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CLIL AS A FEATURE OF LANGUAGE INTEGRATED LEARNING

The rapidly developing modern world makes difficult requirements for each person: to adapt to numerous changes in the external environment, to realize their place in the world and cultural community, to implement the acquired knowledge and skills in everyday life. One of the important roles in this process is assigned to the education system. The main task of the school is to form a full-fledged system of knowledge, skills and abilities, which will lead to the independent activity of students and their personal responsibility. At the same time, knowledge of a foreign language is becoming one of the powerful tools for expanding knowledge and professional growth.

Any language is the most important means of communication, a guarantee of the existence and progress of human society. The changes taking place in the modern world require an increase in communicative competencies and thorough language training of students. Only in this case they will be able to exchange thoughts in various life situations when communicating with other people, using the system of linguistic norms and adequate communicative behavior. In other words, the main purpose of a foreign language is the formation of communicative competence, that is, the ability and willingness to carry out personal and cultural communication with others. **Communicative competence** is not an innate quality or personality trait. It is formed in a long process of communication. And the primary task of the teacher is to create such a model of real communication so that it evokes in children a natural desire and the need to interact with other participants in the situation and gives self-confidence via communicating. Relying on a learner-oriented approach to teaching and educating the younger generation, the teacher should strive to create a diverse educational environment that will allow children to fully demonstrate their abilities and skills.

Modern educational technologies are very effective in terms of creating an educational environment that ensures the interaction of all participants in the educational process. The teacher has the right to use or independently correct any modern technology in accordance with the functions, content of educational material, goals, and objectives of teaching in a particular group of students. One of these technologies that I will use in my lessons is subject-language integrated learning - **CLIL** (Content and Language Integrated Learning). The term CLIL was first given by David Marsh in 1994. At first, this term was used to denote a process in which academic disciplines or their individual parts were taught in a foreign language. To achieve the ultimate goals of the educational process was set a dual goal: the study of a subject and the simultaneous study of a foreign language. Marsh conducted his research for several years, by 2001 had developed a methodology for teaching and language integration, and characterized it as follows: **CLIL considers the study of a foreign language as a tool for studying other subjects**. The technique forms a student's need for learning, and it allows him to rethink and develop his abilities, including in his native language. [1,1]

Modern educational methodologies give the following definition: didactic methodology that allows students to form linguistic and communicative competencies in a foreign language in the same educational context. They form and develop general education knowledge and skills. When planning training sessions based on this technique, it is necessary to take into account its mandatory components, the so-called "4 C": "content", "communication", "cognition" (thinking ability), "culture" (knowledge of cultural studies) [2.10]. I will dwell on each component in detail. "Content" – the teacher must stimulate the process of assimilating new knowledge, abilities, and skills in the subject under study. "Communication" - this stage should stimulate children to comprehensively use the means of the foreign language being studied to acquire new knowledge, abilities, and skills. "Cognition" - thinking ability. The teacher strives to maximize the development of students' thinking abilities for a better understanding of the language and the studied subject. The achievement of this goal is facilitated by tasks for the development of analytical and critical thinking, tasks and exercises for comparison, finding the main thing, etc. "Culture" - knowledge of cultural studies. Understanding the features, similarities, and differences of modern world cultures will help students quickly

adapt to the cultural space, understand their native culture and strive to preserve and develop it. In addition, when planning educational material based on the CLIL methodology, it is important for a teacher to take into account the age of students, their degree of proficiency in a foreign language, and their readiness to perceive educational material in a foreign language.

The method of interdisciplinary language integration is based on five basic principles that must be taken into account. These are aspects such as:

1. Cultural
2. Social
3. Linguistic
4. Subject
5. Educational [3, 3]

Preparing lessons in the described methodology format it must be remembered that special requirements are imposed on the teaching material and assignments, which are different from those that the teacher is guided by planning traditional lessons. The teacher faces a number of tasks:

1) the material on the academic subject in terms of the level of complexity should be slightly inferior to the level of knowledge of students in this subject in their native language;

2) tasks should reflect the characteristics of the language being studied, practice the ability to use certain linguistic forms;

3) the texts should be carefully selected in accordance with the topic and the actual level of knowledge of the students;

4) assignments should correspond to the topic and contain a sufficient amount of information for understanding and assimilation.

