

SUBJECT AND LANGUAGE INTEGRATED LEARNING TECHNOLOGY IN TEACHING A FOREIGN LANGUAGE

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Abstract

The integrated subject-language approach to learning (hereinafter SLIL) is a broad concept that covers various situations of teaching a non-linguistic subject through a medium of a second or foreign

language. SLIL assumes a balance between subject Subject and language learning. Thus, language is used as a means of studying the Subject, and in turn, is used as a resource for learning the language.

Thus, in European countries there is an increased interest in the study and application of various methods of teaching a foreign language, the specificity of which is not the use of a foreign language as a learning objective, but its usage as a means of instruction.[1]

In recent decades, important changes have taken place in the modern world, among which are: the creation of a worldwide Internet network and the globalization of all social, political, economic and environmental processes in the world. These, as well as other changes had a generally strong impact on the world education system.

Key words

approach, integration, subject-language, methods, teaching

Introduction

This article presents a new, radically different, approach to the language phenomenon in that psychological considerations, in particular unconscious mental processes, are brought to bear on the elucidation of its essential character. The method is based on the application to their fullest logical extent of the concepts of sound resemblance and meaning resemblance between the words of the native vocabulary of a language. In this way, new insight is obtained into the essential character of words and into the mode itself by which the native vocabulary of a language comes into being. It turns out that, for a proper appreciation of the language phenomenon, it is to be regarded as a purely psychological product of the human At the same time that this viewpoint provides an insight into the essential nature of language, it provides an insight into the psychology of the thought process itself, an outstanding result, for example, being that every abstract idea can be formulated only as a metaphorical transfer from a correspondent concrete image. Because of the unconscious psychological processes which it reveals, the viewpoint presented here has applications to such related fields as semantics, logic, mathematical foundations and general philosophy, in all of which

the role of the unconscious factor in the thought process itself has hitherto not been sufficiently appreciated. For the psychiatrist and psychoanalyst the viewpoint has significance in that it indicates a wider range of phenomena in which the unconscious factor must be taken into consideration for elucidating conscious processes. mentality.

SLIL can be seen as an educational approach serving to maintain linguistic diversity, as well as a powerful tool that can have a strong influence on the learning of foreign languages. In addition, SLIL is an innovative approach to learning that involves creating an integrated dynamic and motivating environment. It provides an opportunity to overcome the limitations of the traditional school curriculum, that is, not individually to teach different subjects, but to integrate them with others.

Based on the foregoing, the purpose of the research has been to study the SUBJECT and language integrated learning technology in modern educational system as an integral system of interrelated components, which would allow us to reveal the existing problems of its organization and implementation; as well as to identify possible prospects for its development.

Thus, SLIL is an approach aimed at achieving a two-pronged goal, in which the second language is used as a means of teaching the subject and at the same time is the object of study. Development of the theory of an integrated subject-language approach in European science began relatively recently (1990-2000-ies.). So, The founder is considered D. Marsh. Methodology four "C" proposed D. Coyle.

The practice of implementing this approach has been widely Distribution in the universities of Finland, the Netherlands, Spain and the United Kingdom. Within SLIL, language development takes place naturally, built on another form of language teaching. Thanks to this, students and students are motivated to learn a foreign language. It is this "naturalness" that is the main reason for the success of SLIL application in school and in a higher educational institution. SLIL provides an opportunity for learners to use the second language in a natural environment, thereby, in the process of studying the subject SUBJECT, they forget about the language as such and focus only on the topic of SUBJECT.

There is a rich experience in teaching subjects on foreign Languages in national schools and pedagogical institutes in the 40-60s of the 20th century. A large number of scientific studies of Soviet scientists (B.V. Belyaev, L.S.Vygotsky, N.I. Zhinkin, A.A. Leontiev,) is devoted to the question of the ratio of thinking and speech to Second language. In the research S.A. Volodin studied pedagogical and Psychological problems of teaching geography in a foreign language.

