

## CONTENT AND LANGUAGE INTEGRATED LEARNING IN TEACHING FOREIGN LANGUAGES TO LAW STUDENTS

### ІНТЕГРОВАНЕ ПРЕДМЕТНО-МОВНЕ НАВЧАННЯ У ВИКЛАДАННІ ІНОЗЕМНИХ МОВ СТУДЕНТАМ-ПРАВНИКАМ

*Content and Language Integrated Learning (CLIL) is a modern approach to learning that harmoniously combines the development of language skills with the acquisition of professional knowledge. Its use in teaching foreign languages to law students allows solving several tasks at once: formation of professionally oriented foreign language competence, deepening of knowledge of law and development of intercultural communication.*

*In the process of applying CLIL, the main focus is on the integration of specialized content of academic disciplines (for example, the basics of jurisprudence, international law or law enforcement) with language learning. This contributes to the formation of students' ability to analyze professional texts in a foreign language, participate in discussions on legal topics, draw up legal documents and present their positions at the international level.*

*CLIL's distinctive feature in teaching law students is its emphasis on integrating key legal concepts such as «rule of law», «human rights», «legal responsibility» etc. with the development of language skills such as listening, speaking, reading and writing. This approach is based on the «4C» principle: Content, Communication, Cognition, Culture.*

*The implementation of CLIL requires careful development of teaching materials that meet the needs of law students. For example, the analysis of international law cases, the study of treaties, court decisions and official correspondence provide students not only with knowledge, but also with practical skills.*

*Among the advantages of CLIL, it is possible to highlight the increase of student motivation, deepening of understanding of professional disciplines, development of critical thinking and readiness to work in a global professional environment. At the same time, the success of the method depends on the teacher's qualifications, because he must possess both professional knowledge and methods of teaching a foreign language.*

*Thus, integrated subject-language training is an effective tool in the preparation of competitive lawyers capable of operating in the conditions of globalization.*

**Key words:** *integrated education, foreign language, legal education, professionally oriented education, foreign language competence.*

*Інтегроване предметно-мовне навчання (Content and Language Integrated Learning,*

*CLIL) є сучасним підходом до навчання, що гармонійно поєднує розвиток мовних навичок із засвоєнням фахових знань. Його використання у викладанні іноземних мов студентам-правникам дозволяє вирішувати одразу кілька завдань: формування професійно орієнтованої іншомовної компетенції, поглиблення знань із права та розвиток міжкультурної комунікації.*

*У процесі застосування CLIL основна увага приділяється інтеграції спеціалізованого змісту навчальних дисциплін (наприклад, основ правознавства, міжнародного права чи правозастосування) з вивченням мови. Це сприяє формуванню у студентів здатності аналізувати професійні тексти іноземною мовою, брати участь у дискусіях на юридичні теми, укладати правові документи та представляти свої позиції на міжнародному рівні.*

*Особливість CLIL у викладанні студентам-правникам полягає в акценті на інтеграцію ключових концепцій права, таких як «верховенство закону», «права людини», «юридична відповідальність» тощо, із розвитком таких мовних навичок, як аудіювання, говоріння, читання та письмо. Цей підхід базується на принципі «4С»: Content (зміст), Communication (комунікація), Cognition (мислення), Culture (культура).*

*Реалізація CLIL потребує ретельної розробки навчальних матеріалів, які відповідають потребам студентів-правників. Наприклад, аналіз кейсів міжнародного права, вивчення договорів, судових рішень та офіційної кореспонденції забезпечують студентів не лише знаннями, а й практичними навичками.*

*Серед переваг CLIL можна виділити підвищення мотивації студентів, поглиблення розуміння фахових дисциплін, розвиток критичного мислення та готовність до роботи в глобальному професійному середовищі. Водночас успішність методу залежить від кваліфікації викладача, адже він повинен володіти як фаховими знаннями, так і методиками викладання іноземної мови.*

*Таким чином, інтегроване предметно-мовне навчання є ефективним інструментом у підготовці конкурентоспроможних правників, здатних діяти в умовах глобалізації.*

**Ключові слова:** *інтегроване навчання, іноземна мова, юридична освіта, професійно-орієнтоване навчання, іншомовна компетенція.*

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**Formulation of the problem.** Globalization and international integration of legal processes require from future lawyers not only knowledge of law, but also a high level of command of a foreign language in a professional context. Content and Language Integrated Learning (CLIL) is a modern approach that combines learning a foreign language and mastering professional content. For law students, this

method allows for the simultaneous development of professional terminology and language competence, which is necessary for work in the conditions of globalization.

