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SUBJECT - LANGUAGE INTEGRATION AS A TOOL FOR THE FORMATION OF PLURILINGUAL COMPETENCE OF STUDENTS

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Abstract. In the conditions of rapid globalization of the modern world, when the boundaries of professional communication are expanding and the need for intercultural exchange of professionally relevant information is increasing, higher professional education faces the task of training specialists with a multifaceted range of interdisciplinary competencies, ready for successful participation in diverse areas of professional communication at the international level. In these realities, the search for new, effective ways of professionally oriented teaching of a foreign language becomes particularly relevant. The answer of linguodidactics to these challenges was the methodological model of subject-language integrated learning (Content and Language Integrated Learning – CLIL). This article is devoted to the relations between two modern approaches in linguodidactics: content and language integrating and plurilingualism. The aim of the study was to show how opinions of the researchers about the basic principles of content and language integrated learning change over time as well as to suggest a possible way of its further development by implementing a new competency – pluriliteracy. The author gives a brief characteristic of a well-known 4C principles and compares it with a new model – pluriliteracy teaching for learning while content and language integration. In conclusion the author states that a shift from 4Cs to a pluriliteracies approach may become a new step in the development of content and language integrated learning and its popularity worldwide.

Keywords: subject-language integration, CLIL, plurilingualism, plurilingual education, pluriculturalism, pluriliteracy

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ПӘНДІК-ТІЛДІК ИНТЕГРАЦИЯ СТУДЕНТТЕРДІҢ КӨПТІЛДІЛІК ҚҰЗЫРЕТТІЛІГІН ҚАЛЫПТАСТЫРУ ҚҰРАЛЫ РЕТІНДЕ

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Аннотация. Қазіргі әлемнің қарқынды жаһандануы жағдайында, кәсіби қарым-қатынас шекаралары кеңейіп, кәсіби маңызды ақпаратпен мәдениетаралық алмасу қажеттілігі артып келе жатқанда, жоғары кәсіби білім беру алдында халықаралық деңгейде кәсіби қарым-қатынастың әр түрлі салаларына табысты қатысуға дайын пәнаралық құзыреттердің көп қырлы спектріне ие мамандарды даярлау міндеті тұр. Бұл жағдайда шет тілін кәсіби бағдарланған оқытудың жаңа, тиімді жолдарын іздеу ерекше өзекті болып отыр. Бұл сын-кәтерлерге лингводидактиканың жауабы мектептен бастап жоғары оқу орнына дейінгі әртүрлі деңгейдегі Еуропалық тілдік білім беру жүйесінде үлкен танымалдылыққа ие пәндік – тілдік интеграцияланған оқытудың (Content and Language Integrated Learning – CLIL) әдістемелік моделі болды. Бұл мақала лингводидактикадағы екі заманауи бағыттың өзара әрекеттесуіне арналған: пәндік-тілдік Интеграция және плюрилингвизм құбылысы. Жұмыстың мақсаты-зерттеушілердің пәндік – тілдік интеграцияланған оқытудың негіздері мен принциптері туралы көзқарастарының уақыт өте келе қалай өзгеретінін көрсету және жаңа құзыреттілік-плюриграмманы енгізу арқылы осы тәсілді дамытудың мүмкін векторын ұсыну. Авторлар пәндік-тілдік интеграцияның қолданыстағы қағидаттарына қысқаша сипаттама береді - 4C, сондай-ақ бұл тәсілді интеграцияланған оқыту процесінде білім алушылардың плюригративтілігін қалыптастыратын балама тәсілмен салыстырады. Авторлар студенттердің тілдік және танымдық әлеуетін қатар дамытудың маңыздылығын атап көрсетеді, бұл білімді әртүрлі тілдерде, әртүрлі жағдайларда, әртүрлі аудиторияда және әртүрлі мақсаттарда қолдану

мүмкіндіктерін ашады. Қорытындылай келе, автор пәндік-лингвистикалық интеграцияның төрт компонентін бөлек қабылдаудан плюриграматтылықты біртұтас түсінуге көшу интеграцияланған оқытуды енгізу мен танымал студент жаңа кезеңі болуы мүмкін деген қорытындыға келеді.

