PEDAGOGICAL CONCEPT AND ITS FEATURES, SOCIAL WORK AND LINGUOLOGY

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CLIL AS A COMPLEX TECHNOLOGY FOR ACHIEVING MULTI-TARGET RESULTS IN FOREIGN LANGUAGE LEARNING

ABSTRACT:

Modern realia of education withstand the necessity to reform methodology of foreign language teaching and develop knowledge and skills required under current circumstances. Integration is an approach applied at many fields which enables creation of mental schemes of interrelated notions and expands the total set of a possible use. For many, foreign language (FL) is being regarded as an instrument to act in other fields, usually not related to language itself. Diversified informational background creates chaos of ideas and facts for a person, so educational technologies must include methods to teach critical thinking, analyzation, comparison, decision taking etc. Purpose of the article is to discuss the effectiveness of CLIL and its relation to the needs of a modern society. Practical skills are among primary results of the technology which is aimed at creating pretexts for communication. Beside the development of a higher-level notions like personal independence, critical thinking, interaction of minds, concepts and fields, CLIL augments development of speech, listening, verbal and non-verbal communication, grammar accuracy, translation efficiency. The findings have proven that content and language integrated leaning has a complex character and helps accumulate larger experience as it makes student a leader of the process responsible for own outcomes (the same philosophy promoted at M. Montessori training-centers); it activates theory, creates space for self-development and self-management, promotes independence at learning and work consequently. To understand current state of functioning and issues debated in modern practice, it seemed reasonable to address the methods of theoretical analysis, observation, study of practical experience and pedagogical feedback.

INTRODUCTION.

Learning the latest findings in the domain of foreign language (FL) teaching, it is possible to conclude that the center-part of its attention is paid to the development of learning practice to the limits which boost the perception of new knowledge and maximize experience of communication to the amount which is enough to feel comfortable in a new environment; methods and technologies are expected to be efficient and operative, relate with social

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environment and needs, educate mind and soul.

Feedback from teachers who have had difficulties in L2 classrooms reveals the necessity for new methods that could appeal to learners from different cultural and linguistic backgrounds, which can help learners transfer knowledge into skills, increase students' motivation to learning and expands matrix of language use beyond the limits of grammar accuracy and collecting lexical data.

Another important reason for methodological upgrade at FL classes is migration realia which have formed a number of multi-cultural groups at institutions, where one-way instruction is no longer possible. Modern pedagogical practice is at the stage of testing advanced methods and technologies of foreign language teaching, taking into account practices that have already absorbed positive experience of the past and can be adapted to educational requirements of the 21st century. A close attention of scientists is paid to the methods which can shape not only skills but also develop thinking and affect all areas of life. It is important to develop and popularize educational mobility and multidisciplinary approach at study, that can be achieved with technologies of content integration and relevance between educational materials.

From these perspectives, the purpose of the article is to investigate one of the leading technologies entering modern education process – content-based, integrated learning (CLIL), its most prominent methods which meet goals and objectives of a modern foreign language education.

Research methodology included theoretical analysis – to understand how well the concept of language integrated learning has been learned, what are the issues that seem the most problematic in the field; observation – to realize effectiveness of the technology, advantages and disadvantages of using CLIL in classes with different natives; expert evaluation and study of pedagogical feedback – to form objective and independent attitude, understand perspectives of further research.

POPULAR DISCUSSIONS IN THE FIELD OF CONTENT AND LANGUAGE INTEGRATED LEARNING.

Analyzing statements of the leading academic platforms, like Cambridge University Press and British Council, Content-Based Instruction (CBI) is considered an approach to second language teaching in which learning process is organized around the content or information rather than syllabus,

accompanied by the idea of using objects, pictures, audiovisual presentations, it is associated with a natural way of improving language proficiency and teaching to bilingual students [1].

Along the period of its practice, Content and Language Integrated Learning has become the umbrella term describing learning of a different-content subjects (such as physics or geography) through the medium of a foreign language. Among the widely circulated names for the technology, one may track "content-based instruction", "English across the curriculum" or "bilingual education" [2].

There is a number of issues related to CLIL problematics which have been analyzed by practitioners around the world. Within technology there's a wide field of research: on the programs shaped in accordance with key principles of CLIL (Curriculum development for Content and Language Integrated Learning (CLIL CD)); qualification of teachers who could apply CLIL-approach at work and need a specific methodological skills' training (The European Framework for CLIL Teacher Education, CLIL Go); prospects for the technology beyond English language (Content and Language integrated learning through languages other than English (CLIL Start)), etc. [3].

The term CLIL has a long history and was defined in 1994, later launched by UNICOM (1996) as the most promising and beneficial approach of the time. In the reports of European Commission, the technology has appeared as "content-based instruction", "language supported subject learning", "immersion", "teaching subjects through a foreign language", and "bilingual/plurilingual education" [4]. It was recognized relevant to the linguistic requirements of European Union (Conference of Barcelona, 2002) and considered an alternative of traditional technologies [5].

