

to the lesson. It can be a word they've learned or something related to the day's topic.

Sentence Relay. The teacher writes a sentence on the board with words in the wrong order. Students, working in teams, race to rearrange the words and form a correct sentence.

Alphabet Story. Students work together to create a story where each sentence starts with the next letter of the alphabet. For example, «Alice bought carrots. Dogs chased her.»

Find Someone Who. Students receive a grid with statements like «Find someone who has been to Paris» or «Find someone who can play a musical instrument.» They move around the class asking classmates to sign their grids.

These warming up games not only get students ready for the lesson but also encourage participation, collaboration, and language use in a relaxed setting.

Since modern children are very fond of digital gadgets, I also try to integrate modern ICT into the learning process to the extent necessary. For example, next I want to introduce some online game services that I use in the process of teaching English.

English in the quiz (Quizlet). Quizlet is an online platform that allows you to create interactive flashcards with terms in English. Students can use different modes such as «Game», «Test», and «Sprint» to effectively memorize new words and phrases.

Text fitting (Cloze Test) using Google Forms. The teacher creates a test with omissions in the text on the Google Forms platform. Students fill in the blanks using their knowledge of English. This interactive exercise helps them apply their language skills in a real context.

Crosswords using online generators. The teacher can use online crossword puzzle generators to create assignments with questions in English. Students must solve the crossword puzzle using new words and phrases.

Interactive online games on sites like Kahoot! or Quizizz. The teacher creates games on platforms like Kahoot! or Quizizz, where students can compete by answering questions in English. This stimulates their motivation through the element of competition.

Virtual quests (Virtual Escape Room). Creating a virtual quest in English, where students solve puzzles and tasks to «get out». It is not only entertaining, but also requires the use of language skills.

These ICT-enabled games provide students with exciting and educational opportunities to increase motivation in English lessons.

Thus, the use of gaming technologies makes it possible to activate the educational and cognitive activities of students in the classroom and increase the effectiveness of learning information. Experience shows that games contribute not only to improving the quality of learning outcomes and enriching the vocabulary of students, but also to the development of creative abilities of the individual, purposefulness and a sense of responsibility. Being a central part of children's activities, games serve as a strong motivating factor in the learning process.

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CONTENT AND LANGUAGE INTEGRATED LEARNING (CLIL) IN MULTILINGUAL EDUCATION

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Abstract: This article examines the knowledge and attitudes of future primary school teachers towards the use of CLIL methods and models in the context of multilingual education. In order to check the knowledge of future primary school teachers about CLIL technology in multilingual education, a special survey was conducted in several groups at Abai Kazakh National Pedagogical University, the results of which we will share. In today's era of globalization, there is a growing need to use information and communication technologies. Teaching in three languages using the CLIL method will have an impact on the development of core competencies required for the education of future primary school professionals. The reason why this method is recommended is that in a bilingual (national and foreign) education context, teaching is done in appropriate ways with integration of subject matter and language. The main aim of the CLIL technology is to reduce the speech activity of the teacher and, on the contrary, to foster students' activity, ability to communicate with each other, ability to express themselves freely.

Key words: primary school, CLIL technology, science, multilingualism, teacher education, teacher training.

In contemporary times, enhancing the quality of education hinges on the continual advancement of teachers' professional competencies. A highly developed society driven by modern science and technology demands educators who possess competitive skills within the educational framework. To emerge as proficient and knowledgeable professionals, teachers must consistently upgrade their expertise and continually refine their professional competencies. The more adept a teacher becomes at acquiring novel teaching approaches, the more extensive their creative capabilities and professional proficiency will be. Consequently, cultivating a comprehensive individual in accordance

with contemporary standards emerges as a pivotal objective for educators.

A key goal outlined in the ‘State Programme for the Development of Education and Science in the Republic of Kazakhstan for 2016–2019’ is the modernization of the content in general secondary education. This necessitates the creation and execution of a program for the development of the education system, facilitating a gradual shift towards a competency-based learning model. An example of such a program is the ‘Roadmap for the Development of Trilingual Education for 2015–2020,’ as indicated in the ‘Strategic Plan for the Development of the Republic of Kazakhstan 2020, 2015:622) [1,622]. The primary focus of this initiative lies in crafting a comprehensive textbook that integrates the teaching of subjects such as computer science, physics, chemistry, biology, and natural sciences with language instruction.

