

CONTENT AND LANGUAGE INTEGRATED LEARNING AS A METHOD OF INCREASING MOTIVATION TO LEARN A FOREIGN LANGUAGE

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Abstract. This article examines a detailed study of the methodology in the form of content and language integrated learning as a way to increase the motivation for learning a foreign language among secondary school students. The effective forms of teaching, in terms of didactic focus, for the successful implementation of CLIL technology, with a description of the lesson structure are given.

As a result of approbation and analysis, this technique is effective in educational activities and helps to increase motivation to learn a foreign language. The author uses one of the above forms of teaching in practice, thereby developing professional skills in students, allowing them to self-determine in their future education and work, as well as gain knowledge in an unconventional learning format.

Key words: Foreign language, general education school, CLIL technology, development, motivation, analysis.

The aim of this research is to reveal the effectiveness of CLIL technology based on theoretical and practical analysis, to conduct a study with a detailed description of the structure of the lesson to identify methods that increase motivation for learning a foreign language.

The research methodology consists of two stages: theoretical (scientific) and practical.

The scientific significance is determined by the fact that the analysis of the methodology of content and language integrated learning in a clearly structured lesson structure in a secondary school is given.

The practical significance lies in the fact that the curriculum and research results are presented in the form of the use of methods based on content and language integrated learning.

Today, it is extremely important to study foreign languages, since it entails such advantages as: high adaptation in the modern intercultural world, communication with other nationalities, which opens the way to the future development of the country's economy, through competent specialists who are able to express their thoughts in the world language. Therefore, now there is a huge task in front of educational institutions - to surround students with high knowledge not only in stable subjects in a general education school, but also focusing on the study of a foreign language in the environment of studying professional subjects. For this, CLIL - Content and Language Integrated Learning would be considered a quite suitable option. This term was coined

in 1994 by a group of scientists David Marsh, D. Coyle, Victor Pavon and others, operating at the heart of the European education system. They were inspired by the idea of learning a foreign language in the conditions of little time allocated for this in the educational system, because if you judge, you can really come to the conclusion that this is a very effective way, you should give them their due [1].

Our education adopted this methodology, approving it with teaching materials, but as it turned out, not all schools have switched to this format of education, there are a large number of gymnasiums that still conduct lessons “bilingually”. In many schools, specialists did not undergo training in the form of studying a foreign language to integrate it with a specialized subject in a general education school. Also, most schools do not fully use CLIL, in the form of one or two specialized school subjects. In order to introduce CLIL into the effectiveness of full-fledged activation, the need to take into account the principle of four "C" is revealed, that is: Content, Communication, Cognition, Culture [2].

Content - contains an understanding of a set of knowledge, skills and abilities in the study of a school subject. Here the task arises for the teacher to activate the educational process due to the student's knowledge of a certain subject area. It is worth clarifying that CLIL technology is not a foreign language lesson, but a subject lesson in this very foreign language.

Communication - consists in the active speech activity of the student, more than the teacher, since the main goal of this principle is to stimulate the student to use communication in the study environment of the subject based on the CLIL technology. For this, methods such as brainstorming, discussion, debate, etc. are suitable, which are excellent as a means to increase motivation and stimulate the activity of students in a particular subject area. Of course, the student must speak English in order to integrate and achieve the goal of CLIL technology in general.

Cognition - provides for the progressive development of cognitive abilities, which will affect the effective assimilation of the studied subject, as well as a foreign language, will contribute to their successful integration. To do this, you can use methods such as the method of heuristic observation, the method of emotionally-figurative research of an object, etc.

Culture is the most important thing in using CLIL technology because students need intercultural skills and abilities to be effective. Intercultural knowledge will allow students to freely navigate between the similarities and differences between cultures, to make it clear that he is a part of the culture.

After the key principles of content and language integrated learning have been revealed, it is worth mentioning the aspects that were based on the basic principles of the four “C”: cultural, linguistic, social, subject and teaching aspects. These aspects should be oriented in the course of training, in compliance with several important rules: taking into account the age category of students, their level of knowledge of a foreign language, as well as the level of adaptation in the social and linguistic environment.

If you carefully analyze this situation with the introduction of content and language integrated learning, then the question arises: What is it for and what will it

give to the student, when it is possible to simplify the task by leaving everything intact: to learn a foreign language as a separate subject and physics separately?

After a careful study, it turned out that the combination of lessons of this type, increases interest in learning the language and reveals the urgency of the need for further language learning, for academic performance in two school subjects. Indeed, in order to assimilate information and perform tasks on it, it is necessary to understand this information. And the student is born with an internal motivation to learn a language, where for him is a consolation - a vague idea of the future, where a foreign language plays a leading role [3].

