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ҚАЗАҚСТАН РЕСПУБЛИКАСЫ БІЛІМ ЖӘНЕ ҒЫЛЫМ МИНИСТРЛІГІ
АБАЙ АТЫНДАҒЫ ҚАЗАҚ ҰЛТТЫҚ ПЕДАГОГИКАЛЫҚ УНИВЕРСИТЕТІ

МИНИСТЕРСТВО ОБРАЗОВАНИЯ И НАУКИ РЕСПУБЛИКИ КАЗАХСТАН
КАЗАХСКИЙ НАЦИОНАЛЬНЫЙ ПЕДАГОГИЧЕСКИЙ
УНИВЕРСИТЕТ ИМЕНИ АБАЯ

ШЕТЕЛДІК АЗАМАТТАРҒА АРНАЛҒАН ЖӘНЕ
ЖОО ДЕЙІНГІ ДАЙЫНДЫҚ ФАКУЛЬТЕТІ
ШЕТЕЛ АЗАМАТТАРЫНА АРНАЛҒАН
ФИЛОЛОГИЯЛЫҚ МАМАНДЫҚТАР КАФЕДРАСЫ

ФАКУЛЬТЕТ ДЛЯ ИНОСТРАННЫХ ГРАЖДАН И ДОВУЗОВСКОЙ ПОДГОТОВКИ
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станских педагогов иностранному языку происходило в процессе исполнения государственного заказа (2017) в рамках осуществления проекта «Повышение квалификации и переподготовка кадров государственных организаций среднего образования».

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CONCEPT OF CLIL TECHNOLOGY AS AN INNOVATIVE METHOD OF FOREIGN LANGUAGES TEACHING IN HIGHER EDUCATION

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Annotation. This article deals with the CLIL technology as an innovative method of foreign languages teaching in higher education. The paper touches upon the history and the methodological peculiarities of the technology, benefits of its implementation in higher education; suggests CLIL activities that might be used at language classes; highlights the difficulties the academic staff may experience and submits possible outcomes and solutions of how to implement the CLIL-technology into the system of higher education through administrative resources of the university. In this regard, certain specific literature and recent researches review, observation and analysis of the professional activities of the academic staff were used to choose the CLIL technology as one of the possible methods aimed at training the specialists the modern society calls for.

Keywords: CLIL, integration, higher education, innovative methods, professional development, co-operation.

Түйіндеме: Осы мақалада CLIL технологиясы жоғары мектепте шет тілдерін оқытудың инновациялық әдісі ретінде қарастырылады. Мақалада технологияның тарихы мен әдіснамалық ерекшеліктері, оны жоғары білімге енгізудің артықшылықтары қарастырылады; тілдік сабақтарда қолдануға болатын CLIL іс-шаралары ұсынылады; профессор-оқытушылар құрамы кездесуі мүмкін қиындықтар, сондай-ақ жоғары білім беру жүйесіне CLIL технологиясын енгізудің ықтимал нәтижелері мен шешімдері ЖОО-ның әкімшілік ресурсы арқылы ұсынылады.

Түйін сөздер: CLIL, интеграция, жоғары білім, инновациялық әдістер, кәсіби даму, ынтымақтастық.

Аннотация: В статье рассматривается технология CLIL как инновационный метод обучения иностранным языкам в Высшей школе. В статье затрагиваются история и методологические особенности технологии, преимущества ее внедрения в высшее образование; предлагаются мероприятия по CLIL, которые могут быть использованы на языковых занятиях; освещаются трудности, с которыми может столкнуться профессорско-преподавательский состав, а также представлены возможные результаты и решения внедрения CLIL-технологии в систему высшего образования через административный ресурс вуза.

Ключевые слова: CLIL, интеграция, высшее образование, инновационные методы, профессиональное развитие, сотрудничество.

