**Абай атындағы Қазақ ұлттық педагогикалық университеті**
**Казахский национальный педагогический университет имени Абая**
**Abai Kazakh National Pedagogical University**

# ХАБАРШЫ ВЕСТНИК

**«Филология ғылымдары» сериясы**
**Серия «Филологические науки»**
**Series «Philological sciences»**
**№ 4 (90), 2024**

**Алматы, 2024**

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# CLIL TECHNOLOGY IN TEACHING RUSSIAN LANGUAGE TO STUDENTS-HISTORIANS AT A PEDAGOGICAL UNIVERSITY

*Abstract*

This article explores the questions of effectiveness and perspectives of CLIL technology in teaching the Russian language to students-historians at a pedagogical university. The author provides a detailed explanation of this technology and a brief history of its origin and spread in the educational process. The article describes the content of the survey conducted by the authors among 1st year students of the history profile, specialties "History" and "History-geography" of Abai Kazakh National Pedagogical University. The subject of the survey of students was to identify the language needs and opinions of students regarding the use of CLIL technology in Russian language classes. The results of the survey made it possible to assert that the formation of professional-communicative, cultural-communicative competencies in the classroom in the Russian language through the CLIL technology allows you to learn the language, simultaneously activating knowledge from the subject area.

**Keywords:** subject-language integrated learning, Russian as a second language, questionnaires, language needs and opinions of students

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## ПЕДАГОГИКАЛЫҚ ЖОҒАРЫ ОҚУ ОРНЫНДА ТАРИХШЫ-СТУДЕНТТЕРГЕ ОРЫС ТІЛІН ОҚЫТУДА CLIL ТЕХНОЛОГИЯСЫ

*Аңдатпа*

Мақалада педагогикалық жоғары оқу орнында тарихшы-студенттерге орыс тілін оқытуда CLIL технологиясын жүйелі қолдану мәселелері қарастырылған. Автор осы технологияның егжей-тегжейлі түсіндірмесін және оның білім беру процесінде пайда болуы мен таралуының қысқаша тарихын ұсынады. Мақалада Абай атындағы Қазақ ұлттық педагогикалық университетінің «Тарих» және «Тарих-география» мамандықтары бойынша тарих профилінің 1 курс студенттері арасында авторлар жүргізген сауалнаманың мазмұны баяндалған. Студенттердің сауалнамасының тақырыбы орыс тілі сабақтарында CLIL технологиясын қолдану бойынша оқушылардың тілдік қажеттіліктері мен пікірлерін анықтау болды. Жүргізілген сауалнаманың нәтижелері орыс тілінде CLIL технологиясы арқылы сыныпта кәсіби-коммуникативтік, мәдени-коммуникативтік құзыреттіліктерді қалыптастыру пәндік саладан білімді бір уақытта белсендіре отырып, тілді үйренуге мүмкіндік беретінін растауға мүмкіндік береді. Жүргізілген сауалнаманың нәтижелері келесі ұстанымды растауға мүмкіндік береді: CLIL технологиясы арқылы орыс тілі сабақтарында кәсіби-коммуникативтік, мәдени-коммуникативтік құзыреттіліктерді қалыптастыру тілді үйренуге пәндік саладан білімді бір уақытта белсендірету арқылы мүмкіндік береді.

**Түйін сөздер:** пәндік-тілді кіріктіріп оқыту, орыс тілі екінші тілі ретінде, сауалнамалар, студенттердің тілдік қажеттіліктері мен пікірлері

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## CLIL В ОБУЧЕНИИ РУССКОМУ ЯЗЫКУ СТУДЕНТОВ-ИСТОРИКОВ В ПЕДАГОГИЧЕСКОМ ВУЗЕ

*Аннотация*

В статье рассматриваются вопросы системного использования технологии CLIL в обучении русскому языку студентов-историков в педагогическом вузе. Автором предоставляется подробное объяснение данной технологии и краткой истории ее возникновения и распространения в образовательном процессе. Также описывается содержание проведенного авторами анкетирования среди студентов 1 курса исторического профиля, специальностей «История» и «История-география» Казахского национального педагогического университета им. Абая. Предметом опроса обучающихся стало выявление языковых потребностей и мнения обучающихся касательно применения технологии CLIL на занятиях по русскому языку. Результаты проведенного анкетирования позволяют утверждать, что формирование профессионально-коммуникативной, культурно-коммуникативной компетенций на занятиях по русскому языку посредством технологии CLIL позволяет изучать язык, активизируя одновременно знания из предметной области.