Learning a foreign language is surrounded by myths, many of which give false ideas about what is best helps to achieve success in its study. There are many scientific studies on how we study languages that help to better understand and compare the following concepts: "language acquisition" and "language learning". Language training is a conscious process, whereas its acquisition is inadvertent. Language training takes place in the classroom, and acquisition is in everyday communication in a foreign language. [2]

E.S. Pavlova developed a methodology for teaching chemistry in a foreign language in the main school. N.I. Batrova modeled the process of teaching information and communication technologies for high school students on a bilingual basis. Modern models of training on bilingual basis in higher education are developed in the dissertation research L.L.Salekhova, N.K. Tuktamishova. [3]

Despite the existence of a significant number of scientific papers on these problems, the issues of modeling the teaching of subject knowledge in a foreign language in higher education have not been adequately studied.

An analysis of the existing state of pedagogical science and the practice of teaching subject knowledge in a foreign language made it possible to reveal a contradiction between its high didactic potential for the internationalization of education and the lack of a scientifically grounded model of teaching a foreign language in higher education [4].

The contradiction revealed indicates the presence in the pedagogical science of an actual problem, the solution of which is directed at this study: what is the model of teaching in a foreign language in a university, built on the basis of an integrated subject-language approach?

The purpose of this article is to theoretically develop, scientifically substantiate and experimentally test the model of teaching in a foreign language in a university on the basis of an integrated subject-language approach [5].

Methods

The methodological basis was the researches have made an axiological, revealing the essence of value SUBJECT and language integrated learning technology in modern educational system of students of the pedagogical high school, the person oriented, recognizing the personal development of subjects in the educational process of the university as a system-forming factor.

Analysis of the collected material has revealed a number of factors affecting the quality of the teaching process. It also displayed that the duration of the process makes it necessary to include all the components of the educational process in monitoring and to take into consideration the competence assessment not only of the student but also of the applicant, as well as of the graduate.

During the statistical analysis and summarizing of the data, a number of problems that characterize the perception of monitoring as a component of the institution internal assessment of education quality by the staff and students of institutions have been revealed. To date, traditional monitoring components are a score-rating system of students' achievements, the information system of data collection, electronic informational and educational environment. Despite the overall positive attitude to the application of these tools for assessing and improving education quality, the respondents indicated a number of problems associated with their use.

Discussion

Teachers of a foreign language often focus their attention on external manifestations of speech, such as pronunciation, vocabulary and grammar, and overlook the role of language, which he plays in complex thought processes.

According to L.S. Vygotsky, "the development of speech unfolds along the continuum, beginning with the unorganized appropriation of symbols (words) to various objects and ending with the attainment of the highest point-mature conceptual thinking" [6, p 68]. In his works he used the terms "inner speech"

and "speech thinking", which speaks about the interconnection and unity of thinking and speech and allows us to consider the use of language as a psychological tool in the performance of cognitive activity of the highest level. Unambiguously, such use of language is a distinctive feature of a person, which allows him to go beyond the immediate experience and form relationships between different parts of information, establish patterns and make predictions.

J. Cummins argues that the competence of CALP in the first language and the competence of CALP in the second language belong to the "Common Underlying Proficiency", resulting in these competences in both languages developing interrelated and can be improved either using one of the languages, or Both. However, in order to transfer the competence of the CALP between two languages that are different in terms of their external characteristics, it is necessary that the essence of the transmitted information be related, but separate from the languages themselves. L.S. Vygotsky in this case assumes that the information transmitted includes the formation of "carefully thought out" concepts that can be considered as "speech thinking". The formation of these concepts as a cognitive tool for the formation of values based on previous experience is the final stage in the development of language. And this is not just the final stage in the development of language, but the intersection of thinking and language. According to L.S. Vygotsky, "speech thinking" promotes the development of higher-order thinking skills by isolating, structuring and memorizing the essence of the information received, and by studying multiple values within different levels of categorization [6].

Students and students who lack knowledge of the necessary concepts are not able to understand the general meaning of the SUBJECT, even if they have the knowledge of individual words. L.S. Vygotsky suggested that the concept is not a static formation, but a dynamic object that influences thinking processes, but at the same time is itself under the influence of thought processes. Thus, a person's ability to use speech thinking as a cognitive tool develops with the widening of the range of verbal meanings and the formation of a structure that connects concepts with the

presented words. This structure includes a semantic map that allows him to overcome direct experience by creating associations and transform information into completely new ideas [6].