Түйін сөздер: пәндік-тілдік интеграция CLIL, көптілділік, көптілді білім беру, плюрикультурализм, көп сауаттылық

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ПРЕДМЕТНО-ЯЗЫКОВАЯ ИНТЕГРАЦИЯ КАК ИНСТРУМЕНТ ФОРМИРОВАНИЯ ПЛЮРИЛИНГВАЛЬНОЙ КОМПЕТЕНЦИИ ОБУЧАЮЩИХСЯ

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Аннотация. В условиях стремительной глобализации современного мира, когда расширяются границы профессионального общения и возрастает потребность в межкультурном обмене профессионально значимой информацией, перед высшим профессиональным образованием стоит задача подготовки специалистов, обладающих многогранным спектром межпредметных компетенций, готовых к успешному участию в разноплановых сферах профессионального общения на международном уровне. В этих реалиях особую актуальность приобретает поиск новых, эффективных путей профессионально ориентированного обучения иностранному языку. Ответом лингводидактики на эти вызовы стала методическая модель предметно-языкового интегрированного обучения (Content and Language Integrated Learning – CLIL), имеющая большую популярность в европейской системе языкового образования разного уровня – от школы до вуза. Данная статья посвящена взаимодействию двух современных направлений в лингводидактике: предметно-языковой интеграции и явлению плюрилингвизма. Целью работы является показать, как меняются со временем взгляды исследователей на основы и принципы предметно-языкового интегрированного обучения и предложить возможный вектор развития данного

подхода за счет внедрения новой компетенции – плюриграмотности. Авторы дают краткую характеристику существующим принципам предметно-языковой интеграции – 4C, а также сравнивает этот подход с альтернативным подходом, формирующим плюриграмотность обучающихся в процессе интегрированного обучения. Также, авторы подчеркивают важность одновременного развития языкового и когнитивного потенциала обучаемых, что открывает возможности для применения знаний на разных языках, в различных ситуациях, в разных аудиториях и для разных целей. В заключении автор приходит к выводу, что переход от раздельного восприятия четырех компонентов предметно-языковой интеграции к целостному пониманию плюриграмотности может стать новым витком во внедрении и популяризации интегрированного обучения.

Ключевые слова: предметно-языковая интеграция CLIL, плюрилингвизм, плюрилингвальное обучение, плюрикультизм, плюриграмотность

Introduction. Currently, in scientific publications devoted to linguodidactics and approaches to teaching foreign languages, such terms as "multilingualism" and "plurilingualism" have become increasingly common. It is obvious that the semantic core of these concepts is one – "multilingualism". However there are also differences. Let's analyze the interpretations of this concept. Multilingualism is defined as "the use of several languages within one social community" and can be both a national and an individual feature (Trofimova, 2018). Multilingualism, on the other hand, is "the coexistence within the framework of international associations of different countries of many languages as attributes of different cultures" (Trofimova, 2018). That is, it is a property of interethnic unions that unite politically, economically, geographically and thereby creating a single cultural and linguistic space, which is characterized by multilingualism. Another interpretation of this concept states that it is "a provision according to which a modern person must speak at least two languages besides his native one" (Trofimova, 2018). It is clear that this already has to do with the personality property and should be achieved by supporting the use of multiple languages in the education system. Plurilingualism is also a characteristic of personality and is defined as "a person's command of several languages at different levels of competence"

The possession of skills in more than one linguistic code means that one can switch from one language to another according to the situation. Plurilinguals among themselves may also switch from one language to another in the same conversation, sometimes within the same utterance. This is a common phenomenon in bilingual and plurilingual families, and is considered a noticeable feature, sometimes emblematic, of particular linguistic communities. Recourse to alternate forms in school situations is also often observed, and switching to another language in the classroom can indicate appeals for help, indications of a learning difficulty, or strategic use of language resources to maintain communication at all costs. Plurilinguals resort to code-switching - or bilingual speech- in a strategic manner for negotiating meaning, carrying content messages, giving information about the speaker, his social and

cultural identity, the place he occupies in the conversation, or the nature of the exchange (Haljapina, 2018).