**Ключевые слова:** предметно-языковое интегрированное обучение, русский язык как неродной, анкетирование, языковые потребности и мнения обучающихся

**Introduction.** In a dynamically developing, globalizing world, there is an increasing need for specialists who meet all modern criteria.

In 2010, the Republic of Kazakhstan adopted the Bologna Declaration, becoming the first Central Asian State party to the European Higher Education Area. This meant that the educational space was facing great transformations and problem solving. The gradual reorientation of the vector in the field of education, which allows modern students to master the necessary competencies of the labor relations market, has become the main task of the relevant ministry. That also meant that all academical possibilities existed in European community, will be provided also to Kazakhstani universities, including new pedagogical trends in education.

When considering the introduction of CLIL technology, which is very popular in European countries and in its various variants in the United States, it should be noted that this approach is not definitely a new invention of one researcher, but acts as a hybrid product of the ideas of different scientists from different countries and centuries. Discussing the issue of history of CLIL technology, we need to remind two outstanding teachers of Central Europe - Czech origin Jan Amos Kamensky and Slovak researcher Matthias Bel who were investigating the questions in teaching foreign languages through content based learning.

Also it is important to notify that CLIL is grounded in Vygotsky's (1978) social-constructivist theory of learning that highlights the centrality and agency of the learner; and conceptualises learning as a meaning-making process in which collaborative interaction and communication are key to concept development. The social-constructivist underpinnings of CLIL recognise that the learning environment is also important for learning success. Ideally it is participatory, involves students in collaborative and co-operative practices (Zemach 2021), sustains authentic interactions, and challenges students to think creatively and discover new meaning for themselves [1, 3].

In the Republic of Kazakhstan, the first experimental sites for the introduction of this technology were Nazarbayev Intellectual Schools. In 2013, a plan for the implementation of trilingual education was developed, a guide for teachers on the use of CLIL approaches, team teaching and language immersion. For example, subjects such as "Kazakhstan in the modern world", "Geography", "History of Kazakhstan" are studied in the Kazakh language, Computer science, world history — in Russian. The subjects of the techno-mathematical direction in high school are taught in English. One of the most important tasks of Kazakhstani education is the formation of professional and communicative skills of a future specialist by preserving the best teaching traditions and the latest effective methods, one of which is CLIL technology.

**Methods and materials**. The successful application of CLIL in these countries gives us reason to believe that this method is potentially successful. According to E.N. Voronova, "the system of work of a teacher to ensure the results of teaching a foreign language must necessarily include the implementation of the following technologies: technology of communicative learning, technology of understanding the communicative meaning of the text, game technologies, technologies of learning in collaboration, project technologies, etc." [2, 189].

It is also worth noting separately that sometimes CLIL is correlated with another LSP technology (Language for specific purposes - a language for special purposes), where the main features are teaching specialized disciplines, the entrance level of language proficiency should be intermediate or advanced, selective study of grammatical topics necessary when appropriate professional situational tasks arise; the teacher evaluates the language aspect itself (knowledge of grammar, professional terminology, the ability to communicate within the framework of the studied topics). For many years the language for special purposes was have been taught in a similar way as CLIL is – the subject and language were connected with each other, but the 4C components did not exist yet.

In the CLIL technology, which is "umbrella" in nature, the primary aspect in the assessment is the subject area, in which "... the thematic content is primary and requires special attention during its selection [3, 48]. A. Mulgers confirms that this technology has become widespread around the world due to its versatility and flexibility adaptation to all foreign languages, age categories of students and the level of their language training [4]. Oliver Meyer believes that the CLIL approach is equally

successful both linguistically and subjectively due to its inherent linguistic and subject orientation [5, 11-29].