When analyzing content and language integrated learning, you can create the correct abstraction about the structure of the lesson in this direction. When conducting a CLIL lesson, it is necessary to take into account that the lesson should use all aspects of learning a foreign language (for effective integration), known to us as: listening, writing, speaking and reading.

For a thorough study of the information (offered by the subject of science) and discussion of it, for research and evaluation of this information, where you can not do without critical thinking. The result will be in-depth knowledge of the material being studied. Thanks to CLIL technology, the student will have the opportunity to use a foreign language in his own reality, simply by introducing it into everyday conversations in the classroom, solving tasks and finding answers to them to express in a foreign language, as in their native language.

With frequent activation of speech activity, it becomes necessary to select material for the lesson. The most important type of speech activity is listening. It is possible to conduct a lesson with listening, accompanied by such tasks as: listening to texts followed by filling in sentences with missing words, finding certain information, finding answers to questions about the text you listened to, and much more.

The next important aspect is reading. The main factor for successful conduct is the correct choice of text, which corresponds to the material, and also has meaning or morality. Tasks can be such as: a short retelling of the text based on questions, or in the development of a test by text and much more.

The development of speaking is very useful, since it will help the student to overcome the language barrier, in which he would be afraid to make mistakes in expressing his thoughts. Exercises in the form of discussions, debates, dialogues, questions and much more are suitable for this.

When writing, the student develops grammatical and lexical knowledge. The main task of the teacher is to help the student write his thoughts correctly, because with the correct use of this aspect, memory works effectively on a grammatical and lexical basis, which will allow students to quickly learn words and grammatical constructions.

All four aspects are components of each lesson and using them together in a lesson will allow you to learn English extremely quickly, as well as understand the lesson itself, regardless of whether it is biology, geography or physics.

When it comes to the correct selection of material in CLIL technology, it becomes necessary to comply with these points, which affect the effectiveness of the use of this technology:

- The structure of the language component is not so important as its very use in the environment of the academic subject;

- Texts, audio recordings, videos are the main part of the lesson;
- Lesson objectives should be based on the student's level of knowledge;
- Vocabulary, directly, is more important than grammar [4].

In a CLIL lesson, every teacher must adhere to the rule that learning a subject is tantamount to learning a foreign language. To do this, you need to resort to four step lesson basics:

- Visualization of text, through conceptual decomposition for students, using such uses as: pictures, paragraphs, page or line numbering, headings, etc. - this is a developed student's "word processing" skill.

- Text processing by means of a schematic and illustrative presentation of the text entails such a student's skill as - obtaining and practical organization of knowledge.

- The knowledge gained in understandable texts will allow students to convey them in their own words (during this it is not recommended to guide the student, because he may stumble and develop a language barrier in himself), the main thing is that he uses those lexical units that correspond to the studied topic and of course the subject itself. But one cannot do without knowledge of vocabulary, which is accompanied by an ordinary foreign language, for example: stable constructions, phrases, expressions, etc. This is all called the skill of "linguistic understanding of the material", which a student will master with a correctly conducted lesson [5].

- And of course, the tasks must be developed for the level of knowledge of the students, as this will increase their interest in learning.

Now let's move on to considering some of the techniques that can be used with CLIL technology:

"Post it" is a very interesting technique, with the requirement to divide students into 2 groups. After that, two groups are given sheets with a picture on the topic (formula, portrait of a writer, periodic table, etc.), this picture is hidden under a sufficient number of stickers with questions on the topic. Groups take turns reading the contents of the sticker, and if he answers the question, he can peel the sticker off the picture. The group that opens the picture and recognizes the content faster is considered the winner. This technique develops students' competitiveness, increases motivation and increases knowledge of the academic subject, and also contributes to the repetition of the question structure in a foreign language.

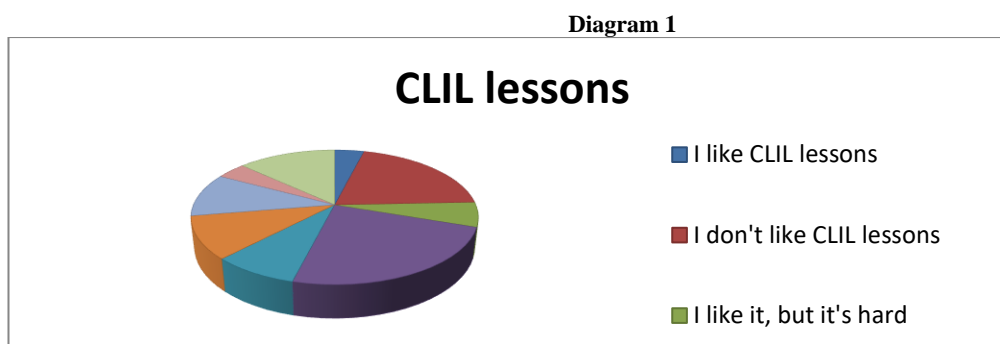
"School napkin" - this technique is performed among students of the whole class and is great for reinforcing a topic. Four students sit on four different sides of the paper (at each corner) and write their opinion or conclusion on the topic being studied (the name of which is located in the middle of the paper). Then the paper rotates in one direction and the next four students replace the previous ones and comment on the previous written opinions. Then the teacher reads what was written to the whole class and a debate takes place. This technique develops analytical thinking in students, arouses interest in learning, and increases the level of speaking.

