

IMPLEMENTING CLIL IN THE PROCESS OF BILINGUAL EDUCATION IN RUSSIAN UNIVERSITIES

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The article considers the implementation of CLIL technology as a modern method of teaching foreign languages and STEM subjects in higher education. The article examines the history and methodological features of CLIL technology, the advantages of its implementation in higher education; highlights the difficulties that teachers may face, and presents possible results and solutions for the implementation of this technology.

Keywords: CLIL, higher education, innovative methods, bilingual education, academic disciplines.

In the modern high-paced technological world and education framework, language training for bachelor's and master's programs in Russian universities involves the consistent formation and improvement of the communicative competence. Moreover, the availability of educational programs in English is one of the important competitive advantages of universities. In the current conditions, the use of the CLIL (Content and Language Integrated Learning) methodology in the context of bilingual education is increasingly recognized as an innovative approach to teaching the basic course of English at non-linguistic departments to successfully promote the study of a foreign language through academic subjects.

Despite the fact that the CLIL methodology has become rather popular in the recent years, its roots go back to the middle of the 19th century. The predecessor of the CLIL methodology was the concept of bilingual education. Thus, the bilingual teaching method was first introduced in Luxembourg schools in 1843. Then German was taught in elementary grades, and later French was introduced as an additional language in secondary school. Later, schoolchildren began to study two languages at the same time. In the 20th century, according to statistics, over almost four decades from 1960 to 1998, more than 300,000 schoolchildren around the world received a bilingual education [6].

As for the CLIL methodology, this concept was introduced into educational practice by David Marsh, who conducts research in the field of

multilingualism and bilingual education at the University of Jyväskylä in Finland in 1994 [5]. It was he who proposed the term «content and language integrated learning» (subject-language integrated approach), which is now used in teaching all over the world. According to the researcher, CLIL is an educational approach in which disciplines or their individual sections are taught in a foreign language, thus pursuing a dual goal: studying the content of the discipline and simultaneously studying a foreign language [4, p. 22]. Thus, the main principle of the CLIL methodology in studying professional disciplines at the university is its bidirectionality, i. e. the discipline is studied through a foreign language, and, at the same time, the foreign language is studied through this discipline.

One of the key advantages of the CLIL method is the refocusing of attention from learning a foreign language for the sake of language to learning a professional sphere with the help of this language. It should be noted that language teaching using the CLIL method in bilingual education is characterized by an increased content of various kinds of professional terms; it is actively used to search for information, discuss the professional topics being studied; it is used to prepare reports and scientific presentations in which an assessment of phenomena, justification, assumption, summing up, and illustration with examples are carried out [1, p. 352].

D. Clegg in his works offers various types of tasks for the successful implementation of the

dual goal of classes using the CLIL method. Thus, to improve listening skills, it is recommended to use visual aids; explanation, illustrations with examples, a summary; learning terminology from an audio text. To develop speaking skills, the teacher writes key words and grammatical structures on the board. Help also consists of using leading questions, supporting the student in constructing an answer, and a limited introduction of the native language followed by retelling in a foreign language (at the initial stages). As for the development of reading skills, it is proposed to use questions about the expected content before reading the text, tables to fill in while reading the text. To improve writing skills, it is possible to study clichéd phrases and template texts; discuss the content of the text before writing it [3].

Thus, the introduction of the CLIL method in the study of academic disciplines at the university creates a stimulating educational environment through the use of a foreign language throughout the lesson and helps students gain confidence in their abilities while simultaneously mastering a foreign language and subject. Mastering a foreign language takes place in a comfortable environment, since students discuss material related to their professional activities in class, deepen their knowledge in this area based on their existing life experience and knowledge. Teachers act as facilitators, creating conditions for creative and critical thinking and encouraging students to move towards new results. It is important to set realistic goals that can be achieved by students at their level of foreign language proficiency.

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ОПЫТ ВНЕДРЕНИЯ ТЕХНОЛОГИИ CLIL В ПРОЦЕСС БИЛИНГВАЛЬНОГО ОБРАЗОВАНИЯ В СИСТЕМЕ ВЫСШЕГО ОБРАЗОВАНИЯ В РОССИИ

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В статье рассматривается технология CLIL как современный способ обучения иностранным языкам и профильному предмету в высшей школе. В статье рассматриваются история и методические особенности технологии CLIL, преимущества ее внедрения в высшее образование; выделяются трудности, с которыми может столкнуться преподаватели, и представляются возможные результаты и решения по внедрению данной технологии.

Ключевые слова: CLIL, билингвальное образование, высшее образование, инновационные методы, академические дисциплины.
