

дисципліна, які існують критерії у її вивченні, яка її структура і складові елементи тощо.

Таким чином, важливим компонентом стилю викладача є саме вміння розривати шаблон знання, коригувати доксу, допомагати молоді переописувати та переосмислювати так звану картину культури.

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## THE USE OF CLIL IN FOREIGN LANGUAGE FOR SPECIAL PURPOSES TEACHING AT THE UNIVERSITY

## ВИКОРИСТАННЯ МЕТОДУ CLIL У НАВЧАННІ ІНОЗЕМНОЇ МОВИ ЗА ПРОФЕСІЙНИМ СПРЯМУВАННЯМ У ЗВО

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Learning a foreign language in the modern world is an undeniably important component of training specialists in various branches of the economy. Many employers value specialists who speak one or more foreign languages. Students also try to learn at least one foreign language while studying at a higher education institution to get a better job in the future. A specialist who knows a foreign language should also know professional terminology in both languages for more efficient work. Thus, there is a need to learn a foreign language in the relevant professional field.

Scientists have studied this issue and developed and implemented a new method in foreign language learning. CLIL (Content and Language Integrated Learning) in translation: subject-language integrated learning – involves the study of other subjects in a foreign language, such as geography, mathematics, biology, etc. This method has two goals: the first is to learn a foreign language; the second is to study the relevant subject. For the first time, this term was introduced by D. Marsh in the 1990s to denote the methodology of teaching school subjects in a foreign language [2; 5, p. 243; 6, p. 8].

Currently, this method has become widespread worldwide, especially in the following EU countries: Spain, Italy, Portugal, and, to a lesser extent, France and Germany [8, p. 125; 3, p. 99-100]. It can also be used in schools in Great Britain, the USA, Brazil, Japan, South Korea, etc. In addition, many modern scientists are researching the problems of using the CLIL method.

We suggest starting with the definition of CLIL. H. Ferrer, P. Martinez, and R. Ibane explain CLIL as a teaching approach in which teachers provide additional study of a foreign language and the content of non-linguistic subjects [4]. J. McDougald notes that CLIL combines the analysis of a foreign language, the content of subjects, and cognition [7, p. 11]. K. Urmeneta explains that the CLIL method is a general term that refers to educational programs in which a foreign language is used to teach non-linguistic subjects to develop students' language competencies [6, p. 8].

In addition, Ya. Shtefkova and Z. Danihelova note that CLIL can expand students' language competence by focusing on educational materials of other technical subjects. The researchers explain: "CLIL is a language education that combines content and language. It differs from language for certain purposes, since new content (professional knowledge) is learned in a foreign language. A foreign language is used to receive and create information" [9, p. 137–138].

O. Pasichnyk and O. Pasichnyk distinguish the following types of models of the CLIL method: complete immersion (the entire training program is built based on CLIL) and fragmentary integration of CLIL into the general education course of foreign language training. The researchers claim that the main element of CLIL is the educational text, which can be presented in the format of video, audio materials, or illustrated text; the main thing is that it was aimed at the simultaneous mastery of a foreign language and a particular subject area [1, p. 136–138].

Having studied all aspects of the CLIL method, its working principles, concepts, and recommendations for implementation, we decided to use this method to teach the subject "Foreign language for professional direction" to 15 third-year veterinary students. We surveyed the students after teaching during the semester using the CLIL method. In our case, we apply only elements of CLIL education since students study specialized subjects in Ukrainian with duplication of essential information from them in a foreign language.

The teacher implementing CLIL was a specialist linguist teaching a foreign language. The preparatory stage of CLIL implementation involved preparing a foreign language teacher, teaching materials and tools, determining pedagogical techniques, and selecting various methods for conducting classes. At the initial stage of training, the foreign language teacher familiarized himself with the subjects taught to students in the chosen course of study, their work programs, and the subjects of classes in professional subjects. Since implementing the CLIL method requires that the teacher has a good command of professional subjects and a foreign language, we organized a short training for a foreign language teacher by teachers of professional subjects. Thus, the foreign language teacher briefly studied the basics of the following subjects in the 3rd year: "Veterinary virology", "Veterinary pathophysiology", "Operative surgery", "Veterinary pharmacology" and "Clinical diagnostics".

After preparation, the foreign language teacher and teachers of professional disciplines developed educational materials for students, tasks, and tests for self-control. Furthermore, a critical condition for introducing CLIL was duplicating topics in a foreign language from professional subjects. The teacher of a foreign language communicated with the teachers of professional disciplines regarding the topic of classes to be studied in a specific class in a particular week. In this way, students not only studied professional subjects and issues in the Ukrainian language but also the same subjects and topics in a foreign language, in an abbreviated version.

The survey included the following questions:

1. Did you like:
  - Teaching method?
  - Selected topics?
  - Method of presenting information?
2. Justify your answer.
3. Was this teaching method effective?

The survey showed that all students were satisfied with the CLIL teaching method. The surveyed students emphasized the effectiveness of duplicating topics from professional subjects and a foreign language using the CLIL method. In their opinion, this allowed them to consolidate the knowledge acquired in professional classes and master foreign language terms and professional vocabulary. In addition, students noted the effectiveness of the educational process when the foreign language teacher used elements of cooperative learning, case methods, and projects in combination with the CLIL method. It is also worth noting that all students indicated that using the CLIL method improved their knowledge of foreign languages and professional subjects.

CLIL can be considered a logical continuation or development of the subject "Foreign language for professional direction" because the first involves a more developed form of learning a foreign language in combination

with professional subjects. However, this method also requires more effort on the teacher's part in developing educational materials and his own professional training. In addition, effective use of the CLIL method requires students to have sufficient knowledge, both in a foreign language and in experienced subjects. We recommend using the CLIL method in combination with other methods and forms of learning, namely cooperative learning, case studies, projects, and the flipped classroom.

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