Most plurilingual individuals use their languages for specific and differentiated communication needs. It is infrequent, and seldom necessary, for a person to develop equivalent competences for each language in her/his repertoire. Plurilingual individuals therefore develop different competences in each language, and these competences are neither necessarily equal nor totally similar to those of monolinguals. They fulfil a range of different functions, depending on what is necessary to meet specific and different communication needs. Partial knowledge in one language should not be confused with lack of or reduced competence (Haljapina, 2018). A distinction should also be made between linguistic knowledge, and language knowledge (associated with knowledge about language in general), which can be acquired through the medium of one or the other language, and can be transferred from one to the other. The competences of a plurilingual individual are necessarily complementary, as they do not quite overlap from one language to another; and the use of one component of the repertoire or another (or their alternate use) is a matter of strategic development of communicative competence. The commonest trait of plurilingual competence is a state of imbalance; it is simultaneously complex and dynamic, and leaves room for original phenomena, such as bilingual speech (Shostak, 2018).

The concept of "pluricultural competence" is a neologism. It derives from the concept of plurilingualism, which itself derives from the concept of bilingualism. These conceptual transfers from the linguistic to the cultural level are not new: the concepts of cultural screen, of interculture, etc, are other evidence of them. The idea of bicultural competence has never enjoyed any specific theoretical visibility, although it is a dimension indirectly present in studies on bilingualism. Pluriculturalism is to be distinguished from "multiculturalism", which is the subject in North America of a debate on linguistic and identity aspects concerning ethnic minorities but remains comparable to the debate in the European context, by its nature if not by its goals (Shostak, 2018).

The specific nature of the concept of pluricultural competence is defined here in terms of the following three aspects:

- its inclusion in a particular family and occupational path, which implies a particularly important investment over time;
- a high degree of familiarity with otherness, which implies an ability to make choices, to manage risk optionally and to employ diversified strategies within partly compatible social and cultural logics;
- a relationship with the educational establishment leading to autonomous conduct with respect to school orthodoxy (Cenoz, et al., 2014).

The idea of integrating subject and language learning is at the heart of learning technology, in which a foreign language teacher uses interdisciplinary topics in foreign language classes or teaching a number of subjects takes place in a foreign language. Thus, a foreign language is a means of communication and cognition, and learning in native and foreign languages becomes a single process. This idea is widely

used both in the study of humanities and natural sciences and technical disciplines (Cenoz, et al., 2014). Since the end of the XX century, foreign scientists have been considering various ways to achieve plurilingualism at the level of secondary and then higher education. One of the means is the introduction of Content and language integrated learning (CLIL).

CLIL has been the object of scientific research in Europe for two decades, thanks to which there is an increasing understanding of its benefits for students, as well as difficulties in its implementation. Most researchers talk about its positive impact on the educational process as a whole. There are many works indicating that the study of the subject content does not suffer at all, but even on the contrary becomes deeper. Others point to a particularly successful formation of receptive speech skills, for example, reading in a foreign language (Cenoz, et al., 2014).

However, despite the overall positive tone of the research, there have been criticisms recently. For example, studies concerning students' actual proficiency in language skills in a specific subject area are already less optimistic (Coyle, 2013). Therefore, in our article we will focus on those areas of subject-language integrated learning that still need additional study in order to finally fully unlock the full potential of CLIL. It seems to us that one of these areas is the role of the so-called «subject-specific literacy» and «plurilingual learning» in integrated learning.

Material and Methods. The question of the need to introduce integrated subject-language learning within the framework of professionally-oriented training is raised by many authors. In particular, D. Marsh, B. Marsland and K. Steinberg, as well as D. Wolf give six reasons according to which it is necessary to use CLIL in an academic and professional environment (in higher and secondary special education):

- obtaining practical knowledge and skills;
- development of interpersonal communication skills;
- implementation of intercultural communication;
- getting a quality education in a certain field;
- competitiveness in the labor market;

The opportunity to look at the academic disciplines studied from different points of view.