In his address to the citizens of Kazakhstan titled «Strategy ‘Kazakhstan-2050’ — a new political direction for the established state,» N. Nazarbayev emphasized the aspiration for the people of Kazakhstan to be acknowledged as possessing the highest level of education globally. This entails proficiency in three languages: Kazakh as the official state language, Russian as a means of international communication, and English as a supporting language to facilitate a smooth transition into the global economy (N. Nazarbayev, 2012) [2].

The adoption of the principle of subject-linguistic integrated teaching stems from the limited time allocated for foreign language instruction and the escalating demand for language proficiency. This methodology enables the simultaneous teaching of both subjects, emphasizing the content rather than solely focusing on language acquisition. At present, integrated teaching methods, including didactics in general, are encountering challenges. This circumstance has led to the emergence of new educational technologies, among which is the Content and Language Integrated Learning (CLIL) approach, facilitating subject-language integrated learning.

CLIL (Content and Language Integrated Learning) technology plays a vital role in deepening students’ understanding and knowledge of the culture associated with the foreign language being learnt. Through a variety of topics, students are exposed to a significant amount of language material, allowing them to master numerous specialised terms and become familiar with specific grammatical structures. This extensive exposure prepares students to further apply their knowledge in practical contexts. The integration of foreign language learning with other subjects opens up additional opportunities for developing students’ cognitive abilities in accordance with the set goals and objectives.

Moreover, this approach offers advantages not only for language learning, but also for the understanding of the respective subjects studied. It allows the simultaneous development of learners’ linguistic and communicative competences in a foreign language in the same educational context where their general knowledge and skills are honed (Bentley, 2010; Roelcke, 2009).

Simultaneously, CLIL creates an environment that prompts students to reflect on their language requirements and opportunities in their native tongue. Achieving this involves integrating subject-specific preparation for future professionals into the learning process. In essence, CLIL technology emerges as a primary solution to address this challenge. The inception of CLIL dates back to 1990 when experts from diverse European countries across various sectors and fields introduced it (Cenoz, 2014) [3]. The roots of this phenomenon can be traced to the European experience in advancing multilingual education.

CLIL serves two primary purposes: instructing a subject through a foreign language and teaching a foreign language through a subject. Various subjects such as mathematics, science, biology, chemistry, economics, computer science, art history, geography,

philosophy, classical literature, and others are taught in English through the CLIL approach. When employing the CLIL method, each lesson is designed to have both subject-specific and language-oriented objectives. The teacher is responsible for monitoring students' progress toward these objectives, incorporating reference words into the lesson, and fostering the development of pronunciation, writing, listening, and reading skills. Active learning methods play a crucial role in the CLIL approach. The integration of subject and language teaching under the principles of the specialized methodology developed by CLIL is emphasized (Wolff D., 2011a:47) [4,47].

By amalgamating four elements within a unified framework, CLIL, as a pedagogical technology, establishes a distinctive environment. Within this environment, students not only acquire additional languages and comprehend each other through the language learned, but they also cultivate their curiosity and cognitive abilities. Consequently, they gain a deeper understanding of their own culture and that of others (Temirova F, 2015) [5]. CLIL creates a holistic educational atmosphere that goes beyond language acquisition, encouraging a multifaceted development of student's intellectual and cultural capacities.

Implementing the CLIL method to teach a discipline in three languages establishes interdisciplinary connections and yields tangible outcomes in the advancement of the principles outlined in a new educational standard. This approach, particularly emphasizing cultural awareness, internationalization, and linguistic competence, goes beyond mere learning. It empowers students to apply newly acquired knowledge in real-life situations, thereby enhancing the meaningfulness of their lives. The primary objective is to foster the development of professional competence among future graduates, promoting increased mobility and adaptability to change swiftly (Marsh D., 2002:204) (6,204).

