

PEDAGOGICAL TECHNOLOGY: APPLICATION OF CLIL TECHNOLOGY

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ABSTRACT

CLIL (Content and Language Integrated Learning), bilingual education technology, makes it possible to go beyond the traditional curriculum, expand the cultural horizons of a person, improve the quality of subject content and foreign language teaching, accelerate the development of students' professional skills, and also allow them to opens up new opportunities for continuing education and work. For the effective implementation of CLIL, clear organizational and pedagogical conditions are necessary, because it is necessary to manage the pedagogical subject, to implement its opportunities for learning a foreign language.

In the course of the development of pedagogical technologies and their introduction into the educational process, as well as the rapid exchange and improvement of information technologies, opportunities were created for each person to strengthen their professional training and skills.

Only components of the CLIL method are used in teaching foreign languages to preschool children. Children's actions are interpreted by the teacher in a foreign language, thus each child enters the language environment and acquires new knowledge. There are many subjects that you can use this technique successfully: animals, nature, seasons, food and drink, colors, and more. The main goal is for children to have a positive attitude to a foreign language, to understand the usefulness of the language and to learn independently.

Most of the methods of teaching in preschool education are based on various games, contests and just fun entertainment for children. Children often find it difficult to understand the need to learn English. They certainly know that it will be useful for them in the future, but this is a very vague long-term perspective, which does not always give them enough motivation to try to learn the language. On the other hand, in a CLIL classroom, students will see that you can learn new interesting information using the English language. Children absorb information quickly and easily when it is presented in an interesting way. If children learn naturally and are presented with something new in a playful way, their interest in discovering and learning new things will increase. Analyzing the results of the practical application of this method allows us to use the CLIL method not only to make foreign language teaching easy and interesting.

Keywords: Analysis, Method, System, CLIL, English Language.

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PEDAGOJİK TEKNOLOJİ: CLIL TEKNOLOJİSİNİN UYGULANMASI

ÖZET

CLIL (İçerik ve Dil Entegre Öğrenme), iki dilli eğitim teknolojisi, geleneksel müfredatın ötesine geçmeyi, bir kişinin kültürel ufuklarını genişletmeyi, konu içeriğinin ve yabancı dil öğretiminin kalitesini iyileştirmeyi, öğrencilerin mesleki becerilerinin gelişimini hızlandırmayı ve ayrıca onlara sürekli eğitim ve çalışma için yeni fırsatlar açmalarını sağlar. CLIL'in etkili bir şekilde uygulanması için, pedagojik konuyu yönetmek, yabancı bir dil öğrenme fırsatlarını uygulamak gerektiğinden, net örgütsel ve pedagojik koşullar gereklidir.

Pedagojik teknolojilerin geliştirilmesi ve eğitim sürecine dahil edilmesi, ayrıca bilgi teknolojilerinin hızla değiş tokuş edilmesi ve iyileştirilmesi sürecinde, her bir kişinin mesleki eğitimini ve becerilerini güçlendirmesi için fırsatlar oluşturuldu.

Okul öncesi çocuklara yabancı dil öğretiminde yalnızca CLIL yönteminin bileşenleri kullanılır. Çocukların eylemleri öğretmen tarafından yabancı bir dilde yorumlanır, böylece her çocuk dil ortamına girer ve yeni bilgiler edinir. Bu tekniği başarıyla kullanabileceğiniz birçok konu vardır: hayvanlar, doğa, mevsimler, yiyecek ve içecek, renkler ve daha fazlası. Ana hedef, çocukların yabancı bir dile karşı olumlu bir tutuma sahip olması, dilin yararlılığını anlamaları ve bağımsız olarak öğrenmeleridir.