The CLIL method was used for the first time at the Jyväskylä Finnish University and also in the Netherlands in the late 90s of the last century. CLIL is an approach or method which integrates the teaching of content from a curriculum subject with the teaching of a non-native language. The CLIL method is said to correspond with the process of being acquainted with the so-called lingua franca and uses it as a communication tool among nations in order to enable everyone to understand each other without having to learn many languages CLIL is supposed to develop some necessary competences in the current globalized world, such as a multicultural approach is to become more and more common in the current world and to live within one country with speakers of other languages with a different cultural background may be soon considered as a matter of fact. This approach develops communication across cultures [1, 170].

The psycho-pedagogical basis of teaching subject knowledge in a foreign language was formed by the "BICS / CALP Theory" by J.Cummins and a two-factor communication model developed on its basis, Bloom's taxonomy. The analysis of the above theories and provisions made it possible to better understand the essence of such a complex, relevant phenomenon as content and language integrated learning. Many foreign scientists have studied the CLIL practice. The basis of the CLIL theory was laid by Marsh, Coyle D. who proposed a 4C modeling methodology, while Cummins, J. made an equally important contribution by proposing a two-factor communication model [2, 70-89].

CLIL has four basic components, usually called '4Cs'. Every CLIL lesson should consist of a set of activities based on each of the following four guidelines.

1. Content: it refers to the subject aims.

2. Communication: learners have to produce subject language in both oral and written form.

3. Culture: understanding ourselves and other cultures makes the process of communication with foreign people more effective.

4. Cognition: CLIL promote cognitive or thinking skills which challenge learners.

The four elements describe the essential reasons why the CLIL approach is appropriate to active and interactive methods of teaching. The reasons have been classified under the headings of the Four Cs Conceptual Framework by Do Coyle. These four elements are tightly interwoven. Any CLIL model or methodology considers the relative importance of the parameters below:

• CLIL provides learning contexts which are relevant to the needs and interests of learners.

• CLIL promotes learner progression in both language skills and knowledge construction.

• CLIL offers direct opportunities to learn through language and to make meanings that matter.

• CLIL is particularly relevant in classrooms where learners bring diverse language and cultural experiences.

• CLIL is fundamental to learning and intercultural awareness. The relationship between cultures and languages is complex.

• CLIL involves contexts and content which enrich the learner's understanding of their own culture and those of others.

From this perspective, CLIL involves learning to use language appropriately whilst using language to learn effectively. The 4 Cs Framework is a tool for mapping out CLIL activities and for maximizing potential in any model, at any level and any age. The CLIL method in the education system is carried out depending on the tasks and goals, each subject requires the implementation of a foreign language. CLIL technology allows us to conduct classes in combination with a few theories and approaches that are used in various educational contexts. There are several learning theories, language learning theories that describe various methods of implementing CLIL technology, such as language implementation, subject matter, and progression in knowledge. [3, 30-32]

CLIL is a methodology of teaching languages in such a way that the main emphasis is not on the 'form', but on the 'content'. In the words of its first promoter, D. Marsh, CLIL is a "language pedagogy focusing on meaning which contrasts to those which focus on form".

In a CLIL classroom, the curricular subject and new language skills are taught together; thinking and learning skills are integrated too.

CLIL teachers can be subject teachers, language teachers or classroom assistants. Different teachers have different goals that can be achieved through a high degree of cooperation among them: language teachers need to learn more about subject content and subject teachers need to learn about the language needed for their subjects.

Integrative system supposes equal combination of related topics of school subjects, which learning is at every stage of the lesson. At integrated lesson pupils have opportunity to get deep and diverse knowledge, using information from different subjects, in a whole new way grasping facts and events. At integrated lesson there is a possibility for knowledge synthesis, one forms ability to take up knowledge from one subject to another. In this regard integrated lessons help to pupils to unify getting knowledge into consistent system and activate interest of pupils to subject.

Main characteristics of content and language integrated learning:

1. Multilateral focus:
− learning language is supported in subject and language;
− mastering of subject content is supported at the lessons in language;
− integration of subjects is realized;
− reflection of learning is held.

2. Safeness enriching educational environment:
− routine actions are used;
− studied subject content and language structures are reflected clearly;
− language mistakes are not corrected, but teacher gives model of right use of language structure;
− authentic (original) learning materials for conscious mastering of language are used.