The issue of subject-language integrated learning (CLIL – Content and Language Integrated Learning) is already popular in the countries of the European Union and the United States of America, and is

gradually gaining popularity in Ukraine. Although the CLIL approach is recognized as new, it should be noted that in some European countries (Malta and others), subject-language integrated education began to be applied in the 19th century, in Bulgaria from the 50s of the last century, in the Baltic countries from the 60s. David Marsh, a scientist in the field of multilingual education, first applied the approach of subject-language learning in the 90s of the last century in the field of business, finding a number of positive responses. As a result, the CLIL approach began to gain popularity in various European countries. In addition, such communicative approaches as blended-learning and language immersion became the basis for subject-language integrated learning.

#### **Analysis of recent research and publications.**

The issue of subject-language integrated education has been the subject of study and research by many scientists. Thus, the methodological substantiation of ways of introducing integration and integrated learning into the educational process was carried out by Ye. Boyko, O. Horbatiuk, O. Rafalska, G. Yukhimovych, T. Kutsenko. The use of the communicative aspect of integrated education in the modernization of the content of foreign language education became the subject of scientific investigations by O. Zhdanova-Nedilko, D. Poltavchenko, L. Halyavka-Vasylijevoi, O. Yaremenko-Hasyuk. Research scientists L. Anthony, T. Brik, N. Lebochina, L. Morska, L. Kupchik, A. Litvinchuk, S. Bortnyk studied the use in the formation and development of foreign language professional communication skills in higher education institutions. Scientist S. Konovalchuk paid attention to the definition of the concept of integrated training of professional activity by means of a foreign language. N. Burmakina and O. Rudychuk investigated the characteristics of the problems of implementation of professional disciplines with the English language of instruction in the training program for students of higher education and studied integrated training as a means of increasing motivation to study, etc.

Despite the significant interest of both domestic and foreign scientists in the problem of applying subject-language teaching in learning a foreign language, the issue of applying this approach and its importance in the context of training future law students is not sufficiently studied and disclosed.

#### **Formulation of the goals of the article.**

The purpose of the article is to analyze the main aspects of the use of subject-language training for future lawyers, its advantages, role in the formation of a modern specialist, challenges and practical recommendations for implementation.

#### **Presentation of the main research material.**

Modern conditions of the development of law are characterized by close interaction of national and international legal systems. Lawyers are increasingly faced with the need to work with international treaties,

negotiate in a foreign language or participate in multinational legal teams. Traditional methods of teaching foreign languages do not always meet the needs of law students, as they are often separated from practical legal activities. In this context, the CLIL method itself becomes an integral element of the training of law students. Subject-language integrated learning (CLIL) offers a solution to this problem by combining the study of legal disciplines and a foreign language in one educational process.

The term CLIL was first proposed in 1994 by David Marsh and Anna Malers (Finland) as a methodology for teaching non-language subjects in a foreign language. This approach includes various forms of using a foreign language as a means of learning, provides an effective opportunity for students to apply their new language skills in practice now, without waiting for a suitable opportunity in the future. Thus, learning English has an interdisciplinary character and is closely related to other subjects from the school curriculum.

The purpose of using the method of problem-language integrated learning in a higher education institution is to simultaneously study a specialized subject and master a foreign language. That is, the language ceases to be an object of learning, and becomes a means of obtaining professional knowledge. In this way, two tasks of CLIL are implemented: learning through a foreign language and foreign language through the content of the specialized discipline being studied.

CLIL is different from all other approaches to language learning and teaching. Many researchers emphasize that the CLIL method contributes not only to the improvement of students' knowledge, but also to the acquisition of intercultural knowledge. Promoting the development of various educational strategies and the use of innovative teaching methods, teaching aids contribute to the development of cognitive development and learning in general. In addition, CLIL provides another advantage to a higher education institution, namely better time management [6, p. 136].

In the context of training future lawyers, subject-language integrated education undoubtedly has a number of advantages. In particular:

1. Development of professional terminology. CLIL allows students to learn legal terminology in a foreign language, which ensures their readiness to work with international documents, contracts and court cases.

2. Improving language skills. The use of a foreign language in real legal contexts contributes to the development of not only passive, but also active language skills, in particular in written and oral forms of communication.

3. Interdisciplinary thinking. Subject-language training forms the ability to analyze and solve legal issues through the lens of a foreign culture, developing critical thinking skills.

4. Preparation for an international career. For law students who aspire to work in international companies, knowledge of a foreign language in a professional context is a competitive advantage [4, p. 42].

The implementation of the method of problem-based language integrated learning (CLIL) in higher education involves the implementation of the following key principles:

- studying a foreign language involves the assimilation of professional knowledge;
- professional subjects are partly taught in a foreign language;
- integration of language and profile disciplines takes place through joint planning of educational content.