Okul öncesi eğitimde öğretim yöntemlerinin çoğu, çeşitli oyunlara, yarışmalara ve çocuklar için sadece eğlenceli eğlencelere dayanmaktadır. Çocuklar genellikle İngilizce öğrenme ihtiyacını anlamakta zorluk çekerler. Bunun gelecekte onlar için yararlı olacağını kesinlikle bilirler, ancak bu, onlara dili öğrenmeye çalışmak için her zaman yeterli motivasyon sağlamayan çok belirsiz bir uzun vadeli bakış açısıdır. Öte yandan, bir CLIL sınıfında, öğrenciler İngilizce dilini kullanarak yeni ilginç bilgiler öğrenebileceklerini göreceklerdir. Çocuklar, ilgi çekici bir şekilde sunulduğunda bilgileri hızlı ve kolay bir şekilde özümserler. Çocuklar doğal bir şekilde öğrenirlerse ve onlara eğlenceli bir şekilde yeni bir şey sunulursa, keşfetme ve yeni şeyler öğrenme konusundaki ilgileri artacaktır. Bu yöntemin pratik uygulamasının sonuçlarını analiz etmek, CLIL yöntemini yalnızca yabancı dil öğretimini kolay ve ilgi çekici hale getirmek için kullanmamızı sağlar.

Anahtar Kelimeler: Analiz, Yöntem, Metot, Sistem, CLIL, İngilizce Dili.

APPLICATION OF CLIL TECHNOLOGY

In the course of the development of pedagogical technologies and their introduction into the educational process, as well as the rapid exchange and improvement of information technologies, opportunities were created for each person to strengthen their professional training and skills.

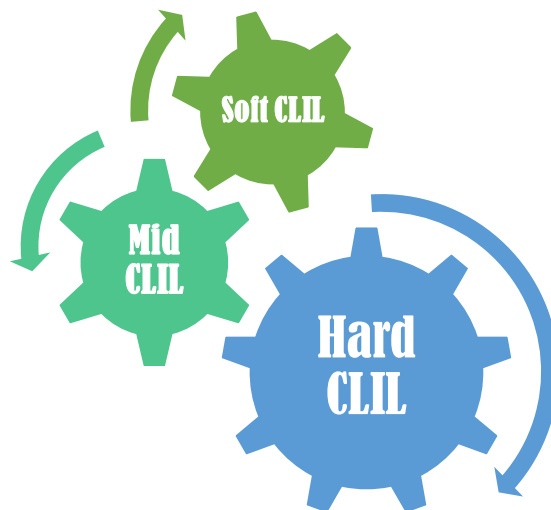
CLIL (Content and Language Integrated Learning or Subject-Language Integrated Learning) is one of the most interesting and widespread approaches to teaching a foreign language (English) recently.

CLIL as a term was coined by David Marshall in 1994, although the method has actually been used since ancient times and many teachers today use it without even knowing that it has received its official name². Each year, CLIL is popularized by more and more schools around the world, and its advantages over other methods, as well as “the demand for this approach in the modern educational environment, help.

The main principles of the subject-linguistic integrated educational approach are based on two main concepts - “language” and “integration”.

CLIL is conditional on:

- Hard-CLIL (hard),
- Soft (or Weak) CLIL
- Mid (or Comfortable) is divided into CLIL.



- Hard-CLIL means that any subject can be taught in a foreign language (if it is the students' L2 level).

² David Marsh TITULO, Content and Language Integrated Learning (CLIL). University of Córdoba Press, 2012

This means that the main focus is on the content of the subject, which concerns both the content and the administrative consequences. For example, a school that uses full immersion—where the academic (and possibly social) tool works under a strong version of CLIL in the new language—and uses subject concepts and skills in the language being taught.

Soft (or Weak) CLIL - soft teaching and learning is mainly language-oriented and therefore language-based. A language-based approach means that foreign language classes use more content than such programs, or use didactic units that use more topic-based content. A language-based approach has language learning as its primary goal. English teachers use soft CLIL and their goal is the opposite: to learn a foreign language using topics and materials from other subjects.