CLIL technology has a wide platform for practical application - research by Polish methodologists Malgorzata Havlik-Kobilinska and Monica Lewinska in military education, textbooks by G. Oganisyan based on the principles of CLIL technology for foreign language professional training of psychologists in Armenia, R.R. Zaripova (Tatarstan) – research for the formation of language competence of future mathematics teachers, scientific papers and publications French researcher Zehra Gabillon, an article by O.M. Zolina on the subject-language integrated education of students of international historians, etc. As we can see, there are many cases showing the great academical possibilities of this didactical technology.

CLIL is also regarded as a crucial element to provide employability to graduates and postgraduates in the sense that students are trained to become qualified professionals to work in a multicultural international environment. Therefore, a well-designed CLIL university pedagogy should provide students with opportunities to express and communicate about issues related to their professional expertise. CLIL also plays a crucial role in acculturating university students into the language in which their discipline knowledge is embedded, constructed or evaluated [6,2]. For example, many student/graduates/postgraduates and teachers have a lot of opportunities to investigate subject issues through the language and share their experience with other colleagues and enrich own experience, taking part in different workshops, conferences, seminars dedicated to subject content.

Education is slowly but firmly departing from its former purely theoretical understanding of itself, focusing on abilities instead [7,4]. CLIL also provides a natural environment for acquiring languages, learning subject matter, improving cognitive skills, cultural understanding, and promoting students' creativity. The use of CLIL in language training can meet the demands of learners. As we have noted before, 4C components are important in planning, so nowadays during the process of learning we also can explore different cultures and issues of global citizenship. Also the changing process from Teacher-centered model to Student-centered model covers the needs of contemporary audience.

In 2005, David Marsh proposed to designate CLIL as a general term for various two-way methodologies that focused on thematic content and the language being studied. By 2007, CLIL had started to be used in 20 European countries. The experience of using CLIL technology, in addition to France, Finland, Spain, is present in a number of countries such as Scotland, Sweden, Portugal, Argentina, Ireland, Austria, Australia, Romania, as well as Japan and Taiwan, Let's pay attention to the experience of foreign countries: Khamitova A.V. writes that "... in Germany, the subject is history more often it is taught in French, geography is taught in English. According to the results of a study conducted at the University of Wuppertal (Germany), students studying history under the CLIL program in French gave more detailed, comprehensive answers than those who studied history in their native German language [8,76].

Also we need to note, that CLIL's framework consists of content, communication, cognition, and culture that are very important for making plan of a lesson. Each lesson of CLIL has to be created due to these 4C for reaching academic goal. In brief, Content means connection with the subject of discipline, Communication means ability to use and improve all 4 language skills (reading, writing, listening and speaking), Cognition means the process of learning and thinking and ability to learn language through subject, Culture means intercultural education and global citizenship.

As researcher writes, "teachers should emphasize the importance of interaction in the classroom whereas contributing learning since the CLIL classroom can be actively supported in this way" [9, 2]. This citation proves the fact of the importance being able to communicate and use all 4 language skills not only at classes, but the students' free time also.

The research methods were questionnaires, quantitative and qualitative analysis of experimental data. To provide a reliable picture of the study, the authors of this article developed a questionnaire algorithm, the results of the latter reflected the opinions and interests of students. The study was

attended by 1st year students of the historical profile of the specialty "History" and "History-geography" of Abai Kazakh National Pedagogical University.

During a preliminary conversation with students, it was found that today students of Kazakh departments of subject areas in preparation for seminars and practical classes experience a certain shortage of relevant, more informative material. Considering this factor, bilingual students and students with higher proficiency in Russian and foreign languages resort to using sources in these languages. According to the policy of multilingual education, a modern specialist must speak at least three languages – Kazakh, Russian and English. The purpose of our study was to determine how students want to learn languages (in our case, Russian) – in the traditional approach or in the context of the subject being studied.

**Results and discussion.** The purpose of our study was to identify and analyze the language needs and opinions of students regarding the use of CLIL technology in Russian language classes. Here we present the results of a survey conducted among students and included the following questions:

The results of our survey were:

How do you feel about multilingual education in Kazakhstan?