The reason for the widespread and popularity of this approach is that it allows students to communicate more effectively with each other using a foreign language. In addition, CLIL:

- expands the intercultural knowledge of students;
- trains communication skills in a foreign language in natural conditions;
- promotes the development of thinking and opens up the creative potential of students;
- increases students' motivation and self-confidence; trains all language skills and abilities;
- improves language competence and natural oral speech skills;
- develops interest in different languages, to use them in different spheres of life;
- does not require additional hours of training.

Based on the studied literature (Dalton-Puffer, 2013) and our own pedagogical experience, we have identified the following functions of a CLIL teacher:

- Planning: goal setting, determination of expected learning outcomes, selection of subject content, selection of relevant content;
- Use of a foreign language: the minimum required level according to the pan-European scale of language competencies - B2 CEFR, monologue and dialogic speech, explanations and instructions, thematic vocabulary;
- Foreign language teaching: knowledge of communicative and integrated methods of teaching a foreign language through the subject content;
- Teaching subject content: knowledge of the material and methods of its presentation in a foreign language, the use of methods of training support (scaffolding);
- Maintaining discipline and a healthy learning atmosphere in the classroom;
- Creation and design of educational materials: search for authentic material on the subject content, its pedagogical adaptation, integration with the linguistic component;
- Evaluation of the results of subject-language integrated learning in two directions: mastering language competence, subject knowledge;
- Teamwork: interdisciplinary cooperation, joint teaching, development of work programs of integrated courses;
- Introduction of innovations in methodology: identification of difficulties in mastering content in a foreign language, finding ways to overcome them, introduction of teaching support methods, ways to maintain a double focus on the subject content and a foreign language.

Modern life prepares students for life in modern society through the development of their competencies. In language teaching, the main competence is the foreign language communicative competence in the totality of its components:

- speech competence;
- language competence;
- socio-cultural/intercultural competence;
- compensatory competence;
- educational and cognitive competence.

One of the methods of developing these competencies can be the integration of subjects. In our case, the integration of two languages (English and Russian). Conducting such lessons allows you to make the educational process interesting, allows you to save study time, relieves fatigue. Such integration helps to form a linguistic picture of the world of each student, helps to carry out interdisciplinary transfer.

Thanks to the analysis of psychological and pedagogical literature of foreign and Russian studies, Content and Language Integrated Learning and the results of their own experience helped to identify the conditions for integrating the content of the studied disciplines and a foreign language in the educational process (Dalton-Puffer, 2014).

Condition 1. Rich informative authentic educational material.

Various interactive materials of English and Russian language websites serve as a rich resource of authentic material that has a good motivating potential. These sources can be used as a basis for creating an artificial foreign language environment. In addition, tasks with a high degree of cognitive load help to develop creative thinking. Tasks of this type teach you to predict and simulate communication situations during role-playing games and discussions, for example.

One of the main strategies for selecting educational material is the opportunity to present it using different methodological techniques. Thus, the educational process is diversified, and the content is absorbed more meaningfully and deeply (Dalton-Puffer, 2014). Various ways of processing educational material (drawing up a table or diagram based on text, etc.) and the use of two languages during work stimulates the study of both the language and the content of the lesson.

Condition 2. The teacher accompanies the entire learning process.

The student should receive support from the teacher (scaffolding). The teacher must be sure that the authentic material is assimilated by the student. Questions and tasks, in turn, need to be compiled so that students can easily understand the essence of the material. An important role in the formation of positive motivation is played by the assessment of students' success, which further increases the desire to study a foreign language and subject (Heine, 2008).

Condition 3. Active interaction of all subjects of the educational process and productive knowledge of a foreign language.

Learning should be problematic, since it is in the presence of communicative goals and a meaningful communication situation that more effective language learning occurs (Heine, 2008).

According to the Gap-principle – the reception of "gaps", authentic communication will take place in the presence of certain communicative gaps (informational – filling in information, gaps – argumentation and explanation, gaps – statements of inference, completion of the text).

Condition 4. The introduction of a cultural component in the subject content.