Despite the fact that thinking and speech are inextricably linked, L.S. Vygotsky suggested that they develop "along different lines and independently of each other". He also stressed that "at a certain moment, occurring at an early age (about two years), the lines of development of thinking and speech that have been going on separately have crossed, coincide in their development and give rise to a completely new form of behavior so characteristic of Person "[6]. Thus, the formation of concepts as part of speech thinking is not a quantitative increase in the stock of individual words, but a qualitative change in how a person uses language while thinking about a particular information. Proceeding from the positions formulated by L.S. Vygotsky, the competence of CALP is more than just the expansion and development of BICS skills. The use of language in the competence of CALP is qualitatively different from BICS. CALP is not just a language competence, but a synthesis of mental skills and means of verbalization in a second language.

At the beginning of their development, children use separate words in their speech, while understanding and the formation of concepts occur later. L.S. Vygotsky argues that "the development of processes that subsequently lead to the formation of concepts has its roots deep in childhood, but only in the transitional age those intellectual functions that in a peculiar combination form the psychological basis of the process of concept formation mature, develop and develop." Thus, "a decisive transition to the field of thinking in terms" becomes possible only when the child becomes a teenager. This transition depends primarily on two convergent factors. Firstly, L.S. Vygotsky found that the child's cognitive functions are not developed for about 12 years, so he is not able to use abstract concepts to "cross" the limits of his own direct experience. Secondly, with the passage of time the child's language develops, words begin to acquire more and more differentiated meanings and associations, and so before adolescence, when children have a sufficiently rich vocabulary, which makes it possible to create a complex semantic map. It is interesting that the point of view of LS. Vygotsky that the child's

mental and verbal development overlap at the age of 12 corresponds to the findings of Cummins, who argue that from the kindergarten or the first grade, the development of the CALP competency requires 5-7 years of schooling. In this case, the age of these children should be exactly between 11 and 13 years [6]. Comparing the development of speech and intellect with the development of speech thinking, L.S. Vygotsky came to the conclusion that speech thinking is not a natural result of the early development of speech and intellect. In fact, he concluded that while speech and intellect have biological roots, sociocultural processes play an important role in the development of children's thinking and self-regulation [7].

J. Bylund argues that placing students with limited English skills in classes where teaching is entirely in English can have several adverse consequences. First, these children will be "torn off" from the luggage of verbal knowledge with which they came to school, thereby suppressing the development of the skills of the first language. Secondly, while these students are only beginning to accumulate knowledge in the second language, their English-speaking peers do this for a long time, so the first ones are not able to master the curriculum in the same way [8].

Conclusion

In practice, the integrated subject-language approach can be implemented at various levels of instruction from pre-school education to higher education. As for kindergartens, SLIL can be realized here by using various short games in a foreign language. In elementary school, SLIL can be used as part of an educational project. Already in middle and high school, SLIL can be applied to teaching non-linguistic subjects in a foreign language. [9]

In many European countries, teachers and teachers undergo various workshops on the use of SLIL in teaching non-linguistic subjects. Unfortunately, in our country this approach is not widely distributed, therefore, we consider it necessary to organize SLIL training courses for the University both for teachers of foreign languages and for subject teachers.

The study has been the result of a number of reasons that caused the urgency of Subject and language integrated learning technology in modern educational system problem discussion.

This study allowed us to draw the following conclusions. The essence of the concept of " Subject " was substantiated, the Subject of the concept "language" was clarified on the basis of the analysis of scientific psychological and pedagogical literature.

We conducted an experimental work among students of 1,2,3 courses of the specialty "Foreign language" of the Kazakh National University named after Al Farabi, within the framework of which they tried to determine whether the Subject and language integrated learning technology in modern educational system is significant in the student environment. Based on the results of the ascertaining experiment, methodological recommendations on the formation of SLIL were compiled. Among the students, familiarization debates were held on the topic " Subject and language integrated learning technology in modern educational system".

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