

CLIL as a new approach to improve communicative competence

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CLIL (Content and Language Integrated Learning) is a method that improves the learning of foreign languages through common disciplines such as geography, science, social studies, art, and physical education. It is a way of using another language as a tool for communication, not just as a subject. As Coyle, Hood and Marsh (2010) wrote that CLIL "is not a new form of language education. It is not a new form of subject education. It is an innovative fusion of both. Furthermore, as it was mentioned before, the acronym CLIL is used as a general term to define all types of bilingual or immersion education. [1] Nowadays, children graduate from high school knowing very little of the foreign language they have studied for years. Knowing a language does not ensure good communication in real life, therefore those hours spent learning the language were wasted. Piaget expresses in his Piagetian psychology two ways in which development can take place as a result of activity: assimilation and accommodation. Assimilation happens when action takes place without any change to the child, accommodation involves the child adjusting to features of the environment in some way. (Cameron, 2001, p. 3). [2] The CLIL can be thought of as a two-way street: as students learn the concepts and issues of a subject, they internalize the foreign language's structures and communicative functions. Students, in other words, learn by doing. This method is considered an opportunity for knowledge, skill, and understanding of some topics included in the curriculum, it is both the integration of language and content that optimizes certain aspects of the acquisition of a foreign language, and it is probably one of the most important reasons why it is so popular in curriculum base. This is not a foreign language teaching strategy; it is a pedagogical approach that connects topic and language and ensures that both are learned simultaneously. CLIL provides instructors with the opportunity to expand their knowledge and experiences while also allowing them to innovate in their teaching methods. Certainly, CLIL allows the instructor to explore for strategies, exercises, or other resources. 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'. (Marsh, 1994). [3] The methodology for teaching a subject in a foreign language differs from that of teaching a foreign language. The students require greater assistance from the teacher in order to understand not just the language demands, but also the cognitive process relating to the topic they are studying. To provide students with the language help they require, the teacher must be very innovative and engaged. CLIL is a method of teaching content from many areas through language. CLIL consists of four components: culture, content, cognition, and communication; the culture is the most significant in this situation because students engage with the language. It is clear that interaction is possible through communication. Indeed, extensive studies have been done on CLIL vs. non-CLIL peer comparisons, with CLIL students receiving more exposure than non-CLIL students because of their involvement in CLIL programs. These studies show the potential of CLIL for improving communicative competence. It follows from the above, integrated learning focuses on vocabulary and content rather than grammar and cramming rules and recurring topics from year to year, allowing students to utilize a foreign language spontaneously, increasing

motivation for the learning process. This methodology, when all elements are considered, will assist in achieving the following goals and objectives: bull; enhance students' communication and linguistic abilities bull; boost their desire to learn a foreign language bull; acquire the ability to freely use a foreign language to solve ordinary communication issues. Regardless of the some positive issues, different problems may arise while performing in CLIL classes. The lack of proper knowledge of foreign language teachers and insufficient language proficiency of subject teachers are two main obstacles in CLIL. The application of the method also complicates the different levels of foreign language proficiency of student. Therefore, students may need differentiation. The teacher should plan the lesson so that each student can perform tasks according their level. To sum up, despite the aforementioned challenges, the use of CLIL is an exceptional way to teaching foreign languages that allows us to overcome many problems in the educational process. If all of the factors are considered, the subject-language integration methodology will significantly increase students' motivation to learn foreign languages, teach students to consciously and freely use a foreign language in everyday communication, broaden student's horizons, knowledge, and acceptance of other cultures and values, prepare students for further education in their chosen specialty, develop and improve their communicative competence.

References

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