The study of scientific literature revealed two major problematic issues related to the technology and discussed by pedagogues: readiness of a teacher and student to act through CLIL; variation of methods applicable to this technology. It is important to understand which factors can intervene the effectiveness of CLIL and psychological adaptation to the technology. Its specific character voices the issues of "identity negotiation" in terms of "intrapersonal" and "interpersonal dialogues", it raises problematics of self-discovery and "emotional" training, peer work and mentorship [6; 7].

Pedagogical readiness to use CLIL is important part of a study, as many teachers claim difficulties to identify their role. Traditional technology entrusts them with authority that dictates responsibilities for both sides – teacher as an informant and student as a performer. At CLIL this model is often lost, and main

source of information is now a student, who analyses and delivers information to the group. It is possible to see the correlation between CLIL and prominent technologies of the past, Montessori training-centers, the philosophy of which was to create space for personal reflection.

THE TECHNOLOGY OF CLIL AT WORK.

A passion and interest for studied material are among indispensable supporters of CLIL which brings motivation to students and imposes extra responsibility on teacher who this time must develop knowledge in fields other than foreign language to be able to support the new material with own commentaries and suggestions. One of the most critical competences that a 21st century teacher needs to demonstrate is Teaching engineering, which requires adjusting facts of modern realia to classroom methodology, it's about knowledge of a variety of instructional strategies and flexibility to modify them to the needs of a group, CLIL teachers are subject-matter experts [2]. It is possible to conclude about psychological and pedagogical readiness of a teacher to hold lesson through content and language integrated learning. Willingness to accept change may affect teachers' perception of CLIL; being non-native speakers some of them must be ready to improve language skills, deal with language anxiety due to lower levels of language proficiency or non-native status, develop positive self-concept in English, emotional intelligence, learning through motivational synergy and language awareness [8].

For the moment, there are two functional vectors of CLIL technology – discipline-oriented study, which uses foreign language as a medium for teaching subjects other than language, mostly used at international classes with different natives, and language-oriented vector, where FL competence is a priority that requires pretexts for communication of different kind.

Content as a center-part in CLIL requires multidisciplinary competence of a teacher, informational in particular, who needs to feel social tendencies, topical issues of the time, promising fields for discussion, can bring them at class in a way that responds educational prerogatives and will not violate pedagogical principles; it is now more important to find pretext for discussion and this way motivate students for multi-task activity in order to get the best effects and results.

Interdisciplinary teaching needs professional upgrade to learn act under the condition of personal independence of a student, their creative freedom, and responsibility for the results. Current discussions are about dependence of

native culture, perception ability and self-presentation skills, that influence intensity of interaction and self-expression, determines readiness for academic independence [9]. Most methods used in CLIL assume that student will have to share personal conclusion and attitudes, which may happen a real challenge for natives from authoritative or communal culture types, with the tendencies for group-decision taking and reliance on the opinion of the leader. Therefore, many issues of CLIL relate to cross-cultural and psychological competences of a teacher who needs to deal with obstacles when teaching to international classes.

Having broader senses, CLIL takes functions of a philosophic strategy (CLIL-strategy) and expands further than one-lesson activity or one-lesson instrument, it has a long-term learning character around EU countries and dictates a specific teaching engineering, methodological design and style. Among the latest, up-to-date CLIL methods that involve students in a true-to-life interesting activities one can mention projects of different types (problem-solving, task-based, collecting data, analyzing and reporting), questionnaires, and even mental mapping. All these are an excellent way to integrate into foreign language and develop skills through stages of creation and presentation.

Thus, psychological satisfaction adds to the advantages of using CLIL. Being dived into the process of collecting and analyzing information, person starts to use language subconsciously, rushing for facts, data, and references, processes much more data than usually, develops critical thinking, which by no means belong to the meta targets of a modern education. According to Facione, critical thinkers demonstrate affective dispositions, such as honesty, open-mindedness, and flexibility, and a set of cognitive skills, comprised of "interpretation, analysis, evaluation, inference, explanation, and self-regulation" [10]. To meet the needs of modern foreign language education, teaching practice designs new or adjusts the already existing methods like research, experiment, creation, collecting data, project and associations to the philosophy of content and language integrated learning.

It is necessary to admit that for many students FL is not a primary target but a helpful tool which makes their socialization more comfortable and beneficial. Strong positive motivation stays among the challenges that many teachers face when teaching foreign language, whereas content and language integrated learning helps switch attention from language itself onto information which is received and delivered in foreign language, and this way avoid routine and boredom. Under this technology language takes over its primary deep sense –

being an instrument for communicating ideas, attitudes, opinions, intentions etc. To the personal benefits a student gets when being educated with CLIL are: development of prognostic and pragmatic skills, self-management and self-presentation, self-control and assessment, subject-related knowledge, content-expert and influencer skills.

It is predictable that teacher, in this context, takes functions of an advisor who manages process without giving direct instructions, declares expected results which must seem reasonable to the students and be life-oriented. In CLIL both factual and abstract outcomes are achieved indirectly, intuitively. Inductive strategies begin with exploratory activities and lead to a student's exploration of a concept, investigation and generalization. Inductive character of learning shifts attention from accepting facts to making decisions, conclusions, forming individual attitudes. It also activates processes of comparison, classification, analogy for making generalizations.

