AJLLSE GLOBAL RESEARCH NETWORK

AMERICAN Journal of Language, Literacy and Learning in STEM Education
Volume 01, Issue 10, 2023 ISSN (E): 2993-2769

Integration of Foreign Languages and Professional Sciences in the Process of Vocational Education on the Basis of Clil Technology

Norkuzieva Zebo Kamalovna
Associate Professor of Gulistan State Pedagogical Institute, etc.

Abstract

CLIL (Content and Language Integrated Learning) is a technology of integrated learning of content and language, which is used in situations of teaching special subjects and parts of special subjects in a foreign language, that is, the goal is dual teaching of the subject: learning the subject and learning a foreign language at the same time. In this article, the integration of foreign language and professional subjects on the basis of CLIL technology in the process of vocational education is studied.

Keywords: CLIL technology, science and language integration processes, integrative approach, integrative knowledge, higher education, full and partial immersion program, content, communication, cognitive ability, cultural component, foreign language science, educational materials.

The idea of integration of professional science and language learning is based on the technology of foreign language professor-teacher using interdisciplinary topics in foreign language classes or teaching a number of subjects in a foreign language. Thus, a foreign language is a means of communication and knowledge (learning), and education in native and foreign languages becomes a single process. This idea is widely used both in the study of humanities and in the study of natural and technical sciences. In English Language Teaching, there are several directions that combine science teaching and foreign language learning: Content and language learning by integration; Content-based teaching; Learning English during the curriculum and Bilingual education (Content and Language Integrated Learning (CLIL); Content-based instruction; English across the curriculum and Bilingual education) [1].

The term Content and Language Integrated Learning (CLIL) was originally coined by scientist D. It was used by Marsh (D. Marsh) [2], [3] in 1994. According to D. Marsh (D. Marsh), "the concept of integrated science-language learning (CLIL) is understood when teaching in subjects or within such subjects is carried out in English, and here: learning the content of this professional subject and learning a foreign language at the same time it is intended to achieve the goal [D. Marsh "CLIL refers to situations where subjects, or parts of subjects, are taught through a foreign language with dual-focused aims, namely the learning of content and the simultaneous learning of a foreign language"] [2 ; 4-8b]. It should be noted that this concept is interpreted in a very broad sense and more than 40 expressions of Content and Language Integrated Learning (CLIL) are used in European scientific and methodical literature [1].

For example, according to the definition of D. Marsh [2], [3], CLIL implies learning a science and a direct language at the same time. Thus, D. Marsh emphasizes that the use of CLIL technology is aimed at achieving two goals: learning a foreign language and learning an academic subject. Using this idea makes it possible to learn a foreign language without spending extra hours of study, because it serves as a tool for teaching other subjects [2], [3].

D. Gaddol [4] believes that the use of CLIL technology allows students to significantly increase the level of foreign language acquisition. According to D. Gaddol, knowledge of a foreign language at a high mastery level is not considered a necessary condition for mastering the subject being studied. However, this approach to the interpretation of the concept of CLIL has been severely criticized. It also considers foreign language, especially English, as a core skill, because mastering it allows students to develop communication skills. Such an understanding of CLIL is fundamental (extremely important) due to the changes taking place in the field of education and society in general due to the rapid development of Internet technologies and globalization processes [4].

According to Ph. Ball, there are objective reasons why the idea of science-language integration has a higher motivational potential than other ideas [5]:

- The need to learn the content of the subject encourages students to improve the level of mastering a foreign language;
- A lexical approach is used, and thanks to it, students, for example, recognize and analyze language structures and lexical units when reading a text;
- Immersion in the language environment, as well as awareness of the importance of one's achievements in the educational process is observed;
- The content of professional science is of particular importance, and in other methods of teaching and learning a foreign language, the content of professional science serves as a visual tool (illustration) of the studied language structures [5].

