, thereby ensuring bilingual education in Western countries. From 1995 to the present, European programs, educational, legislative, and other factors, such as professional initiatives, have led to the active implementation of the CLIL education sector [5].

The implementation of numerous reforms in the education system of the Russian Federation within the framework of the Bologna process in 2003 led to the spread of CLIL to the countries bordering the Russian Federation, in particular, to the Republic of Belarus.

Today in Belarus, CLIL technology is used by higher school teachers as one of the methods for developing communicative competence in the process of teaching foreign languages and non-linguistic disciplines, contributing to the preparation of competitive specialists in various fields of professional activity.

The creators of CLIL initially see it as one of the effective ways to create mobility within the European space, which Belarus does not belong to. The policy of the Republic of Belarus, in turn, pursues other goals, in particular - to prevent the outflow of qualified personnel abroad, which entails a decrease in the motivation of students / students and in principle contradicts the effectiveness of using CLIL.

Classes in English in classes with a mixed level of proficiency in English are ineffective, because the actual situation is that students / students who speak English at level A1-A2 are not able to master oral and written professional communication at the same level as students \ students who speak English at level B1-B2.

At the moment, the main problem of the low efficiency of using CLIL in the teaching of professional disciplines in the Republic of Belarus is the insufficient number of subject teachers who speak a foreign language (English) at the proper level.

Subject-language education in the Republic of Belarus takes place within the framework of teaching professional subjects mainly in English, which is a kind of "silent killer", which was originally used as a language of commerce, and over time began to have a destructive effect on linguistic and cultural diversity. There is such a term as "language shift" or "language substitution" meaning the gradual replacement of one language by another in the social sphere of communication, a decrease in the level of language proficiency and a change in the range of functional language use [1]. In the process of integrated learning, the merging and mixing of lexical units of the native and English languages take place, as a result of which there is an active replacement of some lexical units by others (for example, the distributor – distributor, management – management, etc.).

In the distant future, the phenomenon of "language change" may occur in the case of the recipient's language being filled with borrowings. "Changing a language" is a process in which members of a community where more than one language is spoken, abandon their native language in favor of another. Membership in the community, determined by its language, selectively facilitates and hinders interaction, allows the conclusion of social agreements and joint exchange, and gives access to the reservoir of accumulated and linguistically coded knowledge. Therefore, in the case of language contact, people inevitably face difficult choices which language they want or should speak. The main driving force behind the language shift is the decision to abandon the language used, usually because a community faces the lifestyle manner that is viewed as more modern, useful or providing access to greater social mobility and economic opportunities (McMahon, 1994; Mufwene, 2001; Brenzinger, 2006). In the modern era, nation states, globalization, and selective migration (Boyd & Richerson, 2009) have become powerful forces of language standardization and the threat of the disappearance of minority languages. The expected scale of the global loss of modern linguistic diversity over the next 50–100 years is enormous.

The historical shifts of Celtic speakers in Britain and Ireland in favor of English are particularly well-studied examples of linguistic rivalry 'in which there are reliable census data for the past 100–120 years in many areas where Celtic languages were once the dominant national languages. Some of the earliest field work on language death was carried out in communities where Scottish Gaelic was endangered or died out (MacKinnon, 1977; Dorian, 1981). The last monolingual native speakers of the Cornish language died in the late seventeenth century, although their language was preserved locally among the Cornish-English bilingual until the end of the nineteenth century.

As you know, not all means of communication appeared, so to speak, in a natural way. This also applies to the languages used by citizens of the world to communicate with each other. Attempts to create prototypes of Esperanto were undertak-

en by people as early as the Middle Ages: at the same time, with the aim of devising a means of communication between representatives of different nations, a mixture of different languages was created, called pidgin. pidgin have an elementary grammatical structure and a limited lexical dictionary, acting as an auxiliary method of mutual understanding between people. At certain stages of its development, pidgin can change its status into the native languages of those common ones that use them. In order to become a native language for any community of people, pidgin should be studied by children from birth, so that later they can improve and structure its grammar. When pidgin reaches the level of the native language, it turns into a creole. However, such transformations do not always occur, most often pidgins become obsolete or out of use.

Back in 1993, the Belgian scholar Battens Beardsmore in his work "European models of bilingual education" notes that the social situation in each country as a whole and the decisions in educational policy, in particular, differ in their specifics, therefore there is no single plan for subject teaching that could would apply equally in different countries [1].

The main characteristic of the 21st century, sadly aware is crisis in all spheres of life of world Communities - political, economic and public at national and regional levels, as well as in personal lives of many millions of people. The consequence of this is the crisis in higher education systems due to the fact that modern high school provides training develops individual skills, develops some skills, prepares for professional activities, i.e. does quite a lot, but admittedly does not educate and does not "bring up". Currently, there is a mixture of the concepts of "learning" and "education". However not so long ago these concepts have become clearly distinguished. One of the founders of modern pedagogy I. G. Pestalozzi at the beginning of 19 century defined education as a harmonious and balanced development in the process of education and training all human powers – moral, mental and physical.

Education provides a holistic perception of a person's image of the world in which the individual lives and carries out his activities; learning is a readiness for professional activities. The lag of education from learning inevitably leads to loss of true meaning of a person. This gap became possible just because the main emphasis in training was done on learning to the detriment of education. It is a substitution (and not harmonious the combination of the concepts of "learning" and "education") which explains the crisis of systems education.

Thus, it can be concluded that the effective use of CLIL in the educational process of higher educational institutions of the Republic of Belarus is possible only by adapting the technology to the national education system, or by maximally converging the educational system of the Republic of Belarus, its goals and orientation with the educational systems of the European space. The transition to a new content education takes time and considerable effort. Difficulties such a transition associated with the absence or a small number of specialists, scientists and teachers ready to go beyond the usual well-established views on the specialty.

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ОБУЧЕНИЕ ИНОСТРАННЫМ ЯЗЫКАМ В НЕЯЗЫКОВОМ ВУЗЕ ЭКОЛОГИЧЕСКОГО ПРОФИЛЯ: ДИФФЕРЕНЦИАЦИЯ ПРИЕМОВ И МЕТОДОВ TEACHING FOREIGN LANGUAGES IN NON-LINGUISTIC UNIVERSITIES OF ENVIRONMENTAL PROFILE: DIFFERENTIATION OF METHODS AND TECHNIQUES

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Для развития познавательной деятельности учащихся в неязыковых вузах применяются различные методы и приемы обучения иностранным языкам. Каждый метод обучения направлен на достижение определенной цели. В наши дни наибольший интерес проявляется к различным вариантам коммуникативного