3. Authenticity and affinity to source:
− pupil uses possibility to speak, write and also to pass reflection of his skills in oral and written speech;
− pupil can take into account his interest;
− learning material is connected with daily life of pupil;
− actual material of mass media and other sources is used.

4. Active learning:
− at the lesson pupils speak more than teacher;
− pupils themselves formulate goals and tasks for mastering of subject content and development of language and educational skills;
− pupils describe results of learning and ways of their achievement;
− conditions for effective use of work in pairs and groups are used at the lesson;
− pupils and teacher achieve understanding of subject and language material meaning with the help of talk and accomplishment of different tasks;
− role of teacher - to create opportunities in class and to manage three processes, namely: educational process, process of relations development in group, leading to cooperation and also process of personal development.

5. Supportive structure:

− in educational process teacher relies on experience, knowledge, skills, opinions, convictions and interests of pupils;

− learning styles of pupils are taken into account in planning and conducting of the lesson;

− development of creative and critical thinking is paid attention;

− pupil has opportunity to be in difficult situation, when he is helped to overcome it in emotional context.

6. Cooperation:

− subject lessons, lessons in language and topics are planned by teachers together in the process of communication and cooperation;

− parents participate in educational process both to support pupils in mastering of native language and culture, and to create possibilities for using of target language;

− local community, official departments, employers and other specific groups are involved in educational process.

In such a manner, use of integrated approach gives possibility to achieve from pupils not only subject understanding, but skill to use and to consolidate gained knowledge in science course subjects learning and English language and also opportunity to understand, that gained knowledge in subjects are closely interconnected and can be useful in daily activity. The most important conclusion from what has just been said: in content and language integrated learning initial position is not so much mastering of science course subjects, as target language learning.

Special methodologies and pedagogical technologies are worked out and used for realization of above mentioned principles. Methodology CLIL is international acknowledged. Detailed description and recommendations in its use in real educational process are represented in fourth section of this study guide. Traditional and unstandardized lessons are distinguished in modern didactics. The last are integrated lessons, which mitigate fatigue, overload of pupils due to replacement on different kinds of activity, sharply increase cognitive interest, and act as development of imagination, attention, thinking, speech and memory of pupils. Integration gives opportunity for self-realization, self-expression of teacher's creativity, contributes to skills revelation of his pupils. Integration is source of new facts search; they confirm or make more profound definite conclusions, observations of pupils in different subjects. [10, 522]

If traditional lesson solves comprehensive goal, directed to acquisition of knowledge by pupils and is built mainly on explanatory-illustrative method, so integrated lessons are built on the basis of different methods and training resources combination, solve many tasks including science course subjects and English language integrated learning. One uses explanatory-illustrative methods, and partly search, research methods of learning, discussion, different sources of knowledge, TV programs, filmstrips, e-learning courses, Internet technologies, other learning and control technology. Also different forms of work are used widely. They are grouped, frontal, section leader, paired, individual. [11, 232].

At such lessons there are more opportunities to solve cognitive tasks, offers statements of pupil creative potential realization:

− phonetic drill: orientation to achievement of lessons practical key goals; preparation of pupils for work with new language material; development of phonetic skills;

− homework: task checking at the lesson, its control during work at new teaching material; quality of homework fulfillment; fixation of cases of task non fulfillment before its checking; commenting of task fulfillment by teacher, use of forms of its checking; ways to compensate defects at current lesson; providing of skills and abilities formation; difficulties list which happening by pupils in homework fulfillment; generalization of common mistakes; explanation of reasons, arousing these mistakes; use of effective method to overcome them; mistakes correction; atmosphere of civility and good will in process of homework checking;

− introduction of new material: form of new material introduction; use of inductive method; use of blackboard, textbook material; use of subject, graphic visual aid, interpretation, definition,

comment, transfer, context, the situation for the semantics of the new material; correspondence of learning stage to language units character, difficulties of introduced material, aims of its adoption; providing of pupils' mastering of oriented actions basis , mastering of knowledge in new language material explanation; control of new language units understanding; pupils' use of language units in context of sentences;