CLIL allows you to take into consideration different cultural topics, evaluate the features of different values and worldviews of different peoples.

Condition 5. Development of higher-order thought processes in the process of learning a foreign language.

The taxonomy of B. Bloom's educational cognitive goals is based on the fact that a student is unable to comprehend a concept without memorizing it, just as he cannot apply existing knowledge if he does not understand what it is about. Cognitive processes and pedagogical goals are in a hierarchy, from lower-level processes (Low Order Thinking Skills) to higher-level processes (High Order Thinking Skills) (Heine, 2008).

Based on this theory, the teacher should start with questions that stimulate the development of lower-level cognitive processes (special questions, from the words what, when, where, which). Next, you need to include questions that develop more complex analysis and evaluation skills (why, how).

Condition 6. Continuity and "sustainability" of learning.

"Sustainable" means such training in which information is used in an asset. To do this, it is appropriate to follow the following points:

- Refer to personal experience, ask their opinion;
- Discuss the results of work in small groups, using visual material;
- Work on the formation of general educational skills.

Interdisciplinary communication (IC) is one of the basic principles of modern education. It is usually difficult for a teacher to put this principle into practice. And the main reason for such difficulties is the insufficient number of methodological developments applicable to specific programs and training courses (Meyer, et al., 2015).

Against the background of multi- and plurilinguism in pedagogy, such a concept as "multi-literacy" (multiliteracy) appears. According to I.N. Trofimova, multi-literacy, being the main personality trait, includes not only and not so much reading, writing and counting skills, but also "emotional and communicative, analytical and predictive skills, mathematical modeling, cultural, social and civic competencies, etc." (Haljapina, 2018). The term, proposed back in 2000 by the New London Group, eventually developed first into the concept of bilingual multi-literacy, and then into the idea of "pluriliteracy". On the one hand, the concept stands for quite simply – "literacy in more than one language", this means rather than a simple set of "read, write, count", but an expanded one, corresponding today to the concept of "multi-literacy". In other words, plurigrammatism is multi-literacy in more than one language.

In recent studies devoted to subject-language integration, the concept of "versatile competence/pluriliteracies approach" is put forward, which gives direction to the further development of the CLIL model (O. Meyer, D. Coyle, A. Halbach, K. Schuck, T. Ting).

The authors consider it necessary, firstly, to strengthen the emphasis on the formation and improvement of competencies in a non-linguistic subject area with the simultaneous development of bilingual skills of academic discourse and, secondly, to give special importance to the cultural component, which is among the four components of CLIL (Cognition, Culture, Content, Communication) it is considered as a kind of "filter" through which the other three pass and in which the other three are interpreted and merged (Meyer, et al., 2015). At the same time, the authors emphasize the importance of simultaneous development of language and cognitive potential of trainees, which opens up opportunities for applying knowledge in different languages, in variable situations, in different audiences and for different purposes (Meyer, et al., 2015).

Like many other educational models, subject-language integrated learning has a number of aspects that cause critical attitude. Thus, it is noted that, although CLIL technologies imply subject-oriented learning in any language, however, in practice this translates into an English-language education system. In the course of a detailed study of this issue, the authors emphasize, they have not found a single case where

CLIL training would be carried out in another language. This practice, the authors conclude, firstly, contributes to the realization of the pan-European ambitions of English-language education, and secondly, leads to the fact that teachers who are native English speakers receive preferences when applying for a job under CLIL programs (Tremblay, 2015). Considering the prospects of subject-language integrated learning, it is impossible not to express certain concerns about such a problem as the qualification characteristics of a teacher required to work according to the CLIL methodology. In fact, the teacher should be equally proficient in both a foreign language and a non-linguistic subject discipline. At the moment, there is no such system of teacher training. As a possible solution to the problem, the organization of educational activities based on interactivity and autonomy of students is proposed, when classes are built with an emphasis on constructive autonomous activity of students and the role of the teacher is manifested in the ability to effectively manage educational discourse, create conditions for interaction and cooperation of students (Zydatiŝ, 2012). In such conditions, an atmosphere of partnership between students and the teacher arises in the classroom, and the learning process becomes learning, not learning. The main function of the teacher, the authors emphasize, is to organize the educational activities of students, to involve them in the educational process designed to ensure the assimilation of subject content and increase the level of language competence (Zydatiŝ, 2012). But even here it is obvious that it is the teacher who plays an important role in the educational process, responsible for organizing the autonomous activities of students. Thus, in any case, the question of special training programs for teachers to work within the framework of the CLIL model remains open.