Mid (or Comfortable) CLIL medium (or easy) version - it is a part of the subjects or subjects taught through a foreign language with dual-oriented goals, and learning is a combination of both language and content.³

CLIL Principles

- CLIL is primarily about teaching general knowledge, not multilingualism, so the latter is only an additional feature;
- training is based on the main 4 “Cs”: content, communication, cognitive and culture. All these components are inextricably linked;
- requires creating a safe psychological climate in the classroom;
- implies the use of only one (foreign) language, the same teacher and audience;
- to better understand the material, the teacher can connect facial expressions, gestures, pictures, presentation sound, etc.

CLIL- advantages of:

- allows students to communicate more effectively with each other using a foreign language;
- expands students’ intercultural knowledge;
- develops communication skills in a foreign language in natural conditions;
- develops thinking and opens the creative potential of students;

³ Coyle D., Hood Ph., Marsh D. CLIL: Content and Language Integrated Learning. Cambridge: Cambridge University Press, 2010

- increases students' motivation and self-confidence;
- teaches all language skills;
- improves language ability and natural speaking skills;
- develops interest in different languages and their use in different spheres of life;

In recent years, the CLIL (Content and Language Integrated Learning) method or science-language integrated learning has become increasingly popular in teaching English. This approach to learning and teaching foreign languages is not new. In the 1990s, two international institutions in Europe, namely the Council of Europe and the European Commission, initiated the emergence of CLIL as a concept defining the European approach to bilingual education⁴.

So'nggi yillarda ingliz tilini o'qitishda CLIL (Content and Language Integrated Learning) usuli yoki fan – til Integrated Learning tobora ommalashib bormoqda. Chet tillarini o'rganish va o'qitishda ushbu yondashuv yangilik emas. 1990-yillarda Evropadagi ikkita millatlararo institut, ya'ni Evropa Kengashi va Evropa komissiyasi, ikki tilli ta'limga Evropa yondashuvini belgilaydigan tushuncha sifatida CLILning paydo bo'lishini boshladi.⁵

For several years, world-famous scientists and linguists: Coyle Do, Hood Philip, Marsh David, Dalton Puffer, Fernandez Fontecha A., Gierlinger E., Koopman G., Anikina Y., Westhoff G. integrated teaching of science and language are engaged in researching the method. In addition, researchers from foreign countries are engaged in the development and improvement of methods and forms in creating CLIL: David Lasagabaster, Yolanda Ruiz de Zarobe (Spain), Dieter Wolff, Stefan Breidbach and Britta Viebrock (Germany), Movchan Larysa (Sweden), Kari Nieminen (Finland). At the same time, most of them associate the technologies of this method only with studying and learning a foreign language (mainly English).

The CLIL method, in our opinion, significantly increases the motivation of children to learn a language in a preschool, because the language is not a goal, but a means of learning another subject. The idea is to learn the subject through a foreign language, that is, to teach any subject “with the help of language”. This approach, despite the complexity of CLIL implementation, has a number of important features that allow to achieve significant positive results.

- First of all, the CLIL method has two important features: portability and flexibility, which can be used in any classroom.
- Secondly, CLIL meets all the requirements of modern society in terms of providing the young generation with the opportunity to effectively learn languages and develop critical and flexible thinking, which provides an opportunity to actively participate in global communication.

⁴ Shrayber Ye.G. Ovinova L.N. Vestnik Yujno-Uralskogo Gosudarstvennogo Universiteta. Seriya: Obrazovaniye. Pedagogicheskiye Nauki, 9(2017), 2, 82-88

⁵ Shrayber Ye.G. Ovinova L.N.

Only components of the CLIL method are used in teaching foreign languages to preschool children. Children's actions are interpreted by the teacher in a foreign language, thus each child enters the language environment and acquires new knowledge. There are many subjects that you can use this technique successfully: animals, nature, seasons, food and drink, colors, and more. The main goal is for children to have a positive attitude to a foreign language, to understand the usefulness of the language and to learn independently.

The CLIL method applies knowledge of grammatical structures used in functional language, but it does not test knowledge of specific vocabulary topics, in addition, CLIL provides students with the opportunity to develop language skills during class, the main focus of learning activities. the focus is on understanding the content of the subject rather than the grammatical structure of the language.

