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CLIL methodology in the interdisciplinary coordination of international students' language training

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The Content and Language Integrated Learning (CLIL) methodology is an integrated language learning that combines foreign language learning and mastering academic disciplines within one educational process. In the context of higher education in the language of instruction, which is a foreign language for students, the integration of language and specialty is the main methodological principle.

The CLIL approach is based on the belief that students can effectively master a foreign language by using it to learn other subjects and enrich their knowledge. This approach was born out of the need for more effective methods of teaching languages and special subjects. The introduction of CLIL began in Europe in the 1960s and 1970s due to the realization of the importance of foreign language proficiency in the context of globalization and intercultural exchange.

The acronym CLIL was proposed by David Marsh, who is one of the researchers specializing in polylingualism and bilingual learning. He taught and conducted research at the University of Jyväskylä in Finland and is considered one of the key figures in the development of the CLIL concept.

In the early 1990s in Finland, this method was successfully introduced into the educational system and was called “Bilingual Education”. The program was created in response to the need to develop multilingualism among students and prepare them for a global environment.

Within this program, students studied subjects such as math, chemistry, history, and others in a foreign language (most often English), in parallel with studying core subjects in their native language. This allowed them to develop their language skills and master subject knowledge on a more global level. Finland's experience has made a significant contribution to the development and popularization of this method in Europe and around the world.

There are four main “C” in the CLIL methodology that characterize this approach:

Content. This principle emphasizes the importance of professionally oriented content in CLIL. Students learn different subjects such as math, history, physics, and others in a foreign language. The content of the lessons should be aligned with the curriculum and ensure the acquisition of subject knowledge and skills.

Communication. CLIL emphasizes the development of language skills and communication in a foreign language. Learners are encouraged to engage in active oral and written communication, discussing the material and solving problems in the foreign language.

Cognition (cognitive processes). CLIL promotes the development of cognitive processes such as analysis, critical thinking and problem solving. Learners not only memorize facts, but also learn to analyze information, draw conclusions and solve complex problems.

Culture. The cultural component in CLIL involves learning about the culture of the country whose language is being studied. Students are introduced to the traditions, history, art and customs of that country, which promotes intercultural understanding and tolerance.

These “4C” are key aspects of the CLIL methodology and help to create a more integrated and effective educational experience that combines language and subject matter learning.

The problem of graduates of foreign universities is often the lack of professional language competence in their native language, which causes difficulties at the beginning of their professional career in their native language environment. Therefore, parallel mastering of the initial content, in particular mastering the terminological thesaurus in the native language, requires the attention of teachers.

CLIL is characterized by a number of key features that make it a special and effective teaching method. Meanwhile, certain characteristics of the CLIL methodology are implemented in the practice of training foreigners in Ukrainian universities.

Integration of language and content: the main idea of CLIL is to integrate language teaching and educational material. The efforts of language teachers of foreign students are aimed at creating teaching materials, teaching the language of the specialty.

Academic authenticity: learning material and tasks in CLIL should be as close as possible to real tasks and situations that students face in real life.

Active participation and interaction: students are actively involved in the learning process, working in groups, discussing material, solving problems, and creating projects. This contributes to the development of cooperation and communication skills.

Development of critical thinking: CLIL aims to develop students' critical thinking. They learn to analyze information, draw conclusions, and justify their opinions in a foreign language.

Multicultural aspect: CLIL programs emphasize multicultural learning and the development of intercultural understanding. Students get acquainted with the culture of the country whose language they are learning, which contributes to a deeper understanding and tolerance.

Particular attention should be paid to teaching translation from the language of instruction into the native language, which will prepare higher education students for professional activities in the target language.

Assessment and feedback: assessment in CLIL is carried out both in terms of language and subject competencies. Cooperation between language and subject teachers is already an integral part of the learning process.

These characteristics make CLIL a unique and effective teaching method that contributes to the development of both language and subject matter competencies of students, as well as their preparation for professional development and lifelong learning.

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