The CLIL method offers several key advantages, including:

- enhanced language skills and confidence: CLIL contributes to a notable improvement in language proficiency and boosts learners' confidence in using the foreign language.
- heightened motivation for both teachers and learners: the interactive and integrated nature of CLIL fosters increased motivation among both educators and students.
- stimulation of independence and personal opinion: CLIL encourages students to think independently, form personal opinions, and express themselves more confidently.
- improved literacy in both mother tongue and foreign language: the method enhances literacy skills not only in the foreign language but also in the students' native language.
- development of reading skills and sustained attention span: CLIL aids in the development of effective reading skills and fosters an extended attention span among learners.
- positive attitudes towards gender issues: CLIL contributes to the cultivation of positive attitudes regarding gender issues, promoting inclusivity and awareness.
- cultivation of thinking skills: the method stimulates the development of critical thinking and problem-solving skills.
- cultural and intercultural knowledge: clil facilitates the acquisition of cultural and intercultural knowledge, promoting a broader understanding of diverse perspectives.
- expansion of vocabulary: learners experience an increase in their vocabulary as a result of engaging with clil instruction.

Additionally, CLIL, as a pedagogical technology, empowers teachers to effectively navigate cultural considerations. The integrative character of CLIL enables the incorporation of three distinct components — foreign language learning, disciplinary learning, and intercultural cooperation. Consequently, CLIL provides the flexibility to select topics within its scope that contribute to a better understanding and exploration of issues related to the cultures of a specific country or the world (Romanowski, 2018) [7].

Methodology

The focus of this article revolves around presenting the findings of research conducted to assess the level of development of subject-linguistic learning within multilingual education programs. The specific objectives of these studies are to identify factors that either facilitate or impede the progress of learning technologies, pinpoint challenges encountered in the teaching and learning processes, and propose recommendations for optimizing the effective utilization of CLIL technology and its subsequent enhancement.

According to D. Wolff (Wolff D., 2011b:56) (4,56), the CLIL methodology has emerged as a focal point in discussions on European education over the past decade. The significance of this matter is underscored by the European Commission's recommendation that every citizen of the European Union (EU) should be bilingual in addition to their mother tongue. This emphasizes the strategic importance of CLIL in addressing language diversity and fostering multilingualism within the European context.

Aspects name	Features
Cultural aspect	- study and understand the culture of other countries; - development of intercultural communication skills; - broad understanding of cultural interaction.
Social aspect	- readiness for integration; - ability to pass the exam for obtaining an international certificate; - improving the level of education within the framework of the school program.
Language aspect	- improving the overall level of language competence; - development of communication skills; - deep understanding of a foreign language along with your native language; - development of interest in a foreign language along with the native language;
Subject aspect	- possibility of comprehensive study of the subject; - access to special subject terminology through a foreign language; - prepare for further training or work.
Educational aspect	- the possibility of applying a variety of learning strategies; - Use different ways and forms of classroom work; - Increase the motivation of learners.

Table 1. Language of instruction when using CLIL in formal learning.

As can be seen from Table 1, it can now be argued that successful practice can be achieved using CLIL technology.

Results.

In the pursuit of contemporary multilingual education objectives, prospective primary school teachers must possess the ability to critically articulate themselves while preparing science subjects for multilingual instruction. Consequently, the «CLIL Education Training Centre» has devised a program tailored for individuals requiring competence in meeting CLIL-type requirements.

Anticipated outcomes of the program include:

- cultivation of a trilingual vocabulary, encompassing mastery of the principal

conceptual categories within the realm of natural sciences.

- development of research algorithm skills in three languages, fostering comprehensive knowledge application across scientific disciplines.

- proficiency in working with scientific disciplines in three languages, specifically by the CLIL methodology.

- provides methodological products for the implementation of goals and objectives in the organization of the club;

CLIL technology plays a pivotal role in nurturing a student's critical thinking abilities and enhancing their language skills. This, in turn, contributes to the accumulation of life skills, bolstering motivation and fostering increased confidence in knowledge acquisition (Khamitova, 2013: 90) [9, 90].