Most of the methods of teaching in preschool education are based on various games, contests and just fun entertainment for children. Children often find it difficult to understand the need to learn English. They certainly know that it will be useful for them in the future, but this is a very vague long-term perspective, which does not always give them enough motivation to try to learn the language. On the other hand, in a CLIL classroom, students will see that you can learn new interesting information using the English language. Children absorb information quickly and easily when it is presented in an interesting way. If children learn naturally and are presented with something new in a playful way, their interest in discovering and learning new things will increase. Analyzing the results of the practical application of this method, we have reached the conclusion that the CLIL method not only makes learning a foreign language easy and interesting, but also allows us to expand children's worldview as follows:

- * helps to form the necessary knowledge, skills and abilities in children;
- * it will be possible to use all the possibilities of the child's perception;
- * language learning is observed in accordance with the individual development of children;
- * develops emotional, creative, social and cognitive skills;
- * instills love for foreign language and culture.

The use of CLIL technology in teaching English classes can be very successful, because the technique simultaneously provides material for students with different levels of English from elementary (A1-2) to advanced (C1-C2) allows to prepare. Within the same subject, students learn the subject using vocabulary and grammar at their level, but the quality of understanding the material does not suffer.

At the primary level, English lessons can be combined with math, art, technology, the world around and music lessons. In the middle stage, natural and exact sciences may be integrated. Biology, physics or geography can easily be integrated with English, and CLIL technology makes such integration smooth and interesting.

Advantages of Using This Model Technique:

1. The student learns a large amount of language material, which is full immersion in the natural language environment;
2. Working on different topics allows you to learn specific terms, certain language constructions, which helps to fill the student's vocabulary with scientific terminology and to further study the acquired knowledge and skills and prepares for use.
3. The method of language integration allows you to move away from the standard supply of material and acquire a wider range of knowledge that will undoubtedly be useful for professional and everyday communication in the future. Students will have the opportunity to demonstrate not only their linguistic abilities, but also knowledge in various areas of life: medicine, art, business, and others.

Disadvantages of Using This Model Technique:

Two main things are that foreign language teachers do not have enough knowledge of a certain subject and that the science teacher does not know enough of the language. Disadvantages include that some of the English language textbooks are not perfect and that there is not enough training in the curriculum. The application of the methodology also makes it difficult for students to have different levels of knowledge of a foreign language, which can lead to an increase in the educational load and, accordingly, a number of psychological and psychosomatic problems. The teacher, in turn, faces certain requirements: he must use various forms and methods of presenting educational material and organizing educational activities, take into account the individual abilities of students and be in constant creative search.

When planning educational material based on the CLIL methodology, it is important for the teacher to take into account the age of the students, their level of knowledge of a foreign language, and their readiness to perceive the educational material in a foreign language. The technique is based on five basic principles that should be considered when using it. These are the following aspects: cultural, social, language, science.

In conclusion, I would like to say that despite all the listed difficulties in using CLIL, this method is an unusual approach to teaching children foreign languages in schools, which allows solving many problems of the educational process. Taking into account all factors, the use of the methodology of combining science and languages allows: to significantly increase the motivation of students to learn foreign languages; teaching children to consciously and freely use a foreign language in daily communication; expanding children's worldview; knowing and accepting other cultures and values; preparing students to continue their education in the chosen specialty; development and improvement of linguistic and communicative competences by learning a foreign language.

Introducing various forms of communication using innovative technologies, expanding the creative and scientific potential of students ensures the formation of a linguistic person who can understand himself in modern society.

In our opinion, teachers of specialized subjects, not foreign languages, should work with CLIL. As a normative basis for this, the Decision No. 610 of the Cabinet of Ministers of the Republic of Uzbekistan dated August 11, 2017 “On measures to further improve the quality of teaching foreign languages in educational institutions” “...on specialized subjects measures to organize lectures in foreign languages” is defined.

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