The peculiarities of CLIL educational materials are the integration of the subject content and the new language, the development of learning skills. At the same time, language learning necessarily includes subject content (legal, for example), and therefore involves transforming information in such a way as to facilitate its understanding by students. With this in mind, depending on the specifics of the subject (or subjects), diagrams, drawings or maps are widely implemented.

The choice of topics and tasks of the course is determined by the specifics of the activity of future lawyers. At each lesson, students study the theoretical and practical aspects of a professional subject through reading, writing and oral communication. For the successful application of the technique, it is important to follow certain rules [2, p. 70].

Learning according to this method provides opportunities for meaningful interaction and active learning, the use of communication and literacy skills, and the formation of subject and language competencies. CLIL not only allows you to communicate effectively using a foreign language in various areas of life, but also improves all language skills. This approach develops critical thinking, creative potential, increases students' motivation and self-esteem. CLIL does not require additional study hours and can be part of the general education program.

According to the CLIL method, students gain knowledge of the subject from the curriculum while simultaneously studying and using a foreign language. CLIL has the advantage of solving the problem of «overcrowded curriculum» because it allows to combine one or more aspects of the curriculum and increases the time for language learning. However, there are important factors that need to be considered before implementing CLIL programs, which include: the need for collaboration between teachers from different disciplines; availability of qualified teaching staff; providing students with key terms and concepts in a foreign language; the possibility of changing the schedules necessary for the implementation

of the CLIL program (including the planning time of educational programs) [5].

Classes that use the method of problem-based language integrated learning (CLIL) should include the following components: communication – practical use of a foreign language in the learning process: students communicate in a foreign language in professional situations; content – acquisition of new knowledge, formation of abilities and skills in the subject area; cognition – development of cognitive and mental abilities to form ideas about the subject of study; culture – respect for one's own and other cultures, development of outlook.

These components have a purpose. «Communication» defines the working language of education: creating a dictionary, choosing types of communication, taking into account the need to use polylogical discussion forms of interaction. «Content» determines the learning goals: what new students will learn; what will be the learning outcome. «Cognition» highlights thinking skills, types of questions that allow you to find the right answers; task for discussion. «Culture» involves the selection of the socio-cultural meaning of the topic and unites all the educational material of the lesson [1, p. 39].

For each of these components, tasks should be developed that take into account the gradual acquisition of knowledge. Scientists distinguish the following didactic principles that define CLIL: 1. the principle of duality (relying on native and foreign languages); 2. the principle of integration of a foreign language and the content of an educational subject; 3. the principle of gradually complicating the content; 4. the principle of focusing on mastering knowledge in a specific discipline with the help of two languages (native and foreign); 5. the principle of developing motivation and willingness to use a foreign language for special purposes; 6. the principle of using authentic material [1, p. 39].

Based on the communicative principle of learning (the language must be taught and applied in a meaningful context), the CLIL method is based on the following aspects of the foreign language teaching method: 1. situational learning; 2. language acquisition; 3. natural approach; 4. Motivation; 5. current FLT practice [3, p. 80].

However, the introduction of CLIL in the training of lawyers has certain difficulties, in particular:

1. Insufficient training of teachers. Teachers must possess not only a foreign language, but also specialized knowledge in the field of law. This requires additional training and professional development. Складність матеріалів. Розробка навчальних ресурсів, які одночасно враховують юридичний зміст і мовну адаптацію, може бути трудомісткою.

2. Psychological barrier among students. Studying complex legal topics in a foreign language can cause difficulties for students with an average level of language proficiency.

3. Evaluation of results. Combining assessment of language skills and understanding of professional content is a difficult task for teachers.

Thus, it is possible to highlight certain practical recommendations for the introduction of CLIL into the training system of future lawyers. First, there should be a phased implementation. Beginner courses may cover basic legal terminology in a foreign language, gradually increasing the difficulty of the material. Secondly, there should be cooperation between faculties. Law and foreign language teachers must work together to create teaching materials and programs. In addition, interactive teaching methods should be widely used. Modeling court processes, role-playing games, and case analysis help students apply knowledge in practice. Also, technological support plays an important role. Using online resources such as legal databases and language learning platforms greatly simplifies the learning process.

**Conclusions and prospects for further research.** Thus, we can conclude that subject-language training is an effective tool in training future lawyers. It contributes to the formation of both language and professional competence, which makes students competitive in the international labor market. Despite the challenges, the implementation of CLIL in legal education is a promising direction that

needs the support of teachers, administrations and students.

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