To gauge the level of familiarity and awareness among future professionals regarding CLIL technology, we surveyed students at the Faculty of Multilingual Education. The survey, conducted at Abay Kazakh National Pedagogical University, specifically within the Institute of Pedagogy and Psychology, Department of Pedagogy and Methodology of Primary Multilingual Education, involved 67 students specializing in 6B0130 multilingual primary education. Among the participants, 35 were third-year students, and 32 were second-year students. The survey was administered before a lecture on CLIL methods, aiming to assess the students' existing knowledge and awareness of CLIL technology. The findings from the survey laid the groundwork for subsequent conclusions.

The results of the survey showed that the attitude of future teachers to CLIL technology is still not fully formed. In our opinion, this is a consequence of the lack of attention to the problems of CLIL education in the process of preparing for professional activity.

Following the survey results, the decision was made to establish and inaugurate a «CLIL Educational Training Centre» with the aim of augmenting the knowledge of future primary school teachers about CLIL technology.

The «CLIL Training Centre» was specifically organized for students of the Department of Pedagogy and Methodology of Primary Education at Abai Kazakh National Pedagogical University, targeting future primary school teachers. The objective of the center is to foster a multilingual environment for students utilizing CLIL technology, integrating the teaching of specific scientific disciplines in English. This initiative aims to stimulate and broaden students' knowledge, enabling them to converse daily in Kazakh, Russian, and English. The key responsibilities of the center include:

- developing students' vocabulary in three languages through fundamental conceptual categories in science subjects at the primary grade level.

- equipping future primary teachers with trilingual research algorithm skills in science subjects through verbal communication in three languages.

- preparing future primary teachers to conduct classes in three languages for science subjects using CLIL.

- offering methodological resources as part of the club's work program implementation.

In order to see the results of the group work, a survey consisting of 7 questions was re-conducted in order to determine the level of mastery of CLIL technology of future primary school teachers. The survey questions and results are as follows:

- Questions 3, 4, 5, 6, 7 showed the motives of future primary school teachers' readiness to use CLIL technology; Questions 1, 2, and – made it possible to determine the level of students' skills in using CLIL technology.

Discussion.

The use of CLIL technology requires a completely new approach to conducting lessons.

The teacher has to use different forms of presenting the material and organizing the lesson, to focus on the individual and creative activity of students, using such social forms of interaction as work in pairs, groups, and individual work (Krashennikova, 2016).

Despite certain disadvantages, we would like to point out that the advantages of using CLIL technology are that students are integrated into a broader cultural context and are prepared for future professional activities in a foreign language. In addition, their competitiveness and motivation for self-realization and achievement of high results in professional activities are increased. The goal of our work was to create and test a system of tasks based on CLIL technology that would help future science teachers develop professional competence in three languages.

As a result of the follow-up survey, we noticed a significant increase in the knowledge of future primary school teachers about CLIL technology. This means that the work carried out at the CLIL Training Centre has been useful. Based on the results obtained, it can be seen that the level of methodological literacy of CLIL future primary school teachers has improved significantly. We can conclude that students of the experimental group, that is, future specialists, are fully prepared for the implementation of the methodological CLIL technology

Conclusion. One of the main advantages of this technology of subject-language integrated learning is the increased motivation of the students to learn a foreign language. Language learning becomes more focused as the language is used to solve specific communicative tasks. When students find themselves in a situation of communication in a foreign language, they cannot show their knowledge in certain areas such as: pedagogy, medicine, culture, art, etc. without knowing the foreign language. This means that they cannot communicate in a professional context. Thus, the ability to communicate in a foreign language in a professional context becomes, after all, a priority.

The European Union states that it encourages its citizens to learn other languages as part of the common market for professional and personal mobility as well as cross-culturalism and mutual understanding. Knowledge of foreign languages is vital for all European citizens. Communicating in other languages improves cognitive skills, increases learners' knowledge of their mother tongue and allows them to be freely employed or educated in another country (Dalton-Puffer C. 2011:182) (10,182). To meet this requirement, many EU countries have developed various models of bilingual education based on the diversity of educational traditions and language content.

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