FEATURES OF TEACHING A FOREIGN LANGUAGE TO STUDENTS OF NON-LINGUISTIC SPECIALTIES THROUGH CLIL TECHNOLOGY

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ABSTRACT

The article discusses special approaches for the application of modern methods of teaching CLIL. The issues of the effectiveness of teaching a foreign language to students of non-linguistic specialties do not lose their relevance in modern society, since fluency in a foreign language significantly increases the competitiveness of a specialist of any profile. Close attention is paid to the choice of pedagogical technologies that will contribute to a more effective mastering of a foreign language by students. This article discusses the features and possibilities of using the CLIL technology (Content and Language Integrated Learning subject-language integrated learning), which allows optimizing the process of language training of undergraduate students through the integration of a foreign language and specialized subjects.

INTRODUCTION

At the present stage of education development, there is a reorientation of the system of training a future specialist – his universal reference point and the complexity of skills formation. Thus, the role of a foreign language has changed from the aspect of a means of communication of a future teacher in the household sphere to a means of development and his professional growth in the process of learning in this language.

Learning to read in English is one of the components of the formation of a secondary linguistic personality with communicative competence. The CLIL technology, based on the integration of linguistic and subject knowledge, is designed to fill the gap in the transition to the world standard of foreign language proficiency for professional purposes. [Solovova E.N. 2006].

The formation of reading skills is a process and a system in action, which is itself a subsystem of a more complex process of formation of foreign language communicative competence (M.N. Vyatutnev, N.I. Gez, etc.), which is commonly understood as "the content component of communicative ability in the form of knowledge, skills, skills in the field of a foreign language".

Reading in a foreign language (in our study English was chosen as the language of international communication according to the policy of the Republic of Kazakhstan) is considered as "one of the types of communication. In fact, the essence of the process of obtaining information from which is reduced to decoding the meaning laid down by the author in a text in a foreign language

We focus on the reading skill as part of this general foreign language communicative competence, and the CLIL technology as a means of effective formation of this skill with a reorientation to the professional use of a foreign language as a way of expressing information. [Coyle D., Hood P., Marsh D. 2010].

The concept of "students of non-linguistic specialties" is considered in this work as an antonymous to the concept of "language specialty", which is understood as a specialty studying linguistics, "the subject of research of which is the history of education and development of languages" [Andrianov M.S. 2007].

Thus, students of non-linguistic specialties study modules that are not directly related to linguistics as a science of language.

Figure 1. Formation of reading skills based on CLIL technology

The provisions on which the choice of the model is based as a fundamental component of the formation of reading skills based on CLIL technology include the following:

- 1) The interrelation of all types of speech activity as an integral process of the formation of a secondary linguistic personality at the verbal-semantic level (Karaulov, Haleeva);
- 2) The peculiarity of CLIL technology is its multicomponent composition and characteristics, multi-aspect and variations of application ("soft" and "hard" types);
- 3) The impossibility of complex formation of the personality of students of non-linguistic specialties of pedagogical profile without relying on a foreign language of a professional nature as a component of a more complex system of training future teachers.

Thus, the use of authentic sources for scheduled and extracurricular reading in English contributes to a deeper understanding of what is being read for the formation of professional skills. According to Yu.V. Stepanova's research, "an authentic text (from the Greek *authentikos* — authentic), a text corresponding in content to a text in another language and having the same force with it. These texts allow you to teach the rational extraction of specific factual information at the value level. Consequently, the use of authentic texts in teaching reading in English allows students to operate with concepts used by foreign researchers.

Based on various aspects of the use of authentic texts, it should be noted their linguistic, psychological and professional components: [Galskova & Gez, 2009].

The linguistic component of the use of authentic texts

- extraction of vocabulary (with the transition from passive to active),
- study of variations of grammatical constructions,
- knowledge of the presence of various functional styles.

