

## TASKS AND PLANNING OF ENGLISH LESSONS ACCORDING TO CONTENT AND LANGUAGE INTEGRATED LEARNING (CLIL) METHODOLOGY IN GENERAL SECONDARY EDUCATION INSTITUTIONS OF UKRAINE

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### Summary

The article is devoted to the use of modern methods of the content and language integrated learning (CLIL), which allows a new approach to the issue of teaching school subjects. Thanks to this method, a teacher is able to demonstrate to students a close interdisciplinary connection, which can significantly affect the quality of education of students, their motivation to study, the development of interdisciplinary competences, skills and abilities. When using CLIL in English lessons and selecting exercises, the teacher should be guided by the basic principles of selecting educational material. Properly used educational material can be a great tool for students to learn new information.

The article demonstrates the main advantages of the content and language integrated learning (CLIL) method, specifies the requirements for planning English language lessons, and gives examples of the types of tasks that can be used to form communication skills in students of primary and secondary schools of Ukraine.

**Key words:** content and language integrated learning, planning of English lessons, selection of exercises, successful study of English.

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### 1. Introduction

Today, in the conditions of rapid development, integration and globalization of the society, there is a need to find effective tools for learning a foreign language. An important aspect of mastering a foreign language is the acquisition of communication skills for the possibility of everyday and/or professional and business communication with representatives of other cultures. Therefore, the relevance of our work is determined by the need to research innovative methods of teaching a foreign language.

In the context of functional mastery of a foreign language and the principle of integration, the CLIL methodology of the content and language integrated learning, which is currently known and used almost all over the world for the implementation of a multilingual education model, deserves special attention. CLIL methodology (Content and Language Integrated Learning) is a methodology of integrated teaching of a subject and a foreign language. The proposed approach includes two aspects at the same time: a subject and a foreign language, which enables an organic combination of teaching and learning processes.

Such scientists as S. Bobyl, R. Martynova, Z. Korneva, Yu. Rudnik, Yu. Cobol, O. Khodakovska and others gave attention to the problem of the content and language integrated learning in their works.

Among foreign scientists, the problem of the content and language integrated learning was investigated in the works of such scientists as M. Allen, A. Bonnet, D. Graddol, K. Clark, L. Collins, D. Marsh, A. Safty, I. Ting, and others.

The purpose of our work is to consider the application of modern methods of the content and language integrated learning (CLIL) as an innovative communication technology in secondary education institutions.

## **2. The traditional method of teaching a foreign language and the advantages of using the method of the content and language integrated learning (CLIL)**

Quite often, in foreign language classes, children study lexical material, grammatical aspects of the language, practice the material by doing exercises, but do not see practical meaning in the language. In their minds, a foreign language is needed for exercises and tests, not for real communication with representatives of other cultures. As a result, motivation decreases, a language barrier and the fear of making mistakes are formed. A lack of practice leads to passive knowledge of the language, which is manifested in a low command of speech competence.

The CLIL method has a number of advantages compared to the traditional education system, which can help students to develop foreign language communication skills.

Firstly, there is full immersion in the language environment, as students pass through a rather large volume of language material.

Secondly, the vocabulary is enriched due to subject terminology, skills and abilities in the field of using an academic foreign language are developed.

Thirdly, CLIL contributes to a deeper understanding of scientific concepts, easier assimilation of scientific concepts, since the understanding of the term and its relationship with the corresponding scientific concept occurs simultaneously (*T. Brik, 2019*).

The positive aspects of the above method include increasing motivation to learn a foreign language, determination to master a foreign language to solve specific communicative tasks, prioritizing the acquisition of skills for communicating in a foreign language in a professional context, immersion in an artificially created language environment, assimilation of specific terms, certain language constructions and vocabulary expansion (*Liz Dale, 2010*).

## **3. The main aspects that enable the successful study of a foreign language with the help of subject-language integrated training (CLIL)**

Learning a foreign language with the help of subject-language integrated learning (CLIL) helps to increase students' motivation to learn foreign languages, enables a more conscious and free use of a foreign language in everyday communication, develops and improves students' linguistic and communicative competences. This approach allows you to consider a foreign language not as a goal, but as a means of learning another subject, the use of which makes working with new information more meaningful. To achieve the set goals, it is suggested to consider the following aspects:

1. During the development of the lesson, you should be aware that it is an element of the system, a sequential step towards achieving the main goal. A comprehensive approach to planning takes into account the structure of studying a topic, section, etc.

2. The purpose of the lesson is the initial stage of training design, which requires the achievement of diagnostic and operational tasks. It should not be too broad, it is worth realizing that it takes a certain amount of time to achieve it.

3. Students' activity should be productive. The new material needs to be introduced into the student's speech practice, to solve actual problems, to establish connections between known and new language phenomena. Any type of students' activity must have a personal content of performance.

4. A foreign language lesson should be based on solving real, not invented tasks and problems.

5. The communicative orientation of education should be reflected in the variety of organizational forms of the educational process. They help the teacher create communication situations that are as close as possible to real life (*D. Coyle, 2010*).

The use of this innovative communication technology makes it possible to study individual subjects of the school curriculum in a foreign language, which in turn allows achieving two global goals – a sufficient level of studying a school subject with the help of a foreign language and in-depth study of a foreign language. Thanks to this approach, teaching students in their native and foreign languages is one continuous process. The use of this method makes it possible to increase the motivation of students to study by conducting meaningful discussions, quizzes, project work, in the process of which schoolchildren apply knowledge from several subjects at once, which increases their erudition and cultural awareness, become more tolerant, open to new ideas and experience (*O. Hodakovska, 2016*).