It is possible to conclude that indirect teaching and induction have many advantages one gets when being trained this way, it develops different types of behavior, verbal and non-verbal communication as an integral part of language competence. These behaviors cannot be learned by memorizing, instead, they must be constructed by learner´s own attempts to use personal experiences. According to behaviorists, learning is dependent on a person's interactions with their external environment. As people experience consequences from their interactions with the environment, they modify their behaviors in reaction to those consequences [11].

Consequently, CLIL integrates into a new type of a lesson – the so called "inquiry lessons" where discovery, open-ended ideas take the center-part. It is a new creative way of seeking knowledge, through making hypotheses, collecting data, brainstorm solutions, formulating questions, investigating and interpreting, discussing, reflecting, where students work independently or cooperatively solving problems, challenging themselves, thinking out loud about concepts [12]. CLIL creates space for the use of a large-group and small-group discussions, so we may suppose therapeutic effect of the technology, which is very important if we consider social and humanitarian crises around the world.

There's no specific recommendation on how many students must be in one room – content and language integrated learning is well applicable for one-student lesson as well as many participants. Organization of classroom activity may be done via *small and large groups*, in the form of *cooperative learning* that promotes interpersonal communication, team work with specific

instructional tasks, mutual help and support and *independent* performance, *simulation* that suggests modeling of a real-life environment with assumed roles, choices and consequences, and applying different methods. In particular, method of a *survey project* brings various linguistic and academic benefits to students – they learn to design and administer effective research, read more than usual and learn more vocabulary than if they learned one specific topic. Rather than relying on generic textbook activities, which learners might find contrived, *questionnaire project* is based on a relevant local context and brings a motivating dimension of reality to the classroom environment, encourages students to put their heads together and work actively to accomplish a meaningful goal, by the end of the activity all four skills will have been utilized as the teacher and students transform a classroom assignment into a real-world communicative activity [13].

The latest research on how learners acquire vocabulary demonstrate that students can develop their vocabulary proficiency by not just learning the definitions of words, but also by *making connections* between words and develop awareness of contextual character of English vocabulary [14].

Discussing methods appropriate for CLIL it is critical to mention *mind mapping*, often referred to as a Science of Orientation. There are two types of mental maps – the first is based on personal experience, while second is formed from references to maps we've been shared before. Every person has one's own mental maps that have appeared as a reflection of experience and describe relationships, territories, environment, events etc. The average person has large and small mental maps to tell about their countries, towns, states, and personal environments like house or kitchen. Every time you are asked How to get somewhere or What a place looks like, you use mental map subconsciously. As mentioned before, mental maps can be created for places you've never been to. Books, social media, news reports and movies can depict faraway places lively enough for a person to create their own mental map. Photographs and pictures are often used as the basis for creation of mental maps, famous landscapes and popular places, possibility to share hobbies and demonstrate personal interests in class, internal representation of a place based on memory, visualization which may be used as a tool for memorizing a new vocabulary word [15]. In addition to lexical competence, while students create own maps they address grammatical categorization and group words, form connections between words in a way that makes sense to them and add images to support those ideas [16].

CONCLUSIONS.

Accounting all the above considered it is possible to conclude that content and language integrated learning is a complex technology which appeals to the realia of time. It brings benefits to organization of classroom activity, achievement of multi-target goals, development of skills and mind, expanding personal experience to the limits that show future perspectives of use.

Content integrated approach allows to introduce wider educational context, prepares for interaction, improves overall and specific language competence, develops cross-cultural competence, because now it is possible to study content through different perspectives and different active methods, understand specific target language terminology and develop self-organization and management skills, attitudes and behaviors that might be helpful at work and life.

It is possible to make assumption that teaching engineering today requires a set of flexible, supportive, life and goal-oriented methods that respond to the needs of a changeable social events. Multidisciplinary approach at CLIL favors the transfer of skills from one area of use to another, no matter in what circumstances individual acts. Interrelation principle makes information a key factor for a study process, this way students maximize their learning, receive the chance to track and direct knowledge, realise responsibility for the results and grow interest in what they do.

To maximize the benefits of foreign language teaching it is preferably to address methods of a personal involvement as key tools, allow students to pursue interests, investigate real-life issues, develop understanding and communicate findings, provide learners with authentic experiences and challenge personal analysis, with a teacher as a valued resource, guide who favors independent judgment, critical thinking and problem-solving skills.

Despite a great number of published materials, there's little understanding about the unity of technologies, balance of a traditional and new approach. Usually, teachers use technology fragmentally, which may not be enough to experience the effect and see the results. CLIL is characterized by a long-term prospects, and is a study philosophy which activates diverse methods, some teachers may lack knowledge on how to act under these conditions. It may be presumed that there's need for scientific papers which would help develop content-integrated teaching competence, and give instructions about the pedagogical behavior and functions, non-verbal communication of a teacher when using CLIL, substantiate accents of the process and describe revised and updated multi-target results.

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