The application of this technique in practice has revealed both positive and negative aspects. One of the advantages I can name is the increased motivation for learning English among the students. Language learning takes on a more focused form, as the language is used to solve specific communication problems. Often, children are limited in obtaining specific information by the program material of the textbook, which offers a standard and very limited set of topics for communication: "Sports", "My day", "My favorite subject", etc. The method of language integration allows you to move away from the standard presentation of the material and gain more extensive knowledge, which will undoubtedly be useful for future professional and everyday communication. Students get the opportunity to show not only their linguistic abilities but also knowledge in various areas of life: medicine, art, business, and others. For example, in the "Family and Friends" published by Oxford University Press, which I use as the main teaching aid in English lessons, there are vivid examples of interdisciplinary language integration: Dolphin Dreams and Flocke (knowledge of the world), World Records (geography), National dishes (cultural studies), The Vikings and Papyrus (history), M-400 Skycar (technology) [4, 34, 51, 68, 73, 84, 95, 100]. In addition to the development of linguistic skills, students get the opportunity to know better and understand the culture of other peoples, and this develops and forms their socio-cultural competencies. Pupils have to work with a fairly large amount of language material, that is, experience immersion in the language environment. In addition, when studying certain topics, students have to memorize terms and speech clichés, and this expands their vocabulary and prepares them for future study and application of the knowledge gained acquiring a chosen profession.

However, with a huge presence of positive aspects, when introducing this technique into the educational process, some problems may arise. Two main are the lack of sufficient knowledge of foreign language teachers in a particular subject and insufficient knowledge of the language of the subject teacher. The negative aspects include the imperfection of some textbooks of the English language and the insufficient number of training sessions according to the educational program. The application of the methodology also makes it difficult for students to have different levels of proficiency in a foreign language, which can lead to an increase in the teaching load and, accordingly, to a number of psychological and psychosomatic problems. The teacher, in turn, also has to face certain requirements, like using various forms and methods of presentation of educational material and organization of educational activities, take into account the individual abilities of students and be in constant creative search. Over time, a CLIL teacher acquires specific professional competencies.

In conclusion, I would like to say that despite all the listed difficulties of using CLIL, this technique is an extraordinary approach to teaching foreign languages, which allows you to solve many problems of the educational process. With proper consideration of all factors, the application of the methodology of subject-language integration will allow: to significantly increase the motivation of students to learn foreign languages, teach children to use a foreign language consciously and freely in everyday communication;

expand children's horizons, knowledge, and acceptance of other cultures and values; prepare students for continuing education in the chosen specialty; develop and improve linguistic and communicative competencies through the study of a foreign language.

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АДАМИ КАПИТАЛДЫ ДАМУ ҮРДІСТЕРІ ҚАЗАҚ ТІЛІ МЕН ӘДЕБИЕТІ САБАҚТАРЫНДАҒЫ ІСКЕ АСУ ЖОЛДАРЫ

Әр дәуірдің өз талап-тілегі бар. Жаһандану дәуірі-заманның көшінен қалмау. Осы тұрғыда қабылданған «Цифрлық Қазақстан» бағдарламасы технологиялық тұрғыда дамуға қол жеткізеді. IT бағдарламалар шығындарды азайтып, уақытты үнемдеуге көмектеседі, адамдар өзара ақпарат, тауар және қызмет түрлерін алмаса алатын болады.

«...Біз цифрлық технологияны қолдану арқылы құрылатын жаңа индустрияларды өркендетуге тиіспіз. Бұл–маңызды кешенді міндет. Елде 3D-принтинг, онлайн-сауда, мобильді банкинг, цифрлық қызмет көрсету секілді денсаулық сақтау, білім беру ісінде қолданылатын және басқа да перспективалы салаларды дамыту керек. Бұл индустриялар қазірдің өзінде дамыған елдердің экономикаларының құрылымын өзгертіп, дәстүрлі салаларға жаңа сапа дарытты. Цифрландыру дегеніміз-Қазақстанның озық ел атану жолындағы мақсат емес, құрал. Бәсекеге қабілетті болу, өсімді, өнім өндіруді арттыру, міне, осы–мақсат», – дей отырып, Елбасы Н. Назарбаев өзінің 2017 жылғы 31 қаңтардағы «Қазақстанның үшінші жаңғыруы: жаһандық бәсекеге қабілеттілік» атты Жолдауында «Цифрлық Қазақстан» мемлекеттік бағдарламасын жасаудың қажеттілігін айқындап берді.

Бағдарламаның бес негізгі бағыты бар				
Бірінші бағыт	Екінші бағыт	Үшінші бағыт	Төртінші бағыт	Бесінші бағыт