#### **4. Peculiarities of the selection of tasks according to the method of content and language integrated learning (CLIL)**

The use of the method of content and language integrated learning in English lessons involves the development of tasks by the teacher taking into account the level of complexity of the material being studied. Types of such exercises should be created with an emphasis on the subject content, its understanding by students, basic knowledge of students on this topic, verification and further discussion of the mastered material.

One of the main types of exercises in the English language according to the CLIL method is work with a text. Thus, at its various stages, attention is focused not only on the topic of the text, but also on vocabulary and grammatical material. Performing such exercises, students can deepen their knowledge of a foreign language, develop their communicative and creative skills. After all, the stages of while- and post-reading can include a sufficient number of independent and group creative tasks. The teacher can offer students to choose the title of the text, ask key questions and create a plan, conduct a discussion based on the content of what they read, write a summary, etc.

For successful implementation of this methodology, it is important to select and adapt the text material taking into account the following principles:

– The use of authentic texts and their adaptation to the needs of students. The presented material should be related to real situations and be relevant for students.

– Development of skills of working with a text. To achieve a better result, it is necessary to teach students to work with the text first. Students should develop such skills as reading with understanding, highlighting key ideas, composing connected statements, etc.

– Integration of subject knowledge and speaking skills. It is important to connect subject knowledge and speaking skills so that students can better understand and remember the material presented. This can be achieved through the use of terminology and linguistic structures related to the subject field.

– Setting the task based on the text. Tasks should be related to the content of the text and help students understand it better. Thus, it is possible to use tasks for information search, selection of questions, text analysis, etc.

- Repetition and systematization. The lexical and grammatical material used in the texts must be checked, repeated and summarized after a certain time.
- Variety of forms of presentation of information. Text material can have different formats (articles, videos, audio, dialogues, etc.), which allows students to develop different types of English language skills.
- Correspondence to the topic and purpose of the lesson. Text material should be related to the topic and purpose of the lesson in order to stimulate students' interest in learning the material and its content.
- Difficulty level. The text should be of an independent level of difficulty for students so that they can understand the content and use new knowledge in the process of learning English (Rudnik, 2013).

### **5. Types of communicative exercises according to the method of the content and language integrated learning (CLIL)**

The implementation of the method of content and language integrated learning allows students to develop a free flow of speech and to form oratorical abilities in them for further successful communication. During training, students learn not to be afraid of making mistakes, focus on conveying the message to the listeners, use fluency more than focusing on grammatical accuracy, as a result, generate self-confidence.

According to researcher Louise Desmieux, communication should be motivated. Good speakers do their best to be understood, even if they are wrong. And this is all that the innovative CLIL method tries to educate students in the classroom (Louise Desmier, 2017).

For this purpose, active types of activities and exercises can be offered, which provide effective feedback from students and communication, and learning exclusively in a foreign language.

The first exercise is called "Dictogloss".

The theme and the purpose of this activity is reflected in children's reproduction of the content of the text and auditory perception of the speaker's speech. The teacher monitors the children's reproduction of the text in order to provide full work on mistakes. It is very important to correct students' mistakes at the end of the task, and not at the beginning or during the communication, because this can demotivate them to learn. So, the content is provided at the beginning and the focus on accuracy is at the end.

The second language activity is the game "Just a minute!" The meaning of the exercise, which is hidden between the lines, is similar to the meaning of the "Dictogloss" exercise in that this activity affects the education of students' fluency. Because, speaking for a minute, children do not focus on grammar, verbs, tenses of the English language, they simply try to support the conversation and the very direction of the flow of speech. Thus, self-confidence is formed.

The third exercise is "Ranking activity" or in simple words task-rating. The reason for which this exercise is a good example of speaking development in a CLIL classroom is that it convincingly engages children in learning a foreign language and practicing real communication. As for the goals achieved by this rating exercise, it is the formation of fluency, the acquisition of certain vocabulary and the practice of speech functions, because students express opinions, argue explanations, convince the listener, and also learn to politely agree or disagree. The role of the teacher in the group process is to check the participation of all children, because one student can switch all attention and work to himself, when, like others, they will simply be present in the group. It is necessary to make sure that everyone is working, using the appropriate words to convey the message and in communication for an agreement between the team.

An important type of speech activity is the use of news and the implementation of its processing in the classroom. It is important to remember that speech activity is meaningful for students not only in the classroom, but also in the environment. The information presented in textbooks does not necessarily always motivate children, so you can use topics or headlines from the news portal that we see on TV or hear from parents' conversations, which will motivate them much more. Using news headlines can be a really useful way of introducing the real world in the classroom and getting students to speak more English (*Louise Desmier, 2017*).

### Conclusions

The use of the CLIL method, as well as its development in the classroom, significantly increases the level of knowledge and quality of work in the team, since it is aimed at a bifocal form of explanation and is aimed at the formation of a free flow of speech. The goal of the CLIL methodology is to develop speaking skills, the ability to listen to foreign pronunciation, and form the content and topic of the subject being taught. The gains brought by this technology are evident in the future professionals of their field. Access to the terminology of a certain profession, or preparation for further studies or work, is the task of improving the student's cognitive development. CLIL opens the door to alternative ways of using methodologies that can benefit both learners and teachers.

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