Many researchers, such as Ph. Ball [5], S. Darn [6], D. Coyle [7, 8], D. Marsh [2, 3] and others, distinguish two main approaches to the implementation of science-language integration in the educational process:

"Hard" (Hard CLIL) - full and partial immersion program - professional subjects are studied in a foreign language, education aimed primarily at learning the content of the subject;

"Soft CLIL" - education based mainly on language learning - education aimed at partially learning the content of professional subjects in foreign language classes. It should be emphasized that such division is conditional, both approaches simultaneously complement each other [5, 6, 7, 8, 2, 3].

According to Ph. Ball, one of the main features of CLIL technology is the use of "conceptual sequencing". According to this sequence, the topics to be studied are presented in a horizontal (or vertical) sequence and contrasted chronologically or thematically [38].

CLIL technology is based on the teaching and learning of professional subjects in a foreign language. Thus, the characteristics of this technology are as follows:

- a foreign language becomes a way of learning the content of other professional subjects;
- is widely used in the framework of the foreign language curriculum;
- the level of motivation (motivation) of students increases;
- where fluency is given more priority than correctness of speech, because the presence of grammatical or lexical errors is an integral part of the language teaching and learning process. students develop fluency and clarity of speech using a foreign language as a means of communication;
- reading is the main skill that should be formed and developed.

Research scientist S. Darn [6] highlights the following advantages of CLIL technology:

- use of a broad cultural context;
- preparing students for the process of internationalization (internationalization) and globalization;

- expanding the list of studied subjects, at the same time, the possibility of obtaining internationally recognized educational certificates (diplomas);
- formation and development of general and special language competences;
- to increase (diversify) the types of educational activities [6].

The author distinguishes two main principles of using CLIL technology directly in foreign language classes [6]:

1. Foreign language - as a means of learning and a means of communication;

2. The study (teaching) of the science of education determines the necessary language structures [5].

According to the curriculum developed by D. Coyle in 1999, foreign language lessons based on CLIL should include the following elements [7, 8]:

- Content – acquiring knowledge, as well as forming and developing skills and competencies within the curriculum;
- Communication - using a foreign language to teach and at the same time to teach oneself a foreign language;
- Knowledge, understanding, cognitive ability (Cognition) - the ability to express concepts (abstract and specific), develop cognitive skills that act as a connecting chain between foreign language and information perception;
- the cultural component (Culture) implies the formation and development of general cultural competence [7, 8].

A foreign language lesson held within the framework of CLIL technology requires the development of all types of speech activity. S. According to Darn (S. Darn), from the point of view of a foreign language teacher, a foreign language lesson conducted within the framework of CLIL technology should have the following characteristics:

- it is necessary to integrate (unify) formation of both receptive and productive speech skills in the lesson.
- usually, the lesson is based on the text or the audio form of the text.
- the use of language structures (structures) and units has a functional character and is based on the content of the studied subject.
- learning a foreign language is based on a lexical approach, not a grammatical approach.
- individual approach is widely used [6].

T.Naves [9] divided the performance criteria of CLIL programs into 10 groups:

- show respect and interest in the student's native language and culture;
- the presence of professors and teachers who have mastered (know) two or more foreign languages, including the native language of students. Ideally, the teacher and students should belong to the same ethnic group, because then the teacher can intuitively understand the needs of the students;
- integrated bilingual (bilingual) facultative programs [9]. The most effective bilingual and language immersion education programs have three common characteristics: 1) these programs are optional; 2) they are aimed at the development of additive bilingualism, i.e. at least two: native and foreign languages; 3) since it is optional, it does not separate students from the main stream of students;
- maintaining the permanent composition of professors and teachers;
- mandatory active participation of parents;

- effective cooperation and interaction of all participants of the educational process;
- improving the qualifications of professors and teachers;
- encouraging students and evaluating their activities;
- educational materials.

Foreign language has become a tool of international professional communication. In this regard, it has become necessary to teach future specialists in English (classes in English) in higher educational institutions. This form of education is widespread outside English-speaking countries. Higher education institutions in the Netherlands and Scandinavian countries offer a large number of such programs.

Rapid changes occurring in the world language environment create additional difficulties for students, professors and teachers, and commercial organizations, who are forced to work in conditions of bilingualism (bilingualism) or polylingualism.