The psychological component of using authentic texts:

- motivation to learn the original language of the text,
- setting the transition to speech-thinking activity at the stage after reading,
- cognitive aspect of reading (development of memory, thinking, imagination).

The professional component of using authentic texts:

- familiarity with the terminological apparatus of the original language of the text,
- development of skills of comparing the mental picture of definitions and phenomena of the taught discipline.

Any pedagogical model should be built taking into account methodological approaches and the principles arising from them. Reviewing the available research in the field of the formation of reading skills using CLIL technology in the study of English for students of non-linguistic specialties of pedagogical profile, we will highlight the most common approaches to the construction of models:

1. The system approach (developers - I.V. Blauberger, E.G.Yudin) is the main one in constructing the model as a generalized form of the system and indivisible into its interdependent parts;

2. Communicative approach (R.P. Milrud, E.I. Passov), considering a person as a subject of communication and an object of linguistic education;

3. Culturological approach (V.N. Abrosimov, E.Y. Vasilyeva, etc.), considering a person of "culture" through orientation to another culture through the values of his own.

For our research, the most important approaches are the following: systemic, communicative, culturological, participatory approaches.

A systematic approach involves:

1. Consideration of the totality of the constituent elements of the model (components) in close interdependence. Thus, the linguistically-targeted component is the regulatory one for the content-operational and effective-correctional;

2. This model is a component element of a more complex system of training future teachers of various profiles;

3. This model includes a set of goals, methods, tools, technologies that are interdependent and mutually dependent.

The formation of a secondary language personality of a professional teacher cannot be carried out outside of communication as a necessary condition for language acquisition. The main provisions of the communicative approach include:

1. Positioning of CLIL technology as a means of "mastering information and communication technologies" [Vorozhtsova, 2007];

2. Emphasis on the formation of communicative competence as the core of the secondary language personality of students of pedagogical profile;

3. The focus of the whole model on communication on the English language as a necessary condition for reflection on the assimilation of all types of reading using CLIL technology.

All the approaches mentioned above are aimed at identifying and filling the content of education and its reflection, the use of a participatory approach is necessary due to its focus on the organizational component of the model. So, the English word "participate" means:

1) total. - to participate; to share; to take part in the conference;

2) sports. - to participate in competitions; to engage [Kruchinina, Patyaeva, 2008]

In our research, we adhere to an integrative approach to CLIL. In our research, we adhere to an integrative approach to CLIL technology and position it as an approach to a foreign language as a tool for preparing for intercultural understanding, international thinking for improving the subject areas of modern education. technology and position it as an approach to a foreign language as a tool for preparing for intercultural understanding, international thinking for improving the subject areas of modern education.

According to the research of A. Dzburunova, Z.F. Usmanova, T.V. Zayats, etc, CLIL is divided into 3 types:

Type 1 - training according to the curriculum within the framework of a language course with a focus on the language - *Soft CLIL*.

Type 2- learning through partial immersion programs in a given language, the content is based on the subject - *Hard CLIL*.

Type 3- training on combining focus on language and content - *Mid CLIL*.

Based on the requirements of modern society, a modern teacher should be able to be in demand and competitive. Such demand and competitiveness can be achieved thanks to special, purposeful activities in the organization of work with texts based on CLIL technology (professional, pedagogical and content side of the text).

CONCLUSION

We are trying to overcome the gap at all levels of research implementation - social, pedagogical and personal - we note that the developed model is able to have a direct impact on the increased social requirements for the level of English proficiency for professional purposes by non-linguistic teachers and the existing system of professional training of future teachers; and also on the practical relevance in teaching staff who speak English, and the degree of theoretical validity of CLIL technology in the preparation of students of non-linguistic specialties of pedagogical profile; on the need to systematize the methodological capabilities of CLIL technology in the formation of professional foreign language competence of students of non-linguistic specialties of pedagogical profile and the disparate use of pedagogical capabilities of CLIL technology in teaching reading in English.

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