

Key Principles and Motives for The Introduction of Subject-Language Integrated Learning (CLIL)

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Abstract: The article discusses the basic principles and motives for the introduction of subject-language integrated learning (CLIL), which is an innovative approach to education with a dual focus on learning subject content and a foreign language at the same time. Special attention is paid to the methodological foundations of CLIL, such as multiple focus, authenticity, active learning, scaffolding strategy, and collaboration. The historical background of the CLIL is analyzed, as well as modern models and principles, including the 4C model (content, communication, cognition and culture). The role of language support in the successful implementation of subject-language integrated learning and the importance of interaction between linguistic teachers and subject specialists in order to achieve a holistic educational result are discussed.

Keywords: CLIL, subject-language integrated learning, integration of content and language, scaffolding strategy, 4C model, language support.

Introduction: One of the effective approaches used in European educational practice for teaching students subject content in a foreign language is integrated subject and language learning — Content and Language Integrated Learning (CLIL), hereinafter referred to as CLIL. CLIL is a modern teaching methodology with a dual focus, where a foreign language serves both as a means of teaching and an object of study. Thus, within the framework of CLIL, both the content of the academic discipline and a foreign language are simultaneously mastered. These two components do not separate, but interact throughout the learning process, although the emphasis may shift depending on the goals of a particular lesson. The term "integrated subject and language teaching" was officially introduced in 1994 to denote and describe the innovative experience of European schools that used an additional language as a means of teaching [1, p. 3]. Interestingly, the origins of CLIL can be traced back for almost 5,000 years. One of the first examples of this practice was recorded in Mesopotamia (the territory of modern Iraq), where the Akkadians, having conquered the Sumerians, sought to master their language. For this purpose, the Sumerian language began to be used for educational purposes in teaching Akkadians various

disciplines, including theology, botany and zoology. If the teachers of that time followed the principles of CLIL, they simultaneously ensured the assimilation of the Sumerian language and the subject matter.

The use of an additional language for educational purposes was not alien to the Roman civilization either. So, about two thousand years ago, after the incorporation of Greece into the Roman Empire, the Greek language, along with culture, penetrated into Roman society. The Romans taught their children Greek to give them access not only to the language, but also to prospects for social and professional growth. This historical example has been repeatedly reproduced in various parts of the world and is especially relevant today in the context of global English language learning.

The expression "use language to learn and learn through language," proposed by David Marsh, has become widely known as the CLIL motto and is mentioned by Phil Ball, the author of numerous works on education in second and third languages. According to him, CLIL has high potential as an educational methodology, as it combines subject and language learning in a single educational process [2, p. 45]. To implement an integrated approach, it is important to

follow a number of principles formulated by leading experts in the field of bilingual and multilingual learning, including Peter Mehisto, David Marsh and Maria Frigols [3, p.113] They identify the following key features of the CLIL methodology: multiple focus, a rich educational environment, an orientation towards authenticity, active student participation, the use of a "scaffolding" strategy (step-by-step support) and collaboration. Let's take a closer look at each of these components.

Multiple focus involves: (parallel learning of the language and the subject; mastering the discipline through the prism of language; interdisciplinary integration; application of a project and thematic approach). The enriched educational environment includes: (demonstration of subject content and language models in the learning process; creation of conditions for increasing students' confidence through experimental activities using language and disciplinary content; providing access to authentic materials and sources).

Authenticity is realized through: (the inclusion of materials reflecting real-life situations in the educational process; access to authentic sources of information related to the discipline being studied; providing students with the opportunity to interact with language and content in a context as close as possible to the real one). Active learning is expressed in: (encouraging students to participate in the learning process through collaboration, analysis and problem solving; developing students' independent information retrieval and critical thinking skills; creating situations where students become active participants rather than passive listeners).

The "scaffolding" strategy means: (providing students with auxiliary materials, models, and hints for mastering both subject content and language structures; gradually removing this support as students become more confident and independent; adapting assignments and explanations to the level of students' training). Collaboration involves: (students working together in pairs and groups aimed at achieving common goals; exchanging ideas and experiences; interaction between teachers from various disciplines to ensure the integrity of the educational process; involving parents and extracurricular communities in support of learning).

Thus, the CLIL methodology represents a comprehensive, interdisciplinary and flexible approach to learning that combines linguistic and subject objectives in a single process. CLIL contributes not only to the development of language competence, but also to the formation of subject knowledge, skills of the 21st

century and intercultural awareness. Due to historical background, methodological thoughtfulness and modern research, CLIL has become an integral part of European educational systems and continues to develop as an effective tool for bilingual education. One of the effective methods of teaching disciplines in a foreign language in the European educational space is the integration of subject and language learning, referred to by the abbreviation CLIL (Content and Language Integrated Learning). This approach represents a modern form of educational process organization in which a foreign language is used both as a means of learning a discipline and as an object of study. In such training, attention is paid to both the content component and the language component, and they do not exist separately, but are interrelated, despite the possible dominance of one of the components at certain stages.

The phrase "using languages for learning and learning through languages", coined by David Marsh, has become a kind of CLIL motto. Writer and researcher Phil Ball emphasizes that CLIL combines language and subject matter, making it a powerful means of gaining knowledge. [4, p. 76]

CLIL is based on a number of principles. Renowned experts in the field of multilingual and bilingual education Peter Mehisto, David Marsh and Maria Frigols identify six key characteristics of this approach.:

Multiple orientation is manifested in:

- learning a language through a subject;
- mastering the discipline with the help of a foreign language;
- interdisciplinary integration;
- implementation of training through topics and projects covering several disciplines.

The enriched educational environment includes:

- Presentation of language and educational content during classes;
- building students' confidence through the practical use of a foreign language;
- Providing access to authentic learning resources.

Authenticity is achieved through:

- taking into account the interests of students;
- regular communication between learning activities and students' daily lives;
- the use of relevant materials from the media and other sources of information.

Active learning is implemented through:

- discussing the meaning of vocabulary and content with students;

– stimulating collaboration and exchange of ideas.

The strategy of "Scaffolding" (step-by-step support) is aimed at:

- reducing the cognitive and linguistic burden during the study of the discipline;
- using cliches, specialized vocabulary, visual aids;
- active application of examples and different learning styles;
- development of students' critical and creative thinking [5, p.12].

Cooperation is expressed in:

- joint development of courses, lessons and programs by foreign language teachers and subject specialists [3, p. 102].

The authors of the approach emphasize its focus on the comprehensive development of personality. The main goal of CLIL is to promote the formation of independent, motivated, multitasking students who are able to successfully master both subject matter and language at the same time [3, p.76]. The key condition for the success of subject-language learning is precisely its integrative nature. The term "integration" in this context implies close interaction and mutual influence of the subject and linguistic components. Such integration is ensured through interdisciplinary connections, which make it possible to eliminate the fragmentation of educational knowledge and form a holistic view of the world around us, necessary for future professional activity.

CLIL is based on the 4C (Content, Communication, Cognition, Culture) model developed by D. Coyle. This model assumes that effective integrated learning should include:

- development of knowledge, skills and understanding of the content of the discipline;
- participation in processes that activate thinking;
- communicative interaction;
- formation of language competence;
- In-depth intercultural awareness [1, p.124]

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