"Interview" - the reception is usually done at the beginning of the lesson in order to prepare students for learning activities or to repeat the previous topic of the lesson.

All students are given stickers for everyone to write a question on it (on the topic or according to their interests), after that students glue them on the board and one by one go out and tear off the stickers of other students, reading the question, and answer them. This technique perfectly develops communication skills in students, helping to get to know each other better, increases knowledge of the question-answer structure, and also improves the learning atmosphere.

So, after studying the structure of the lesson, let's move on to its construction, which was tested in experimental practice on 04/14/2021 in the city of Pavlodar, in the secondary school №22, in the 7th grade "A" on the subject "Biology", as technologies of content and language integrated learning in the context of a foreign language, in the form of "English". There are 21 students in the class, including 12 girls and 9 boys.

Prior to the lesson, a survey was conducted to determine if the students are familiar with CLIL technology and, if so, whether they like it. Pupils put "+" and "-" on the questions asked, from which it follows (Diagram 1):



As we can see, the results are mostly negative, it is clear that students are not the type to try new things. After the survey, a date was set for the lesson with the active presence of the biology teacher. The biology teacher gave me (the English teacher) a study material, a topic and explained the main areas of knowledge that I should teach students in advance. From what I developed the lesson curriculum (Table 1):

Table 1

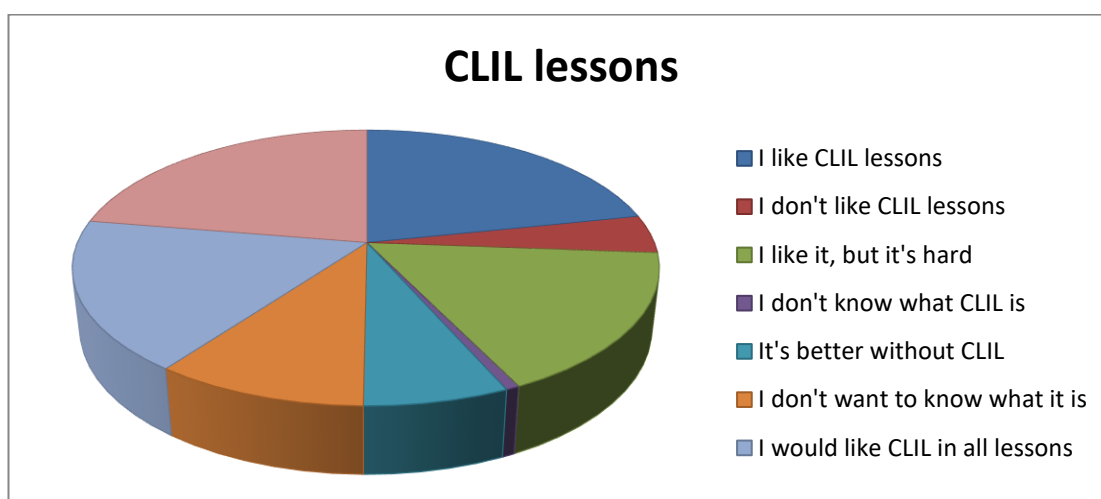
Date	14.04.2021
Academic subject	Biology (CLIL)
Teachers:	Bukurova M., Toleukhanova B.
Class	7 "A"
Language	English
Theme of the lesson	Modern zoology
Type of the lesson	combined
Lesson objectives:	<ol style="list-style-type: none"> 1. <i>Cognitive:</i> Students will learn the structure of zoology as a science; will know about the role of animals in nature and their importance for human; will learn common signs of plants and animals. 2. <i>Socio-cultural:</i> work will be done in groups; students will communicate with each other, share experiences; students will be taught to apply their knowledge in practice (on the protection of flora and fauna) 3. <i>Linguistic:</i> Students will improve their knowledge of the English language by learning new words and "question-answer" constructions. <p><i>New words:</i> zoo, flora and fauna, science, animals, wildlife protection,</p>