The processes of globalization of modern society and the need to train specialists who know English well require constant cooperation and joint work from professors and teachers of different subjects. Scientists such as K.Gatehoise, C.Raisanen, J.Wright have researched the process of Integrating Content and Language (ICL) - interaction between professors of special subjects and professors of foreign languages within the framework of higher education.

A study conducted by a group of scientists from Sweden and South Africa showed that the creation of productive institutional discursive spaces transgressing disciplinary boundaries serves as a basis for successful cooperation between special subjects and foreign language professors. This group of researchers supported the transition from the educational model in which communication skills are a necessary condition of the educational process to a critical rethinking of the educational process and the transition to the educational model of academic skills and competencies (competences) (discipline-specific academic literacies) necessary for mastering this or that subject. This model assumes the active cooperation of professors of special subjects and foreign language professors.

D. Marsh emphasizes the feature of social-constructivist orientation of ICL/CLIL technology [2, 3], which, according to scientists such as K. Gatehoise, Ch. Raisanen, J. Wright, C. Jacobs, makes ICL/CLIL technology successful in the educational process is key to implementation. However, these authors themselves emphasize that the socio-constructive orientation of CLIL/ICL technology is rarely shown in scientific literature [2, 3.

Many authors emphasize the need to introduce science-language education within the framework of career-oriented education. For example, D.Marsh[2,3] B.Marsland and K.Stenberg [88], as well as D.Wolf give six different reasons for the need to use CLIL technology in the academic and professional field (higher and secondary special education):

- acquiring practical knowledge and skills;
- development of interpersonal communication skills;
- implementation of intercultural communication;
- getting quality education in a specific field;
- competitiveness in the labor market;
- the opportunity to look at the studied academic subject from different points of view [1].

In short, CLIL technology requires the development of all types of speech activities based on the teaching and learning of professional subjects in a foreign language. Foreign language lessons based on CLIL should include the following elements: Content, Communication, Knowledge, Understanding, Cognition and Culture.

The CLIL lesson emphasizes the need to integrate (unify) the formation of receptive and productive speech skills, the study of a foreign language is based on a lexical approach rather than a grammatical approach, and the goal is to focus on the content of the studied subject.

List of used literature

1. Grigoreva K.S. Formirovanie u studentsov teknicheskogo vouza inoyazychnoy competence in the sphere of professional communication in the sphere of professional communication and the basic technology of CLIL / Dissertation on application of the academic degree of the candidate of pedagogical science. Kazan: 2016. 223 p.
2. Marsh, D. Content and Language Integrated Learning: The European Dimension – Actions, Trends and Foresight Potential / D. Marsh. – [No place], 2002. –URL: http://userpage.fu-berlin.de/elc/bulletin/9/en/marsh.html.
3. Marsh, D. Integrating Competencies for Working Life / D. Marsh, B. Marsland, K. Stenberg. - Jyvaskyla: University of Jyvaskyla, 2001. -262p.
4. Gaddol, D. English Next, British Council Publications, 2006 [Electronic resource] / D. Gaddol. –URL: http://www.britishcouncil.org/learning-research-englishnext.htm
5. Ball, Ph. What is CLIL? [Electronic resource] / Ph. Ball. – URL:http://www.onestopenglish.com/clil/methodology/articles/article-what-is-clil/500453.article
6. Darn, S. Content and Language Integrated Learning [Electronic resource] / S. Darn. -2006. – URL: http://www.teachimenglish.org.uk/articles/ content-language-integrated-learning.
7. Coyle, D. CLIL – a pedagogical approach [Electronic resource] / D.Coyle // Encyclopedia of Language and Education. 2nd edition. - Springer, 2008. -P. 97-111 – URL: http://blocs.xtec.cat/clilpractiquesl/files/2008/11/slrcoyle.pdf.
8. Coyle, D. CLIL: Content and Language Integrated Learning / D. Coyle, Ph. Hood, D. Marsh. – Cambridge: Cambridge University Press, 2010. -170 p.
9. Naves, T. Successful CLIL programs in Naves, T. Munoz, C. and Pavesi, M. Module 2: Second language acquisition for CLIL. - Milan, Italy, -2002. -P. 93-102.