

## Methods of Using Professionally-Oriented Clil Technologies in Developing Students' Foreign Language Learning Abilities

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**Abstract:** Leading linguists, psycholinguists, intercultural communication specialists, and language didactics scholars in our country view language as a means of communication between representatives of different peoples and cultures, and they advocate for the integration of culture into the theory and practice of foreign language teaching. The use of professionally-oriented CLIL (Content and Language Integrated Learning) technologies to develop students' foreign language learning abilities aims at creating an educational environment, demonstrating the closeness of the communication process to reality. This article discusses methods for applying CLIL technologies focused on professional fields to enhance students' abilities in foreign language learning.

**Keywords:** ability, activity, CLIL technologies, goal, characteristic, linguistics, supply, philology.



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As a result of reforms in the global education system, a continuous foreign language teaching system has been implemented. Along with the efforts made, there is a current need to improve the quality of foreign language education. Even within the Bologna Process, international educational programs are expanding rapidly, demanding students to not only use foreign languages from a professional perspective but also as an academic communication tool.

To improve the effectiveness of foreign language teaching, the introduction of advanced global educational technologies and their adaptation to the national teaching system has been yielding good results. One such effective mechanism is CLIL technology. CLIL is a bilingual education approach that allows learners to study a foreign language alongside their native language. One of the advantages of CLIL's wide application is that it increases the opportunity to learn a foreign language, especially English, by teaching subjects unrelated to linguistics in that language, thus enhancing language learning. The integration of language and content through CLIL addresses the shortcomings of traditional foreign language lessons and removes barriers to successful learning.

### Development of CLIL

The term CLIL, referring to the integration of content and language learning, was first used by scholar D. Marsh in 1994. Marsh argued that "integrated subject-language teaching" involves

teaching subjects, or a range of subjects, in English, where two objectives are achieved simultaneously: learning the content of the professional subject and learning a foreign language [7].

D. Graddol also believes that using CLIL technologies enables students to significantly enhance their proficiency in foreign languages [8].

Scholars in our country suggest integrating culture into the theory and practice of foreign language teaching, viewing language as a tool for communication between representatives of different cultures. Using CLIL technologies in developing students' foreign language learning abilities is connected to the mutual development of communicative, social-cultural, and cognitive competencies, which serve as both means and outcomes of the learning process. These developments include:

- students' ability to understand and adopt other people's lifestyles and behaviors (educational processes);
- using language in all its forms in authentic intercultural communication situations (in skill and competency formation processes);
- expanding the "worldview" through the language spoken by its global speakers, as well as its developmental processes [2].

### **Social and Cultural Orientation of Education**

The educational process under consideration is described by its social-personal, social-activity, and social-cultural orientation, which manifests itself in the teaching of language as follows:

- providing conditions for the development and self-development of the individual;
- ensuring the productivity of language teaching;
- fostering autonomous, responsible, socially active, and creative individuals;
- preparing students for real social activities through the use of the foreign language;
- providing linguistic and cultural education that supports the multilingual and multicultural development of the students [4].

The methods of applying CLIL technologies in foreign language learning are aimed at creating a realistic communicative situation, reflecting topics, intentions, and the practical interests and needs of learners. These are expressed through the communicative-motivational behavior of both the teacher and the student during lessons, fulfilling the objective of the subject matter.

The foundations of these methods are based on ideas from communicative linguistics, which include:

- considering communication, particularly in educational settings, as a unified form of speech. A highly integrated discourse generates relevant educational content (see previous sections);
- examining the speech of learners, which organizes and regulates their actions, as a unified element in selecting the appropriate communicative activities for the speaker and listener;
- assessing the communicative competence, including knowledge about the language system, and developing the ability to use language units correctly in order to achieve communicative goals.

### **Intercultural Competence in Language Teaching**

It is important to highlight that in the communicative method, foreign language education should also have an intercultural focus. A learner's intercultural communication competence includes not only a new way of speaking but also an understanding of the culture of the people who speak the

language being studied. The "secondary socialization" of the individual involves understanding the unique national and cultural characteristics of communication in the studied language's society. The communication and social development of the learners, in turn, will be ensured within the framework of intercultural dialogue [4].

Currently, in higher education institutions with non-linguistic fields, the communicative-functional orientation of foreign language teaching requires consideration of the interconnection between general cultural language and professional speech at each stage of preparation. The dominant trend in speech activity at the final stages of professional language training is focused on professional communication. This includes engaging in independent participation in conferences, meetings, and discussions, practicing in foreign companies, and debating patents or certificates, with an emphasis on writing and speaking as both independent activities and as a form of communication [3].

### **Challenges and Opportunities in CLIL Application**

The methods of applying CLIL technologies in developing students' foreign language learning abilities require reconsidering the content and structure of foreign language courses in higher education, based on their practical application in professional and personal contexts. It is necessary to account for the varying levels of foreign language proficiency needed for specific professional activities and the internal conditions of particular educational institutions (e.g., the number of hours allocated to foreign language teaching). The development of a multi-stage concept for foreign language teaching, especially for non-linguistic specialties, requires an integrated approach, emphasizing both the communicative and professional aspects of language learning [5].

This multi-level teaching strategy contributes to improving the process of foreign language acquisition, which will, in turn, foster students' readiness for intercultural communication and professional activities. The transition to a competence-based education paradigm continues to develop and will guide the future evolution of educational methods and materials in foreign language teaching.

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