Plan:

<p>I. Organization moment (5 min)</p>	<p>Good day, my dear students! How are you today? Who is on duty today? Who is absent today? Today our lesson will be in English language, when you will have problems in understanding, say me, I will explain you by definitions. So, today we are going to talk about modern zoology. How do you think what is it? Why is it important to know?</p>
<p>II. Warm up (7 min)</p>	<p>I'm going to check your knowledge, so now we will play one interesting game "Continue the word". One student will start from one word in English and other student will say another word by the last letter and so on.</p>
<p>III. Main part (25 min)</p>	<p>So, Let's watch the video about zoology (5 min). Now we are going to answer the question in the presentation according to video and will discuss about the animals which you like and why (7 min). Now let's play one game "Post it". Please divide into 2 groups and there are 2 pictures which are hidden under stickers with questions. Every student must answer question to watch on picture. After it we will discuss about the pictures (on picture of 1st group is crocodile, on 2nd is squirrel) what's differences between two pictures and what picture do you like more? (13 min)</p>
<p>IV. Conclusion</p>	<p>H/w: draw a table with the difference between a bird and a fish (in English) Feedback: questionnaire about CLIL You worked hard and have learned a lot. Good job. Good bye, dear students. See you!</p>

After re-conducting the survey, the results were as follows (Diagram 2):

Diagram 2



Thus, the use of content and language integrated learning is not a novelty for an English teacher, because the lesson was conducted purely in English, as in a regular English lesson, the main thing that the teacher should have known is the educational

material in biology itself. After the analysis, it turned out that it is necessary to train subject teachers in English, and not vice versa, to load foreign language teachers with hours. This experiment was carried out with interest both for the students and for the teacher himself. It also became known that with the CLIL technology it is necessary to be a universal teacher and capable of learning new things.

It should be noted that content and language integrated learning effectively increases motivation to learn a foreign language, because the student strives to analyze the information received and he understands that it will be easier with knowledge of a foreign language. Also, with the advent of electronic social platforms (Instagram, TikTok, etc.), students strive to learn English for themselves, which is a huge plus for teachers.

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ПРЕДМЕТНО-ЯЗЫКОВОЕ ИНТЕГРИРОВАННОЕ ОБУЧЕНИЕ КАК МЕТОДИКА ПОВЫШЕНИЯ МОТИВАЦИИ К ИЗУЧЕНИЮ ИНОСТРАННОГО ЯЗЫКА

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Аннотация. Данная статья рассматривает детальное изучение методики в виде предметно – языкового интегрированного обучения как способа повышения мотивации к изучению иностранного языка у учеников средне-общеобразовательной школы. Приведены эффективные формы обучения, по дидактической направленности, для успешного внедрения технологии CLIL, с описанием структуры урока.

В результате апробации и анализа данная методика эффективна в учебной деятельности и способствует повышению мотивации к изучению иностранного языка. Автор использует одну из приведенных форм обучения на практике, тем самым развивая в учащихся профессиональные навыки, позволяя им самоопределиваться в своем будущем образовании и работе, а также получить знания в нетрадиционном формате обучения.

Ключевые слова: Иностраный язык, общеобразовательная школа, технология CLIL, развитие, мотивация, анализ.

ПӘНДІК-ТІЛДІК КІРІКТІРІЛГЕН ОҚЫТУ ШЕТЕЛ ТІЛІН ОҚУҒА ДЕГЕН ЫНТАНЫ АРТТЫРУ ӘДІСІ РЕТІНДЕ

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Аннотация. Бұл мақалада орта мектеп оқушылары арасында шет тілін үйренуге деген ынтаны арттыру тәсілі ретінде пәндік-тілдік кіріктірілген оқыту түріндегі әдістеменің толық зерттелуі қарастырылған. Сабақтың құрылымын сипаттай отырып, дидактикалық фокус тұрғысынан CLIL технологиясын сәтті жүзеге асыру үшін оқытудың тиімді формалары келтірілген.

Тестілеу мен талдау нәтижесінде бұл әдістеме білім беру қызметінде тиімді және шет тілін үйренуге деген ынтаны арттыруға көмектеседі. Автор оқытудың жоғарыда аталған түрлерінің бірін практикада қолданады, сол арқылы студенттерде кәсіби дағдыларды дамытады, олардың болашақтағы білімі мен жұмысында өзін-өзі анықтауға мүмкіндік береді, сонымен қатар дәстүрлі емес оқыту форматында білім алады.

Тірек сөздер: Шет тілі, жалпы білім беру мектебі, CLIL технологиясы, дамыту, ынталандыру, талдау.

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