The next question that arises when considering the prospects of subject-language integration in the teaching of linguistic students is reduced to the forms in which this methodological model can be implemented in the educational process. Answering this question, first of all, it should be emphasized that the idea of subject-language integrated learning was originally based on the idea of a flexible and dynamic approach to its implementation, on the variability of its forms. According to different conditions, the CLIL model can be presented in various forms: this can be a full course of a subject discipline in a foreign language, a module on a certain thematic area, part of a course, a project, theatricalization, games, laboratory workshops, research, etc. The list of forms of CLIL implementation also includes such techniques as an integrating lecture, complex seminar, complex excursion, interdisciplinary conference, complex electives, etc. Thus, CLIL can easily adapt to various educational contexts and systems (Sirotova, 2019). As CLIL gains popularity, there are more and more opportunities for variability in the forms of this model – this concerns the volume of programs, the choice of the language being studied, the subject area and content; the age characteristics of the trainees can also be taken into account, their interests and needs, level of foreign language proficiency, etc. (Sirotova, 2019).

The subject content acquires meaning if and only if it is understood by students, that is, its conceptualization takes place, which in turn requires adequate use of linguistic

means, since only with the help of language can understanding be demonstrated. It is important to emphasize that students should use their own, and not mechanically memorized, language tools to describe what they have learned. To define this process, researcher Svein proposed a separate term – languaging – the formulation, voicing of the studied material using a subject-oriented foreign language. Moreover, for these purposes, we need a special functional language corresponding to the seven cognitive functions – "classify", "define", "describe", "evaluate", "explain", "investigate", "report". Thus, it is possible to understand how successfully the content has been assimilated and the thinking skills have been formed only with the help of the formed communication skills of a functional language.

In other words, effective subject-language integration is impossible without the ability of students to make oral and written communication in a specific subject area, using appropriate language tools, style, genres, etc., in other words, without the formed "plurigrammatism" (Sirotova, 2018). Starting with the formation of basic literacy in their native language, the student in the process moves first to subject literacy, then develops skills in foreign languages, expanding the types and types of textual information that they process and through which they express their vision of the subject content. He learns to use subject-oriented language tools, visualization tools and graphical supports.

A pedagogical experiment was conducted among students of 1-2 courses of the university. The number of students in the experimental group totaled 60 people, in which Russian literature was taught using the integration of the Russian language and the subject of literature itself.

Integrated lessons give students a broader understanding of the world that surrounds them, help to reveal the relationship of phenomena and objects. In such lessons, the main emphasis is on the development of imaginative thinking, creative activity of students. The main purpose of integrated lessons is to expand students' knowledge in certain subjects.

Results and Discussion. When planning a training program using CLIL, 4C model are usually taken into account: content, communication, cognition, culture.

In addition, there are five aspects that are implemented differently depending on the age of students, the socio-linguistic environment and the degree of immersion in CLIL.

1. Cultural aspect
2. Social aspect
3. Language aspect
4. Subject aspect
5. Training aspect

The use of this technique in practice allowed us to highlight its advantages, as well as some problems of implementation in the educational process. One of the main advantages of this technique is to increase the motivation of students to learn a foreign language. Language learning becomes more purposeful, as the language is used to solve specific communicative tasks. In addition, students have the opportunity to

better learn and understand the culture of the language being studied, which leads to the formation of socio-cultural competence of students. The student passes through a sufficiently large volume of language material, which is a full immersion in the natural language environment. It should also be noted that working on various topics allows you to learn specific terms, certain language constructions, which contributes to the replenishment of the learner's vocabulary with subject terminology and prepares him for further study and application of the acquired knowledge and skills (Coyle, 2013). Thanks to the introduction of the CLIL methodology, linguistic and communicative competencies are being developed taking into account the modern format necessary for the successful personal, general cultural and professional development of students. CLIL in the classroom provides the opportunity to interact in a foreign language without requiring additional time in the curriculum. Thus, we came to the conclusion that CLIL is the optimal technology for enhancing language learning in an educational organization.