− providing of new language material mastering: use of language, conditional speech and speech exercises for different types of speech activity; observation of rational correlation of different types of exercises, oral and written, programmed and non-programmed, problematic and unproblematic; use of study aids and graphic visual aid;

− listening learning: ways used by teacher to achieve set goal; methodological justification of work stages with audio text; organization of training for text perception; use of tape recorder; rational use of listening; use of visual, graphic, picture visual aid and linguistic and semantic supports; result of work;

− speaking learning: selection of speech material, speech situations, sample dialogue, text, use of visual aid, study aid; organization of help to pupils and building management of dialogic statements; use of various types of supports; effectiveness of gaming devices and problematic tasks, used by teacher;

− reading learning: formation of reading techniques skills and skills to understand readable; use of a variety of techniques, tasks and exercises at textual and after-textual stages; correct solution of task of each stage work at text; rational use of methods for control of understanding.

Basics of CLIL methodology in comprehensive schools are following postulates:
− language knowledge becomes way of subject content learning;
− classes are conducted in entertaining form, pupils put and carry out scientific experiments;
− language is integrated into comprehensive curriculum;
− motivation increases to learn to use language so that one can discuss interesting topics;
− classes are based on immersion;
− necessary skill is to read texts in foreign language. [12, 250].

The introduction and active use of CLIL technology in teaching a foreign language is a functional approach that makes it possible to solve an expanded range of educational tasks. In CLIL classes, students learn not only a foreign language, but also a subject that is not related to the language. The use of this technology motivates students to learn languages, expands their horizons, develops communication skills and prepares students to continue their education in their chosen specialty.

Today, CLIL is becoming very popular not only in Europe but also in Kazakhstan. High-quality implementation of this technology depends on the professional training of CLIL teachers. It should be noted that the analysis of world experience in the use of CLIL technology, as well as the implementation of this technology in the context of Kazakhstan, shows the presence of certain difficulties in the training of already working CLIL teachers. CLIL is a route to an educational change. It is an interactive teaching approach that creates a meaningful environment in which the learner actively participates in the creation of knowledge on both content and language. What is clear though is that CLIL promotes learners' critical thinking and cognitive flexibility. Through language pedagogical techniques as scaffolding, both content and language learning are supported maximizing the learning effect. Activating methods are language pedagogical approaches that make learners to participate in the creation of knowledge. A CLIL experience is about learning and producing in which teachers act as a bridge between the language and content of the materials.

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PECULIARITIES OF FORMATION OF COMMUNICATIVE-ORIENTED GRAMMATICAL COMPETENCE IN STUDENTS OF HIGHER EDUCATION

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Annotation: This paper deals with the issue of communicative-oriented grammatical competence I students of higher education in Kazakhstan. The author tries to analyze the effective ways to build the communicative- oriented grammatical skills and abilities suggested by different scientists and methodologists to be chosen as appropriate and adaptive to the local environment. Further, the most relevant techniques used for the development of communicative competence of the grammar and listening for instance, the followings like the story, the elements of drama, informational imbalance, games with problem-oriented tasks are highlighted as the most effective ones.

Түйіндеме: Бұл мақала Қазақстанның жоғары оқу орындары студенттерінің коммуникативті-бағытталған грамматикалық құзіреттілігі мәселесіне арналған. Автор жергілікті ортаға адекватты және бейімделгіш ретінде таңдау үшін әртүрлі ғалымдар мен әдіскерлер ұсынған коммуникативті - бағытталған грамматикалық Дағдылар мен дағдыларды қалыптастырудың тиімді тәсілдерін талдауға тырысады.

Аннотация: Данная статья посвящена проблеме коммуникативно-ориентированной грамматической компетенции студентов высших учебных заведений Казахстана. Автор пытается проанализировать эффективные способы формирования коммуникативно - ориентированных грамматических умений и навыков, предложенные различными учеными и методистами для выбора в качестве адекватных и адаптивных к местной среде.