68.9 – positive, 22, 2 – neutral, 2 – negative, 2 extremely negative.

Are you familiar with the CLIL? – 86.7– no, 13, 3 – yes

Do you find it difficult to find relevant information to prepare for classes? – 65.5 – yes, 34.5 – no.

Do you have to translate materials from Russian into Kazakh to prepare for classes? 77.8 – yes, 22.2 – no.

Do you think a teacher-historian should know other languages besides the state language? 84.4 – yes, 11, 1 – no, 2 – I don't know

In which area do you use Russian the most? – 28, 9 – studying, 20 – chatting with friends, 17, 8 – reading, 33.3 – searching for information on the Internet.

How do you feel about learning Russian through the subject of "History"? Positively – 64, 4 – yes, 35, 6 - no.

The results of the survey are quite convincing evidence that the modern realities of the educational process require timely entry into the learning process itself. As we have already noted earlier, the language needs of students are reflected in the multilingual policy of the state. The overwhelming (69%) number of respondents confirms the need for an integrated approach to language learning, which is also confirmed by the fact that almost 85% of students find the relevance of a multilingual teacher-historian. It also shows a good impact of multilingual policy, when students are free to be involved and take part in academic change programs, which demands the knowledge of the second or foreign language and is a big motivation or even a challenge to learn language through subject content.

Thus, the majority of students at the time of the survey were not sufficiently informed about CLIL technology (86.7%). We can interpret this answer as a consequence of the lack of its application in the classroom at school. The answer to the question of whether this technique is present in other subjects in the classroom was similar. But, as we can see, modern approaches are widely used at university classes, that is why students are getting acquinted with contemporary technology as CLIL.

As we have already indicated earlier, students have some difficulties in selecting relevant information in the Kazakh language (65.5%). In this case, students resort to translating materials in other languages (Russian, English). The platforms used for translating materials are Google Translator, Yandex.translator, and online translation. Russian language knowledge is also confirmed by the fact that it is necessary when finding and processing information in the subject area – 77.8% of students use materials translated from Russian into Kazakh. The use of three languages (dictionary work) will also help to memorize the consequence in translation the terms.

Also, the students' answers indicate that Russian language is especially necessary in such areas as studying (almost 30%), searching for information on the Internet – 33%, chatting with friends (20%), 17.8% - reading literature. Here we note that a big amount of additional literature, archive documents

are written in Russian language, and this fact demands the knowledge of academic (the knowledge of terminology) language is required.

The positive attitude of the surveyed students to the methodology of subject-language integrated learning is confirmed by the percentage ratio: "for" - 64.4% and "against" - 35.6%, and thus two thirds of the respondents are motivated to learn a language using this technology. It can be interpreted that the rest of students of negative answers didn't even know the peculiarities of CLIL technology and used to learn only the traditional lexical-grammatical approach.

In general, the authors of this article and the students interviewed agree with the goal of multilingual education in Kazakhstan, which means not just the need, but the practical need to know at least three languages – Kazakh, Russian and English. Thus, the overwhelming majority of students (almost 85%) believe that knowledge of non-native and foreign languages is a requirement of the time and agree with this. The formation of professional, communicative, cultural and communicative competencii in Russian language classes through CLIL technology allows you to learn a language, while activating knowledge from the subject area.

**Conclusion.** Thus, this technology, if we start from the results obtained, has quite broad prospects and is quite applicable in Russian language classes, since students themselves are clearly interested in an integrated learning program. The fusion of the subject area and language material ensures, in the opinion of the students themselves, successful language acquisition. Nevertheless, at the moment there are a number of constraining factors in the use of technology, such as: the contradiction between personal ambitions in language learning and the content of the language learning discipline (the program does not mean the integration of language and subject in full). We also can believe, that students are really interested in learning Russian language in vivid and effective way of content-language based way, which conducts all the best possibilities to use this language and with the help of modern technical technologies and platforms it can be quite easier to learn and teach the second language. The future of effectiveness of content language integrated learning is purely seen because of growing interest of students in learning language and perspective conducted by the international programs where CLIL is widely used and is being very popular in many countries. The results of many research articles also provides that this technology is equally productive in various student audience.

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