The experimental part as an integral part of the study was carried out during 1 semester and included three stages: preparatory, research, training and control. The purpose of our experimental work was to test the developed model of teaching in both Russian and foreign languages on the basis of a subject-language integrated approach.

Analysis of the data obtained during the ascertaining stage showed that 69% of students received marks of 4 and 5 points in literature for the content when writing an essay in the experimental group. At the end of the experiment, we conducted a diagnosis of the assimilation of the content of works in literature (in the form of writing essays) and conducted dictionary dictation, which included words encountered when reading works in Russian and English. We noted the similarity of the results on the subject of literature – in the experimental group, 69% of students also wrote essays at a high level. While testing knowledge and skills to use lexical units in the experimental group showed 70% quality.

The first condition of *subject-language integrated learning* is a rich cognitive authentic educational material is observed with the help of the correct selection of texts for work, so in literature lessons students are invited to work with texts of works in Russian, and in English and Russian lessons with texts that are taken from authentic sites. Thus, the learning objectives become clearer for students. Also, to work with texts, we used such a method of processing educational material as creating an *Intellectual map*. The undoubted advantage of this method is that the intellectual map can be compiled individually, in pairs and collectively (Dalton-Puffer, 2014).

In bilingual lessons, the compilation of intelligence maps allows you to recall vocabulary on the topic, build a "rich" associative series, and also include each student in active activity from the very beginning of the lesson. Due to the fact that the map is drawn up in color, shape, symbols, a positive atmosphere is created in the classroom (Dalton-Puffer, 2014).

When drawing up an intelligence map, an individual approach is implemented by one student. Also, the teacher has the opportunity to take into account the level of knowledge on the subject.

Like other qualities of the mind, thinking can be developed. To develop thinking means to develop the ability to think. One of the innovative methods to achieve positive results in the formation of mental activity of schoolchildren is the technology of developing *critical thinking*.

The purpose of this technology is to develop students' thinking skills, which are necessary not only in school, but also in later life: the ability to make informed decisions, work with information, analyze various aspects of phenomena (Meyer, et al., 2015).

This technology involves the use of three stages (stages) in the lesson: the stages of challenge, the semantic stage and the stage of reflection.

Stage 1 — "Challenge" (elimination of a blank sheet). The child asks himself the question: "What do I know?" on this issue.

Stage 2 — "Comprehension" (realization of comprehension). At this stage, the child, under the guidance of the teacher and with the help of his comrades, will answer the questions that he himself set for himself at the first stage (what I want to know).

Stage 3 — "Reflection" (reflection). Reflection and generalization of "what the child learned" in the lesson on this problem.

The use of this critical thinking technology in integrated language lessons allows you to get a high result, since different sources of information are used, different types of memory and perception are involved. The written recording of information allows you to better memorize the studied material, because in the lessons, how much is the ability to work effectively with the text: to understand it, analyze it, use it. Each integrated lesson was based on these three stages.

Compliance with the conditions of active interaction of all subjects of the educational process and productive knowledge of a foreign language is possible through the use of elements of *problem-based learning*.

Problem-based learning is a system of teaching methods and tools based on modeling the creative process by creating a problem situation and managing the search for a solution to the problem. The assimilation of new knowledge in this case occurs as an independent discovery of this knowledge by students with the help of a teacher. Problem-based learning involves a teacher-organized way of active interaction of the subject with the problem-posed content of learning, during which he gets involved in objective contradictions of scientific knowledge and ways to resolve them, learns to think, creatively assimilate knowledge (Tremblay, 2015).

The main goals of problem-based learning:

1. Assimilation by students of knowledge, skills acquired in the course of active search and independent problem solving; as a result, this knowledge, skills are more durable than with traditional training.

2. Education of an active creative personality of a student who can see, pose and solve non-standard problems.

3. Development of professional problem thinking. So, for example, to realize the purpose of the literature lesson "The Power of Art" based on the work of O. Henry

"The Last Leaf" was: to formulate the main tasks of art, including through the English language, using the example of a literary work. In this lesson, problem-based learning was implemented throughout the lesson, as at the beginning of the lesson, students brought out the problematic question "Can Berman's painting be called a masterpiece, a true work of art?" and further outlined what types of art there are and working with the work "The Last Leaf" presented in different types of art (theater, cinema, cartoon, painting), and answered another question "What effect did the Behrman's act have on girls?". Then the students drew conclusions about what real art is and answered the initial question. Also, one of the stages of the lesson was a comparison of a text passage in Russian and in English, when students discovered a discrepancy, it also became a problematic situation, the solution of which brought new shades in the description of the main character. So, the students realized that one of the main compositional artistic techniques of the work is the antithesis (Heine, 2008).

This technique helped students to draw the main conclusions and answer the initial problematic question. To achieve the goals and objectives of this technology, various methods and techniques of organizing the process of problem-based learning are used, in which students not only learn terms and definitions, memorize facts, but also know how to apply them in practice in similar and modified conditions.

A teacher who works in the system of subject-language integrated learning has to use various technologies, methods and techniques of scheduled work. In this section, we offer practical recommendations for the use of a particular technology used in this learning model on the example of lessons conducted in accordance with the conditions of integration of the content of the studied disciplines and a foreign language (Mizanbekov, 2019).

We are seeing an increase in the indicators of the English language and the preservation of characteristics in literature. Thus, we can say that the introduction of elements of subject-language integrated learning, taking into account the conditions and with the correct selection of teaching methods, helps to assimilate the subject material at the same level as traditional teaching, while an increase in the language competence of students is detected. Therefore, subject-language training gives a positive effect when learning foreign languages.

Thus, in the study, we justified the need for the use of integrated foreign language teaching of students in the development of communicative, literary and plurilingual competencies as an indicator of the ability of students to interpret texts.

The search and development of educational materials used in English classes with an integrated teaching method based on the conducted experiment showed the practical significance of this method:

1. The model of teaching a foreign language on an integrated basis allows you to combine into a single system the skills and abilities in certain areas (for example, literature) that improve the quality of foreign language proficiency.

2. In the course of the study, an integrated learning methodology was developed, which takes into account the conditions of teaching a foreign language in secondary school classes:

Condition 1. Rich informative authentic educational material.

Condition 2. The teacher accompanies the entire learning process.

Condition 3. Active interaction of all subjects of the educational process and productive knowledge of a foreign language.

Condition 4. The introduction of a cultural component in the subject content.

Condition 5. The development of higher-order thought processes in the process of learning a foreign language.

Condition 6. Continuity and "sustainability" of learning

3. The most effective techniques and methods of organizing cognitive activity of students in the lesson are selected:

Receiving Intelligence cards;

Critical thinking development technology;

Problem-based learning;

Semantic reading strategies.

4. We set ourselves the task of developing educational materials based on an integrated method for teaching students focused on foreign language vocabulary and gaining knowledge on non-linguistic subjects.

5. The analysis of the results of the experiment showed an increase in the quality of the level of Russian language proficiency, its accessibility and compliance with the needs of students.

Conclusion.

Thanks to the introduction of the concept of "plurilism", it is possible to talk about the levels of its formation depending on the age of students and their experience of integrated learning, which radically changes the approach to assessment in subject-language integration.

The phenomenon of plurigrammatism covers not only foreign languages, but also literacy in the native language, thus influencing the entire learning process as a whole.

In conclusion, the following conclusion can be made: the integration of subject-language learning through the adaptation of foreign CLIL models to the domestic academic environment and evolutionary changes in the system of the studied language will help ensure the development of modern specialists of pluricultural and plurilingual skills in the field of professional intercultural interaction in a foreign language.

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